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Negotiation for Meaning in Audio and Video Synchronous Computer-Mediated Communication

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ABSTRACT (ENGLISH)

After the outbreak of Covid-19 across the world, video conferencing tools have been widely used for online teaching all over the world. In synchronous computer-mediated communication (SCMC), where text, audio, video, and many other semiotic resources are simultaneously available, a huge challenge for interlocutors is how they can make good use of modes for their communication. Different modes of communication afforded by different types of technology can affect the way people communicate, and thus affecting the process of second language acquisition. Therefore, this study focuses on meaning negotiation episodes and aims to explore the following two research questions: (1) How do students negotiate meaning in audio SCMC and in video SCMC? (2) What roles do multiple modes and semiotic resources play in meaning negotiation episodes in video SCMC?

Four dyads of Chinese postgraduate English language learners performed two types of lexically seeded information gap tasks in audio and video SCMC environments respectively. Meaning negotiation episodes were identified for data analysis. Video stimulated recall interviews were conducted to obtain participants' thoughts during meaning negotiation episodes. Three types of data analysis were carried out, including: (1) an interaction analysis of all audio SCMC negotiated interactions; (2) a statistical analysis of students' gaze directions during meaning negotiation episodes in video SCMC; and (3) a multimodal analysis of students' verbal interactions, gaze directions, facial expressions, and gestures.

The three types of in-depth analyses have led to the important findings. The study has proposed expanded meaning negotiation routines specifically for audio and video SCMC. The gaze analysis discovers a statistically significant positive relationship between the amount of time interlocutors spend looking at each other's video images and the success of meaning negotiation. The multimodal analysis has revealed different levels of multimodal communicative competence and identified a range of relationships between different mode(s) in video SCMC.

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Document 2 of 100

An Exploration of the Mediating Effects of a Digital, Mobile Vocabulary Learning Tool and Device Use on Gulf Arab Learners' Receptive Vocabulary Knowledge and Capacity for Self-Regulated Learning

Bowles, Michael Keith . Lancaster University (United Kingdom) ProQuest Dissertations Publishing, 2021. 28485078.

ABSTRACT (ENGLISH)

Receptive knowledge of the meanings of the first 3,000 most frequent word families in English is a vital prerequisite for enabling academic reading and contributing to academic success in higher education where English is the medium of instruction. While many English foundation programmes include frequency-based word lists for their students to learn, learning gains made by students have frequently proven to be disappointing and little attention has been paid to the technological interventions to learn these words. In addition, little consideration has been given to the negative aspects of smartphone use to learn these words.

In this naturalistic, mixed-methods study, I explore the mediating effects of using an off-the-shelf, digital vocabulary learning tool in out-of-class settings on the receptive vocabulary knowledge of students in the United Arab Emirates. I also examine how the same tool mediates the students' capacity for self-regulation and whether different devices had any effect on this, both through a self-reported, online survey tool and pair-depth interviews that aim to capture rich, qualitative data about the learners' own perceptions.

Overall, the findings show that students' receptive vocabulary knowledge increased, but their self-reported capacity for self-regulated vocabulary learning through technology showed no change. In terms of devices, many students preferred to use the web-based version of the digital tool on their laptops rather than the mobile application on their smartphones. While students saw the laptop as a serious learning device that better enabled self-regulated vocabulary learning, the smartphone is seen predominantly as a communication and entertainment device to access social media, which depleted students' ability to self-regulate their vocabulary learning, particularly their ability to remain committed to their learning goals. Device control is therefore an important dimension of self-regulated, mobile vocabulary learning, which needs to be considered in future research in this field.

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Document 3 of 100

Investigating the Experiences of Lecturers Using Mobile Technology to Teach English at Saudi Universities

Almofadi, Nouf . Liverpool John Moores University (United Kingdom) ProQuest Dissertations Publishing, 2021. 28705621.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Mobile learning as a support to teaching English as a Foreign Language (EFL) is still in the early adoption stage worldwide, and in Saudi universities in particular. Such adoption requires several elements to be considered,

including the readiness and acceptance towards adopting mobile learning among instructors, which is a critical aspect of ensuring successful implementation. Therefore, this study investigates lecturers' perceptions and use of mobile learning in teaching EFL, using the Unified Theory of Acceptance and Use of Technology (UTAUT2) to guide the research and illuminate the factors that affect the acceptance of mobile learning in the Saudi context.

This study followed a mixed-method sequential explanatory approach, with data collected through a questionnaire survey (n=270) and semi-structured interviews (n=12). The quantitative data were analysed using SPSS, which included both descriptive and inferential statistics, with the qualitative data from the semi-structured interviews analysed via thematic analysis.

The regression and moderation analyses revealed that habit and hedonic motivation have the most significant impact on the behavioural intention of the lecturers to use mobile technology in teaching practice, followed by performance expectancy and effort expectancy. Secondly, facilitating conditions have the most significant influence on the use behaviour to use mobile technology, followed by habit and price value. The education level of the lecturers moderated the relationship between effort expectancy and behavioural intention to use mobile technologies, with the effect increasing as the level of education decreased. Age also moderated the relationship between effort expectancy and the use behaviour to use mobile technologies, where the effect increased with age, as per the relationship between social influence and the behavioural intention to use mobile technologies. Age and education also moderated the relationship between facilitating conditions and the behavioural intention to use mobile technologies, with the effect increasing as the education level decreased and the age increased. Furthermore, gender moderated the relationship between facilitating conditions and the use behaviour to use mobile technologies, where the impact was greater among females than males. Experience also moderated the relationship between price value and use behaviour, with the effect increasing as the level of experience decreased.

This study presents recommendations to those responsible for implementing mobile learning in Saudi universities, such as government decision-makers and university leaders, which relate to the type of training needed, concerns regarding university policy, mobile learning strategy, and overcoming culture and privacy, particularly for female instructors. The study is expected to be submitted to the Saudi Ministry of Education in 2020 to support its review of the Vision 2030 initiative.

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Document 4 of 100

Effectiveness of Hypnotherapy and Neurolinguistic Programming on Test Anxiety Among Paramedical Students

Patel, Dipal . Maharaja Sayajirao University of Baroda (India) ProQuest Dissertations Publishing, 2021. 28648883.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

We live in a test-centric world where test performance has become almost a prerequisite for success. The pervasiveness of testing across various realms of life has significantly contributed to a lot of people experiencing examination stress or test anxiety. Heightened test anxiety not only affects our achievements but also has adverse consequences on our academic and other performances besides impacting our health and well-being, therefore it

is important to understand the phenomenon of test anxiety in order to devise ways and means to effectively navigate it. The present study is an effort in this direction. This is a scholarly, scientific, action research that primarily aims to understand measuring the experience of test anxiety. Further, it also aims to analyze the effectiveness of Hypnotherapy and Neurolinguistic Programming in dealing with test anxiety. An initial sample of 501 Paramedical students was tested for test anxiety using a standardized Test Anxiety Inventory. 105 students were selected from among them using purposive sampling (those having severe test anxiety) and were subjected to the intervention phase. Those selected were equally divided into three groups i.e. Hypnotherapy, Neurolinguistic Programming, and Control Group (n=35 in each group). The Hypnotherapy and Neurolinguistic Programming sessions were administered by the researcher as part of the therapeutic intervention and the post-session scores were compared. The data were analyzed using inferential statistical techniques like Chi-Square Test, Mann-Whitney U Test, and Wilcoxon Test. In the post-intervention data analysis, it was found that Hypnotherapy and Neurolinguistic Programming were both effective in reducing. However, Hypnotherapy proved to be more effective than Neurolinguistic Programming in terms of post-test scores and follow-up scores as well. Moreover, there were variations associated with certain demographic factors such as age, gender, birth order, and education & occupation of parents. The final phase of the research discusses the implications of the findings for the students as well as for the parents.

DETAILS

Subject:	Psychology; Neurosciences; Education; Parents & parenting; Physiology; Hypnotherapy; Students; Obsessive compulsive disorder; Sampling techniques; Intervention; Gender; Families & family life; Statistical analysis; Research methodology; Fear & phobias; Birth order; Perceptions; Neuroses; Stress; Hypotheses; Behavior modification; Variables; Panic attacks; Linguistics; Internet resources; Consciousness; Irritable bowel syndrome
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The Role of Cultural Awareness in Raising Language Proficiency for the Military Linguist

Kaninya, John . Northcentral University ProQuest Dissertations Publishing, 2020. 28314349.

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ABSTRACT (ENGLISH)

Language is the way that nations transfer their customs and history to the new generations. The language is the cultural medium that is used for this transforming type of communication between generations. Thus, comes the role of cultural awareness into playing its significant effect in the process of linguistic interaction between generations. For this study, the role that cultural awareness plays in raising the proficiency of Arabic language learners to higher levels was investigated. All these efforts concentrated on learning how cultural awareness could enrich the proficiency of the military polyglot and prepare them to act as a bridge between the American culture (i.e., source culture) and the Middle East culture (i.e., target culture). The problem that was studied in this research addressed two main concerns. First, finding a clear definition to the role that cultural awareness plays in second acquisition. Second, finding the best practices to introduce the Arabic culture into the Arabic Basic Course

curriculum. The main components of this study were the survey questionnaire and the interviews. The participants in these two parts are teachers of the Arabic language with over five years of experience. The framework of the study was to question and interview the local Arabic teachers of the language in Arabic teaching institutions. The core of the research was to study the significance of the role of culture in re-enforcing the learning process of Arabic language. The study was also focused on the mechanism of preparing the English native speaker to reach higher proficiency levels of Arabic in their performance as military linguists. The required information was solicited from teachers that are working towards achieving the proficiency standards set forth by the Interagency Language Roundtable for the linguists. The research method utilized in this study was the qualitative method for the purpose of learning about the introduction of Arabic culture into the curriculum as a substantial component in the progression of the Arabic language learning process to reach high level proficiency for the Arabic military linguist.

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Document 6 of 100

The Centrality of Writing Materials in Saudi Arabian English Classrooms: Evaluating L2 Textbooks from an Ecological Perspective

Kalfut, Thamer . Oklahoma State University ProQuest Dissertations Publishing, 2020. 28023877.

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ABSTRACT (ENGLISH)

A number of studies have evaluated high school English textbooks in recent years. However, three gaps have not been addressed. The first gap is research has evaluated English textbooks by implementing a Likert-scale checklist approach (Aljouei & Alsuhaibani, 2018). Researchers successfully inform educators about weaknesses and strengths of textbooks, but this approach has limitations. It disregards interactions between activities in textbooks, creating a simplified understanding of how activities contribute to language development. Checklists also neglect to show how textbooks can boost language skills, specifically writing, because they contain either general statements (Alharbi, 2015) or no specific statements (Almalki, 2014) about writing. The second issue is research indicates that high school students lack writing skills (Ahmad, 2015); this concern may relate to ineffective materials in language classrooms. The third issue is studies have not identified how textbooks in Saudi Arabia are planned using L2 writing teaching approaches: content, linguistic, process, genre, and audience (Hyland, 2014). To address these gaps, this study investigated the incorporation of writing activities in high school English textbooks in Saudi Arabia from an ecological perspective using a multiphase design (Creswell & Clark, 2011). Van Lier (2004) suggested examining language learning from an ecological perspective to understand the interrelationships between elements in a context and how they may contribute to language learning. The findings have important contributions. Firstly, it records the present fifth stage of the historical development of English textbooks in Saudi Arabia. Secondly, building on recent research commenced by Guerrettaz and Johnston (2013) and Vanha (2017), this study demonstrated an ecological perspective is at the heart of our understanding of how

L2 textbooks strengthen writing skills through three relationships: skill-thematic content connections, linguistic-content connections, and skill-linguistic connections. Thirdly, it provides the first comprehensive assessment of English textbooks from an ecological perspective in Saudi Arabia and among earlier studies globally, laying the groundwork for future research by establishing a textbook ecology approach. This dissertation provides deeper insight into how textbooks are mainly designed using the genre approach, supported by content and linguistic approaches. Theoretical, methodological, and practical implications for teachers, textbook developers/researchers, and other professionals are suggested.

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Last updated: 2022-01-19

Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 7 of 100

Contributing Factors of Second Language Pronunciation Goals: the Influence of Second Language Testing, Speaking Goals, and Speaking Beliefs of English Language Learners at Intensive English Programs

Turk, Rebecca Rose . The Florida State University ProQuest Dissertations Publishing, 2020. 28151108.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Before entering American university graduate programs, many international students must attend Intensive English Programs (IEPs) to improve their English proficiency (Redden, 2018). Their English proficiency is tested via the Test of English as a Foreign Language (TOEFL). Once they pass the TOEFL and are admitted into a graduate program, IEP students will also often obtain graduate teaching positions as International Teaching Assistants (ITAs), where speaking and pronunciation skills will be a vital part of their success. Given a lack of focus on pronunciation within the TOEFL exam (Educational Testing Services, 2019) and a lack of explicit pronunciation instruction in IEP curriculum, how might these factors influence IEP students' language and pronunciation goals that lead to pronunciation outcomes? Through a mixed methods design, I used quantitative surveys and qualitative interviews to explore students' goals for their English pronunciation, specifically the influence of second language testing, IEP students' future goals, and IEP students' knowledge and beliefs about pronunciation. First, findings revealed that the speaking-specific requirements of the TOEFL did not directly influence IEP students' specific second-language pronunciation goals. Instead, participants had a pronunciation goal of general 'intelligibility' with respect to passing the TOEFL. Second, participants described both integrative goals (e.g., desire to integrate into the L2 community) and instrumental goals (e.g., understanding L2 proficiency would help achieve a larger goal) for learning a second language. Results suggest that their pronunciation goals were similar to their language goals (e.g., language goal: join L2 society; pronunciation goal: be intelligible). Third, findings revealed that participants had both fixed and growth capability beliefs about English-language pronunciation and that their capability beliefs

influenced their pronunciation goals. Grounded theory analysis brought to light additional factors that influenced IEP students' L2 pronunciation goals. Internal factors that influenced participants' pronunciation goals included their value of effort and time for improving pronunciation, potential methods of improvement, and their value or usefulness of the L2 for their future goals. External factors that influenced participants' pronunciation goals included expectations/societal pressures to reach native-English pronunciation within their primary culture or their future career.

DETAILS

Subject:	Sociolinguistics; Educational psychology; English as a second language
Classification:	0441: English as a Second Language; 0636: Sociolinguistics; 0525: Educational psychology
Identifier / keyword:	English as a second language; Language learning; Mindset; Motivation; Pronunciation; Pronunciation influences
Publication title:	ProQuest Dissertations and Theses
Number of pages:	110
Year:	2020
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	9798569968350
Advisor:	Turner, Jeannine E. Southerland, Sherry A.
Committee member:	Leeser, Michael; Hiver, Philip
School:	The Florida State University
Department:	School of Teacher Education
School location:	United States – Florida
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	28151108

ProQuest document ID: 2489636521

Document URL: <https://www.proquest.com/dissertations-theses/contributing-factors-second-language/docview/2489636521/se-2?accountid=50982>

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Last updated: 2022-01-19

Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 8 of 100

The Linguistic Challenges Faced by Non-English-Speaking Saudi Parents Whose Children Attend Schools from Preschool to Grade 3 in a Large Midwestern Urban City in the United States

Alfehaid, Jawharah . Concordia University Chicago ProQuest Dissertations Publishing, 2020. 28153297.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Through a basic qualitative approach this study examined the linguistic challenges faced by non-English-speaking Saudi parents whose children attended schools from preschool to Grade 3 in a large Midwestern urban city in the United States. Previous studies have examined the challenges faced by Saudi parents in general, but this study focused on the linguistic communication challenges in particular. Through interviews and a focus group, information was gathered from parents regarding the challenges they faced when they tried to help their children with their schoolwork. The results from the data collected showed that parents faced varied challenges such as lack of motivation by their children, misunderstanding school regulations, and variable communication difficulties. Results from this study indicated that schools should take their part in alleviating these challenges by providing after-school programs or additional classes for non-English-speaking students, holding periodical teacher/parent meetings, and hiring an Arabic-speaking teacher or interpreter. Sharing experiences among parents themselves and hiring a private tutor have also proved to be effective temporary solutions.

DETAILS

Subject: Early childhood education; Bilingual education; Elementary education; Individual & family studies; Linguistics

Classification: 0518: Early childhood education; 0290: Linguistics; 0524: Elementary education; 0628: Individual & family studies; 0282: Bilingual education

Identifier / keyword: Large Midwestern urban city; Linguistic Challenges; Non- English-Speaking Saudi Parents; Preschool; Primary School; United States

Publication title: ProQuest Dissertations and Theses

Number of pages: 132

Year: 2020

Publisher: ProQuest Dissertations Publishing

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 9798698539421

Advisor: Williams, Rhoda R. M.

Committee member: Morgenthaler, Shirley S. M.; Tagaris, Angela A. T.; Bender, James J. B.

School: Concordia University Chicago

Department: Early Childhood Education

School location: United States – Illinois

Degree: Ed.D.

Source type: Dissertation or Thesis

Language of publication: English

Document type: Dissertation/Thesis

Publication / order number: 28153297

ProQuest document ID: 2466049759

Document URL: <https://www.proquest.com/dissertations-theses/linguistic-challenges-faced-non-english-speaking/docview/2466049759/se-2?accountid=50982>

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Last updated: 2022-01-19

Database: Linguistics and Language Behavior Abstracts (LLBA)

The Role of Learning Strategies in Vocabulary Acquisition

Alahmadi, Alaa . Bangor University (United Kingdom) ProQuest Dissertations Publishing, 2020. 28225567.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This thesis presents the results from three interrelated studies. The first study investigated the potential impact of different vocabulary learning strategies (VLS) as well as different learner styles on vocabulary size in Saudi Arabic-speaking students in higher education. Participants completed a VLS questionnaire and a vocabulary size test. The results implied that undergraduates tended to use simpler strategies than postgraduates. The strategies of *guessing a word's meaning from context* and *watching television* related positively to lexical knowledge in both groups. Moreover, clustering analysis revealed two learner groups that varied in how frequently they used VLS overall, rather than in terms of which VLS they preferred. Those students who used more VLS overall also had greater vocabulary sizes, irrespective of educational level. Hence, the study found no evidence for differences in individual learner styles in the current groups. Consequently, it recommended that VLS usage should be encouraged overall, but that the need for teachers to cater to individual vocabulary learning styles may not be warranted.

The second study compared how lexical inferencing and lexical translation influence L2 vocabulary acquisition. Sixty-one undergraduate Saudi EFL students read target words in authentic reading materials and were either asked to guess their meaning or look it up in a dictionary. Pre- and post-tests were measured participants' knowledge of target words and overall vocabulary size. The results show a significant and comparable learning effect for both vocabulary learning strategies, with a higher pre-test vocabulary knowledge related to a larger learning effect. Furthermore, the better participants were at guessing correctly, the better they learned vocabulary through inferencing. The results suggest that both VLS are equivalently effective and that learners' overall vocabulary size influences the amount of learning that occurs when using these VLS. The third study used the same methods and participants as the second study to explore how vocabulary learning strategy usage and skills in the four language domains relate to participants' increase in lexical knowledge and to the learning of specific vocabulary items over a certain period of time. Results showed that learning through inferencing, but not learning through dictionary use, depended on learners' familiarity with the particular learning strategy. Additionally, the study revealed a complex relationship between reading comprehension, note taking, vocabulary size and attainment. The results suggest that familiarity with inferencing strategies may be beneficial for learners and that the relationship between note taking and vocabulary acquisition warrants further investigation.

DETAILS

Subject:	Linguistics; Educational psychology
Classification:	0525: Educational psychology; 0290: Linguistics
Identifier / keyword:	Learning strategies; Vocabulary acquisition

URL: [https://research.bangor.ac.uk/portal/en/theses/the-role-of-learning-strategies-in-vocabulary-acquisition\(c3b8fb04-29dd-4e74-8074-9b747e56c6c1\).html](https://research.bangor.ac.uk/portal/en/theses/the-role-of-learning-strategies-in-vocabulary-acquisition(c3b8fb04-29dd-4e74-8074-9b747e56c6c1).html)

Publication title: PQDT - Global

Number of pages: 209

Year: 2020

Publisher: ProQuest Dissertations Publishing

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 9798691201738

Advisor: Foltz, Anouschka Tamburelli, Marco

Committee member: Cooper, Sarah; Shank, Christopher

School: Bangor University (United Kingdom)

School location: Wales

Degree: Ph.D.

Source type: Dissertation or Thesis

Language of publication: English

Document type: Dissertation/Thesis

Publication / order number: 28225567

ProQuest document ID: 2462881811

Document URL: <https://www.proquest.com/dissertations-theses/role-learning-strategies-vocabulary-acquisition/docview/2462881811/se-2?accountid=50982>

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Last updated: 2022-01-19

Database: Linguistics and Language Behavior Abstracts (LLBA)

A Comparative Study of Oral Proficiency in Direct (OPI) and Semi-direct (VOCI) Testing Modes: Measures of Complexity, Accuracy, and Fluency

Alzahrani, Nawal Ali . Oklahoma State University ProQuest Dissertations Publishing, 2020. 27834926.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This study aims at comparing oral proficiency performance at two oral proficiency testing modes, namely Oral Proficiency Interview (OPI) and Video Oral Communication Instrument (VOCI) in terms of specific measures of complexity (length of ASUs, and MS-TTR), accuracy (error-free ASUs), and fluency (frequency of filled and silent pauses). It also examines the relation between task type and CAF measures in both testing modes. It further explores the test takers' perceptions and preferences towards the direct testing mode (OPI) and the semi-direct testing mode (VOCI), and then compares those perceptions and preferences with their testing performance in terms of the CAF measures. In order to achieve the goals of this study, four instruments were used to collect the data (OPI, VOCl, online background survey, and interviews conducted in Arabic). Convenience sampling was used to recruit nine senior Saudi male students, majoring in different fields in Engineering at a South-Central University in the United States. OPIs and VOCl responses were recorded, then manually transcribed using InqScribe software. Wilcoxon Signed Rank test reveals that while complexity measures did not show any statistically significant differences in both testing modes, accuracy (Error-free ASU) and fluency (Silent pauses) showed significant differences in the OPI and VOCl testing modes. It was also found that the narrative task impacted the MS-TTR in the VOCl testing mode and the number of silent pauses in the OPI testing mode. Participants reported a variety of positive and negative perceptions towards OPI and VOCl. This study further presents information about test takers' experiences about both tests. It was also found that participants had a higher accuracy and fluency in the OPI testing that they claimed they felt more comfortable with. The current research suggests possible empirical and practical implications and some questions for future studies.

DETAILS

Subject:	Linguistics
Classification:	0290: Linguistics
Identifier / keyword:	Oral Proficiency Interview; Video Oral Communication Instrument; Oral proficiency testing modes
Publication title:	ProQuest Dissertations and Theses
Number of pages:	178
Year:	2020
Publisher:	ProQuest Dissertations Publishing

Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	9798664747751
Advisor:	Halleck, Gene B.
Committee member:	Cheng, An; Link, Stephanie; Kennison, Shelia M.
School:	Oklahoma State University
Department:	English
School location:	United States – Oklahoma
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	27834926
ProQuest document ID:	2445319629
Document URL:	https://www.proquest.com/dissertations-theses/comparative-study-oral-proficiency-direct-opi/docview/2445319629/se-2?accountid=50982
Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2022-01-19
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 11 of 100

School Belonging and L2 Motivation of First-Year Students at Four Japanese Universities

Fukuda, Tetsuya

. Temple University ProQuest Dissertations Publishing, 2020. 28027020.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

In this study, I explore the dynamic relationships between how students feel about their school, school belonging, and to what extent they feel motivated to study a second language, L2 motivation. School belonging, which has rarely been studied in the field of applied linguistics, is widely discussed in educational psychology, and its relationship with academic achievement has been examined. However, the relationship between school belonging and L2 motivation has hardly been investigated. The first purpose of this study is to fill this gap by verifying the existence of a sense of school belonging as a psychological factor among first-year Japanese university students in an English as a foreign language context, and then to investigate its relationship with L2 motivation.

I employ a convergent mixed method design in which the quantitative and qualitative analyses were conducted at the same time. Quantitative data were collected through surveys from 540 first-year students in four Japanese universities, including higher- and lower-ranked universities. The qualitative data were collected through self-reflection from 176 students, comments from 413 students, and interviews with 11 students. The interviewees were selected based on their willingness to participate. The quantitative data and qualitative data were collected three times in 2018 and 2019: the first time in May and June 2018, the second time in September and October 2018, and the third time in January and February 2019. Validity evidence for the surveys was gathered through a pilot study. In the main study, school belonging was verified as one large factor mainly using Rasch analysis. The general relationship between school belonging and motivation to learn English and the changes of those relationships over the course of the year were assessed by calculating the responses to the questions with structural equation modeling (SEM). Details of students' feelings toward their school and their connections to English learning motivation were investigated through analyses of the qualitative data.

The quantitative results showed that a sense of school belonging that varies among first-year Japanese university students exists and that the relationship between school belonging and L2 motivation and their changes over the course of the year can be explained in a model in which individual differences in school belonging and L2 motivation and their changes are explained. The qualitative results support the finding that school belonging and L2 motivation are related to each other and also show that students change their school belonging and L2 motivation dynamically for a variety of reasons. Students can change their perceptions of school and language learning from positive to negative or negative to positive, and their changes can be uneven when looked at through the lens of sub-components of these constructs.

By merging quantitative results and qualitative results, differences were found between the two types of data analyses. School was found to predict changes in school belonging and L2 motivation in the quantitative analyses, while different types of students, such as those who have positive school belonging and negative L2 motivation and those who have negative school belonging and positive L2 motivation were found in the same school in the qualitative analyses. Moreover, concepts of school belonging and L2 motivation were validated as hypothesized in the quantitative analyses, while unexpected ideas, such as belonging to multiple groups and loss of L2 motivation due to technological developments, were revealed by the result of the qualitative analyses. These results imply that fostering school belonging among university students can lead to studying English harder.

DETAILS

Subject: Educational psychology; Linguistics; Educational sociology

Classification: 0525: Educational psychology; 0290: Linguistics; 0340: Educational sociology

Identifier / keyword: L2 motivation; School belonging

Publication title: ProQuest Dissertations and Theses

Number of pages:	459
Year:	2020
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	9798664751253
Advisor:	Sick, James
Committee member:	Beglar, David; Churchill, Eton; Kikuchi, Keita
School:	Temple University
Department:	Teaching & Learning
School location:	United States – Pennsylvania
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	28027020
ProQuest document ID:	2444884403
Document URL:	https://www.proquest.com/dissertations-theses/school-belonging-l2-motivation-first-year/docview/2444884403/se-2?accountid=50982
Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2022-01-19
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 12 of 100

The Speech Act of Requesting by Saudi ESL Learners

[ProQuest document link](#)

ABSTRACT (ENGLISH)

The present study is an investigation of patterns of negative pragmatic transfer from L1 in the speech of intermediate and advanced Saudi ESL learners. The study compares the learners' performance of the speech act of request in English L2 with that of American native speakers of English and Saudi native speakers of Arabic. The purpose of this study was to identify patterns of L1 pragmatic transfer by the learners with regard to the request strategies and supportive moves they utilized in performing the speech act of request in different situations. The study also investigated whether there was a relationship between the learners' L2 language proficiency and their L2 pragmatic competence.

The participants in the study were 20 Saudi ESL learners at the intermediate level, 20 Saudi ESL learners at the advanced level, 10 Native Speakers of American English, and 10 Native speakers of Saudi Arabic. Data were collected through a written Discourse Completion Task that elicited responses from the participants to three request scenarios that varied by interlocutor status relative to speaker.

The findings of the study showed that the advanced learners approximated L2 cultural norms while the intermediate learners remained influenced by L1 cultural norms. For example, the intermediate learners deviated from the native speakers of English with regard to their use of supportive moves. Therefore, the findings of the study support the negative correlation hypothesis, which posits that less proficient L2 learners are more likely to transfer their L1 norms than their more proficient counterparts.

DETAILS

Subject:	Linguistics; Multicultural education; English as a second language
Classification:	0290: Linguistics; 0441: English as a Second Language; 0455: Multicultural Education
Identifier / keyword:	Discourse Completion Task; Interlanguage pragmatics; Pragmatic competence; Pragmatic transfer; Speech act of request
Publication title:	ProQuest Dissertations and Theses
Number of pages:	154
Year:	2020
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	9798664738544
Advisor:	Morkus, Nader

Committee member: Al-Ani, Salman; Choksy, Jamsheed; Walbridge, John

School: Indiana University

Department: Near Eastern Languages and Cultures

School location: United States – Indiana

Degree: Ph.D.

Source type: Dissertation or Thesis

Language of publication: English

Document type: Dissertation/Thesis

Publication / order number: 28087451

ProQuest document ID: 2444306320

Document URL: <https://www.proquest.com/dissertations-theses/speech-act-requesting-saudi-esl-learners/docview/2444306320/se-2>

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Last updated: 2022-04-29

Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 13 of 100

Educated Arab Women's Text-Based Discussions and Meaning-Making Practices: An Ethnographic Case Study of an Intellectual and Cultural Salon () in the US

Al Sultan , Hajar Khalifa

. Indiana University ProQuest Dissertations Publishing, 2020. 28027457.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Arab women, living in English-speaking countries, have received heightened attention across the fields of language, gender, identity, education; however, most of the existing research has explored issues and experiences

related to their social, linguistic, and/or cultural transition. The literacy and intellectual practices of Arab women within specific social and cultural contexts, or from an interactional and interpretive perspective, have been underexplored. This ethnographic case study drew on Bourdieu's conception of capital and Mercer's conception of interthinking, and employed thematic analysis and interactional sociolinguistics to address three questions: (1) What does the Intellectual and Cultural Salon (ICS) represent for educated Arab women studying and/or living in a large US college town? (2) What are the literacy practices educated Arab women engage in with one another when discussing texts in the context of ICS? (3) How do educated Arab women collaboratively negotiate meaning(s) when discussing texts and engaging with one another in the context of the ICS?

Using multifaceted ethnographic data sources, including participant observations, fieldnotes, audiotaping of salon interactions and individual interviews, and relevant documents, the findings of this study reveal that the ICS represents a unique and fertile environment for building and fortifying intellectual and interthinking practices, transformational relationships, and interactional gains. The ICS encapsulated various forms of cultural, linguistic, and social capital, which may be linked to the Arabic contemporary literary salons in the Arab world and in the diaspora to the salons of the past. Interactive read-aloud discussions and meaning-making were a meaningful social relational experience, which facilitated joint attention to texts, intellectual activity, and roles and relationships. The women demonstrated the importance of having access to social, linguistic, and/or cultural capital, and the "embodied" knowledge of how to engage in cultural activities as forms of capital. While negotiating their understanding of texts, their thoughts and the thoughts of one another, and meaning of concepts and terms, the women demonstrated how educated discourse is constructed through joint consideration and joint thinking in their ICS meetings. This study illuminates several theoretical, methodological, and practical implications in relation to joint thinking, meaning-making, learning in small groups, and group work dynamics.

ABSTRACT (ARABIC)

Bourdieu (Capital) Mercer () : () () "" ""

DETAILS

Subject:	Sociolinguistics; Adult education; Womens studies
Classification:	0636: Sociolinguistics; 0516: Adult education; 0453: Womens studies
Identifier / keyword:	Arab women; Intellectual salons; Meaning-making; Reading-aloud; Tex-based discussions
Alternate title:	: :
Publication title:	ProQuest Dissertations and Theses
Number of pages:	372
Year:	2020
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	9798662582460

Advisor:	Coronel-Molina, Serafin M.
Committee member:	Samuelson, Beth L.; Lester, Jessica Nina; Alani, Salman
School:	Indiana University
Department:	School of Education
School location:	United States – Indiana
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	28027457
ProQuest document ID:	2440868470
Document URL:	https://www.proquest.com/dissertations-theses/educated-arab-women-s-text-based-discussions/docview/2440868470/se-2?accountid=50982
Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2022-04-29
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 14 of 100

Gender-Based Differences in the Realization of the Speech Act of Refusal in Saudi Arabic

Alrashoodi, Saud Ahmed . Indiana University ProQuest Dissertations Publishing, 2020. 28021925.

[ProQuest document link](https://www.proquest.com/dissertations-theses/educated-arab-women-s-text-based-discussions/docview/2440868470/se-2?accountid=50982)

ABSTRACT (ENGLISH)

The research looks at refusal strategies in Saudi Arabic, with an emphasis on the influence of gender and social status on speech act behavior. The main objective of the research is to establish whether or not females and males in Saudi Arabia vary when requests are denied. The current study investigates the differences between Saudi females and males' refusals of requests extended by a person of higher, equal, and lower status. The goal is to discover any gender-based differences in the way speakers modify their refusal strategies based on

interlocutor status. The analysis will mainly focus on the degree of directness as well as the frequency of words produced, and the frequency, order, and content of strategies. The Discourse Completion Test (DCTs) was used to collect the data. The DCTs were performed orally by the participants and were audio-recorded with the participants' permission. The spoken DCTs consisted of three situations of refusals to requests that were created by Beebe, Takahashi, and Uliss-Weltz's (1990).

The first situation requires a refusal to a request made by a person of lower status. In comparison, the second situation requires a refusal to a request made by a person of equal status, while the third situation requires a refusal to a request made by a person of a higher status. After each situation, the participants were asked to respond orally as if they were in a real-life interaction. Results show that there were differences between the Saudi females and males regarding the degree of directness, the total of words produced, the frequency of strategies, the order of strategies, and the content of strategies.

DETAILS

Subject:	Sociolinguistics; Linguistics; Near Eastern studies
Classification:	0636: Sociolinguistics; 0290: Linguistics; 0559: Near Eastern Studies
Identifier / keyword:	Arabic Speech Acts; Politeness Theory; Pragmatic Competence; Pragmatics; Refusal; Speech Act Theory
Publication title:	ProQuest Dissertations and Theses
Number of pages:	155
Year:	2020
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	9798662586451
Advisor:	Morkus, Nader Al-Ani, Salman
Committee member:	Losensky, Paul E.; Alramadan, Iman
School:	Indiana University
Department:	Near Eastern Languages and Cultures
School location:	United States – Indiana
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English

Document type:	Dissertation/Thesis
Publication / order number:	28021925
ProQuest document ID:	2437383987
Document URL:	https://www.proquest.com/dissertations-theses/gender-based-differences-realization-speech-act/docview/2437383987/se-2?accountid=50982
Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2022-04-29
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 15 of 100

Investigating Teachers' Perspectives Toward Integrating Culture into Learning and Teaching English as a Foreign Language

Almohawes, Monera . The University of Memphis ProQuest Dissertations Publishing, 2020. 27830160.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This study investigated teachers' perspectives toward integrating culture into language teaching in Saudi Arabia. In particular, the research sought to investigate the reported perceptions and attitudes of English teachers in Saudi Arabia toward culture's role in learning and teaching English as a foreign language (EFL). The study also examined the relationship between teachers' opinions and their practices, what teachers understand by integrating culture into an EFL context, and the materials and strategies that teachers use in their classrooms related to culture and challenges that they might face. Data were gathered from full-time teachers, and a mixed-methods approach was employed to collect data through a questionnaire and semi-structured interviews. The findings indicated that most teachers have positive attitudes toward integrating culture into language teaching. The reasons behind these positive attitudes include, but are not limited to, the fact that culture can help learners improve their language skills, help students become tolerant toward others, and make them understand their own culture. The results showed that teachers include big C culture and little c culture when they refer to culture teaching in foreign language classes. A relationship exists between teachers' opinions and their practices, i.e., teachers try to practice what they believe. The findings imply that teachers try to improve students' intercultural competence by improving learners' knowledge, skills, and attitudes by using different strategies and materials. However, teachers in the study faced some challenges when they tried to integrate culture into language teaching, such as insufficient class time and overcrowded classrooms.

DETAILS

Subject:	Language arts; Language; English as a second language
Classification:	0279: Language arts; 0441: English as a Second Language; 0679: Language
Identifier / keyword:	Culture; EFL; English; ESL
Publication title:	ProQuest Dissertations and Theses
Number of pages:	107
Year:	2020
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	9798645489878
Advisor:	Thrush, Emily
Committee member:	Dalle, Teresa; Jones, Joseph; Thevenot, Angela
School:	The University of Memphis
Department:	English
School location:	United States – Tennessee
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	27830160
ProQuest document ID:	2414045822
Document URL:	https://www.proquest.com/dissertations-theses/investigating-teachers-perspectives-toward/docview/2414045822/se-2?accountid=50982
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Last updated:	2022-01-19
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Strategies ESL Saudi Arabian Graduate Students Use to Learn New Academic Vocabulary Across Domains

Yousef, Dalia A. . The University of Toledo ProQuest Dissertations Publishing, 2019. 27603162.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This research examined how six female native Arabic-speaking English as a second language (ESL) graduate students at universities in the United States use cognitive strategies to understand unfamiliar academic vocabulary in texts from their own (either statistics or education), and the other field of study in English and in Arabic. Data sources included a questionnaire to each participant about their academic backgrounds, a questionnaire about their vocabulary strategy use, a semi-structured interview, and a think-aloud activity with four different texts. For the think-aloud activity texts from the fields of statistics and education were used (with one from each field in Arabic and one in English). Analyses involved qualitative coding of the think aloud activity to create descriptions of each participant's approaches to text as well as cross-case comparisons. Participants' responses exhibited evidence of feeling anxiety, cultural, family, school, and teachers influences, and ways in which learning environments, and educational backgrounds affected their second language acquisition. Analyses of the think alouds revealed that there were different patterns for each participant in terms of how they interacted with the texts as well as how they approached processing unfamiliar vocabulary in the texts. Some participants read the passages aloud, and then when they faced new vocabulary or information, they silently completed the reading. Others read aloud only the passages that were from their fields. The participants' local behaviors and body language were observed while reading. The results showed, as a group, that participants used the same 25 strategies with Arabic and English texts. Strategies used included many "general strategies" that have been described in the extant literature (e.g., paraphrasing, inferencing, questioning, using background knowledge, and comprehension monitoring). In addition, analyses revealed a variety of more "local" strategies, not yet described in the literature, including using an electronic dictionary, mixing L1 and L2 when working to understand an unfamiliar word, and creating shortcuts for cited names that were not essential to comprehension. There were individual differences participants' patterns in reading the passages and approaches to dealing with comprehending unfamiliar words in the texts.

DETAILS

Subject: Reading instruction; Curriculum development; Adult education; Language; Higher education; Bilingual education; Middle Eastern studies; Foreign language learning; Behavioral psychology; Educational psychology; Linguistics; Education; English as a second language; Foreign language instruction

Classification: 0290: Linguistics; 0679: Language; 0535: Reading instruction; 0516: Adult education; 0515: Education; 0727: Curriculum development; 0441: English as a Second Language; 0444: Foreign language education; 0525: Educational psychology; 0745: Higher education; 0282: Bilingual education; 0384: Behavioral psychology; 0555: Middle Eastern Studies

Identifier / keyword:	ESL strategies; Graduate students; Academic vocabulary; Domains
Publication title:	ProQuest Dissertations and Theses
Number of pages:	268
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Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	9781687978059
Committee member:	Hapgood, Susanna; Templin, Mark; Chiarelott, Leigh; Semaan, Gaby
School:	The University of Toledo
Department:	Curriculum and Instruction
School location:	United States – Ohio
Degree:	D.Ed.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	27603162
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Document URL:	https://www.proquest.com/dissertations-theses/strategies-esl-saudi-arabian-graduate-students/docview/2326528884/se-2?accountid=50982
Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2021-09-10
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Uptake of Educational Texts in Multilingual Composition Classrooms

Bergstrom, Tait C . University of Washington ProQuest Dissertations Publishing, 2019. 13899748.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

The fields of Rhetoric, Composition, and Applied Linguistics have long inquired into how people in higher education settings recognize the texts they encounter as belonging to genres that require response in the form of other genres of text, a phenomenon known as “uptake.” In their approaches to composition teaching and the use of educational texts, undergraduate composition courses have made attempts to address the growing linguistic diversity of students as well as the increasingly multimodal nature of communication in our highly networked world. However, if the educational materials teachers use and the ways in which they use them do not secure uptakes from students consonant with the goals of such attempts, then they have little merit. This dissertation is a case study carried out in two multilingual multimodal first year composition courses taught over the course of a quarter at a public research university in the Northwest. Collected data include class observations, video and audio recordings of class meetings and semi-structured interviews, and textual analysis of classroom artifacts, student work, and classroom management software. Microanalytic discourse analysis methods using Conversation Analysis tools, such as Membership Categorization Analysis and Discursive Psychology, were utilized in analyzing these data. Uptake that occurred in these classes was closely associated with the local assembly of categories of identity that participants employed as a means of inferring what they were doing in a class as well as what their obligations to one another were. While teachers had the ability to delay or disrupt habitual student uptakes by “sponsoring” alternative uptakes, this ability was limited when it came into conflict with actions identified by participants as bound to or obligatory for these categories of identity. A second source of both positive and negative interference with a teacher’s ability to sponsor uptake was the material and multimodal rhetorical effects of technologies of text composition and distribution. Based on these findings, I suggest an approach to making common classroom activities and technologies involving text composition and distribution and the identities that students and teachers perform when they engage with them the focus of classroom inquiry. By working with students to interrogate these practices and tools habitually employed in classrooms, teachers may more consciously create classroom environments and use educational texts in ways that allow students to interrogate habitual practices and develop new ones. Findings have implications for composition pedagogy and applied linguistics, particularly in the fields of materials and curriculum design, teacher training, and classroom management software development.

DETAILS

Subject:	Language; Linguistics; Rhetoric; Bilingual education
Literature indexing term:	Author: Bourdieu, Pierre
People:	Bourdieu, Pierre
Classification:	0679: Language; 0290: Linguistics; 0681: Rhetoric; 0282: Bilingual education
Identifier / keyword:	Composition; Genre; Microanalysis; Multilingual; Rhetoric; Uptake

Publication title:	ProQuest Dissertations and Theses
Number of pages:	364
Year:	2019
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	9781088305911
Advisor:	Sandhu, Priti
Committee member:	Bawarshi, Anis; Silberstein, Sandra
School:	University of Washington
Department:	English
School location:	United States – Washington
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	13899748
ProQuest document ID:	2311072212
Document URL:	https://www.proquest.com/dissertations-theses/uptake-educational-texts-multilingual-composition/docview/2311072212/se-2?accountid=50982
Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2021-09-29
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Investigating Arabic Pragmatic Markers in Teacher Talk: A Multi-Layered Analytical Approach

Azi, Yaseen Ali . The University of New Mexico ProQuest Dissertations Publishing, 2019. 13808575.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Through this descriptive qualitative case study of three native speaking Arabic teachers in an L2 Arabic classroom in a private school setting in the U.S., this study presented a four-stage multi-layered analytical approach demonstrating functional, interactional and pedagogical analyses of the uses of Arabic pragmatic markers (PMs) in teacher talk and also providing a detailed emic analysis of the phenomena by incorporating teachers' perceptions of their uses of those elements in their classroom talks. Findings of the functional analysis clearly showed that Arabic PMs perform different micro functions at four macro levels (structural, interpersonal, referential and multi-functional). Moreover, linking results from the uses of Arabic PMs in the three teachers' actual productions to their perceived uses of those linguistic devices leads us to have a better understanding of why specific functional, interactional and pedagogical uses of those Arabic PMs are highlighted in each teacher talk. The analysis of the three teachers interview answers demonstrated that their classroom context is strongly associated with important variables such as students' age and fluency level, teacher's beliefs and language ideologies and those factors can have a significant impact on how Arabic was taught in their classrooms in general and how Arabic PMs were used in their classroom talks in particular. Finally, the present study concluded with significant pedagogical implications in relation to Arabic classroom pedagogy and Arabic teacher education in a foreign language context.

DETAILS

Subject:	Linguistics; Sociolinguistics; Pedagogy
Classification:	0290: Linguistics; 0636: Sociolinguistics; 0456: Pedagogy
Identifier / keyword:	Classroom discourse; Discourse analysis; Educational sociolinguistics; Pragmatic markers; Pragmatics; Teacher talk
Publication title:	ProQuest Dissertations and Theses
Number of pages:	420
Year:	2019
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States

ISBN:	9781085777452
Advisor:	Gonzalez, Eva R.
Committee member:	Leiva, Carols L.; Jacobson, Holly; Trentman, Emma
School:	The University of New Mexico
Department:	Language, Literacy and Sociocultural Studies
School location:	United States – New Mexico
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	13808575
ProQuest document ID:	2305944779
Document URL:	https://www.proquest.com/dissertations-theses/investigating-arabic-pragmatic-markers-teacher/docview/2305944779/se-2?accountid=50982
Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2021-09-09
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 19 of 100

Saudi ESL/EFL Learners' Metacognitive Online Reading Strategies in Arabic and English

Alluhaydan, Hamad . The University of Memphis ProQuest Dissertations Publishing, 2019. 13899008.

[ProQuest document link](https://www.proquest.com/dissertations-theses/investigating-arabic-pragmatic-markers-teacher/docview/2305944779/se-2?accountid=50982)

ABSTRACT (ENGLISH)

Historically, Saudi readers have demonstrated poor metacognitive reading skills and literacy practices. This study investigates what online metacognitive reading strategies ESL and EFL Saudi learners believed they used more frequently in Arabic and English. It also shows perceived differences between Saudi male and female ESL/EFL

learners in their strategy use while reading online texts. The lack of practice reading in Arabic or English affects comprehension skills; less than 25% of participants felt they could answer reading comprehension questions in class. Male and female participants did not differ in their use of global, support, and problem-solving metacognitive online reading strategies when language was not taken into consideration. Similarly, EFL/ESL and Arabic speakers did not differ in their use of metacognitive strategies when gender was not considered. However, male participants reported using global, support, and problem-solving strategies more often than women when reading in English, while participants did not differ by gender regarding metacognitive strategies in Arabic.

DETAILS

Subject:	Sociolinguistics; English as a second language
Classification:	0441: English as a Second Language; 0636: Sociolinguistics
Identifier / keyword:	Arabic; English; Metacognitive; Reading; Saudi; Strategies
Publication title:	ProQuest Dissertations and Theses
Number of pages:	134
Year:	2019
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	9781085794923
Advisor:	Dalle, Teresa
Committee member:	Thursh, Dr Emily; Wright, Lyn; Hastings, Christopher
School:	The University of Memphis
Department:	English
School location:	United States – Tennessee
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	13899008

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Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 20 of 100

Professors and Students' Perceptions About English as an International Language (EIL) in Speaking Instruction in Saudi Arabia

Alkhalaf, Shatha . The University of Memphis ProQuest Dissertations Publishing, 2019. 13859965.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Driven by the critical period hypothesis (CPH), Kachru's (1985) World Englishes paradigm, and Krashen's (1982) theory of second language acquisition (SLA), this study examined instructors and learners' attitudes toward English as an International Language (EIL) speaking instruction in Saudi Arabia and whether exposure to EIL speaking instruction influenced participants' beliefs. Participants consisted of 23 professors teaching in the Department of English at Qassim University and 30 Saudi undergraduate students majoring in English at Qassim University.

A mixed-methods approach was employed. Quantitative data were collected using a Likert-scale survey, and qualitative data were collected using a semi-structured interview. For the survey, two questionnaires were employed, one for professors and one for students. Participants answered almost half the questions, watched a 4-min video, and answered the rest of the questions. The video exposed them to the concept of EIL to determine whether teaching EIL in speaking would influence their perceptions of English instruction in Saudi Arabia. To better understand the answers, two participants from each group were interviewed.

Saudi professors and students had positive perceptions of EIL and were already aware of it as a concept. In addition, exposure to EIL speaking instruction had a slightly positive influence on their perceptions, supporting the study hypothesis.

DETAILS

Subject: Linguistics; Higher education; Educational evaluation; Instructional design; Middle Eastern studies; Multicultural education; Foreign language learning; Foreign language instruction

Classification: 0290: Linguistics; 0455: Multicultural Education; 0444: Foreign language education; 0555: Middle Eastern Studies; 0443: Educational evaluation; 0745: Higher education; 0447: Instructional Design

Identifier / keyword: Critical period hypothesis; Second language acquisition; English instruction; Saudi Arabia; English as an International Language; Speaking instruction

Publication title: ProQuest Dissertations and Theses

Number of pages: 76

Year: 2019

Publisher: ProQuest Dissertations Publishing

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 9781085617147

Advisor: Thrush, Emily

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Department: English

School location: United States – Tennessee

Degree: Ph.D.

Source type: Dissertation or Thesis

Language of publication: English

Document type: Dissertation/Thesis

Publication / order number: 13859965

ProQuest document ID: 2287611654

Document URL: <https://www.proquest.com/dissertations-theses/professors-students-perceptions-about-english-as/docview/2287611654/se-2?accountid=50982>

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Database: Linguistics and Language Behavior Abstracts (LLBA)

Acquisition of The English Copula by Arabic Speaking ESL Learners: Evidence for Feature Reassembly

Steiner, Jenna . University of South Carolina ProQuest Dissertations Publishing, 2019. 13427650.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This study aims to identify whether the acquisition of the English copula by Arabic-speaking learners of English provides evidence for a performance or representational-based account of errors. The representational theory tested in this study is the Interpretability Hypothesis (Tsimplici & Mastropavlou, 2007) which proposes that language learners have only partial access to Universal Grammar (UG), making some language structures unacquirable for second language learners. The performance theory tested in this study is Feature Reassembly (Lardiere, 2008), which proposes that the source of errors lies with the mapping of features onto morphology rather inside the core computational component of grammar.

In Arabic, there is no overt copula in present tense sentences; however, in past tense, the copula is overt. This stands in contrast to English in which an overt copula is required in both present and past tenses. Therefore, copula omissions in English committed by Arabic speakers learning English can be analyzed in order to determine whether a representational or performance-based theory best accounts for the omissions. Previous research looked exclusively at copula omission in written production only under the condition of tense and framed results only in light of L1 transfer without considering the role of access to UG. This study builds upon previous research by providing a more thorough analysis of copula omission and errors than previous studies and by framing these results in a more modern theoretical context of performance versus representational deficit.

The participants of this study consisted of 45 Arabic-speaking students studying in English language programs at large public U.S. universities. The participants were divided into two proficiency groups, with 24 participants in the "High" proficiency group and 21 participants in the "Low" proficiency group. Data were collected via a time-pressure grammaticality judgement task and an elicited imitation task. With these two tasks, the effects of tense, verb type, and number were investigated across several syntactic environments. The conditions of tense, verb type, and number are analyzed statistically, and a descriptive analysis is presented for syntactic environments and non-omission copula errors.

Feature Reassembly is best able to account for the data of this study. The Low Group performed better on past tense items than present tense items, better on main verb items than auxiliary items, and better on the singular items than the plural items. All of these results are predicted by Feature Reassembly as constrained by Slabakova (2009). Moreover, these deficits were overcome by the High Group, which is also predicted by Feature Reassembly. Additionally, the descriptive results of this study such as the omission of -ing, the doubling of the copula, and the tense and agreement errors on the copula are also predicted by FR. This all suggests that copula errors by highly proficient Arabic speakers learning English are performance-based, not representational, in nature.

DETAILS

Subject: Linguistics; Foreign language learning; Foreign language instruction; English as a second language; Educational evaluation; Instructional design

Classification: 0290: Linguistics; 0441: English as a Second Language; 0444: Foreign language education; 0443: Educational evaluation; 0447: Instructional Design

Identifier / keyword: Copula omissions; EFL; ESL; Feature Reassembly; Linguistics; Arabic-speaking learners; Universal Grammar

Publication title: ProQuest Dissertations and Theses

Number of pages: 139

Year: 2019

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Country of publication: United States

ISBN: 9781085585057

Advisor: Tasseva-Kurktchieva, Mila

Committee member: Malovrh, Paul; Warren, Sherry; Gebril, Atta

School: University of South Carolina

Department: Linguistics

School location: United States – South Carolina

Degree: Ph.D.

Source type: Dissertation or Thesis

Language of publication: English

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Publication / order number: 13427650

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Last updated: 2021-09-10

Database: Linguistics and Language Behavior Abstracts (LLBA)

Business Communication in Global Contexts: Studying the Experiences of Native English Speaking (NES) and Non-Native English Speaking (NNES) Professionals in Multilingual, Multicultural Organizations

Alali, Shatha A. . Miami University ProQuest Dissertations Publishing, 2019. 13893965.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

The fast growth of globalization and internationalization of businesses have necessitated developing intercultural business communication. Professionals in today's global job market, particularly those working in multilingual environments, need to be able to communicate with people from diverse cultural and linguistic backgrounds. In this global, technological network, English language competency is for many at the forefront of communication skills needed because of a need for a common lingua franca for international communication. In order to better facilitate communication among native English speakers (NES) and non-native English speakers (NNES), we need to recognize and prepare to help students and professionals work in global multicultural and multilingual contexts. In this dissertation, I argue that we need to look in depth at oral and written professional communication in global contexts. I use frame of English for Specific Purposes (ESP), and I seek to answer how NNES and NES professionals communicate in multilingual, multicultural workplace environment using English as a lingua franca. Focusing on companies in the Gulf States, I conducted 27 interviews with NES and NNES professionals from a wide variety of companies and positions, and I received survey responses from more than 120 NES and NNES professionals.

The results show first-person accounts of the challenges faced and opportunities created in the multilingual, multicultural workplace context and detail when and why English or Arabic is used for what purpose. From these accounts, I draw detailed recommendations for business communication pedagogy and curriculum to aid all professionals (both NES and NNES). Some of the recommendations for corporate workplace training and for professional communication education in native-English and non-native English countries include: the importance of self-awareness in language usage for both NES and NNES professionals, the need for cultural intelligence and competence for multicultural communication, the benefits of corporate-specific cultural communication training, including English for specific purposes and business communication in ESL/EFL pedagogy, and the role of visual communication when communicating in multilingual, multicultural contexts.

DETAILS

Subject: Language; Rhetoric; Curriculum development; Business education; Management; English as a second language

Business indexing term: Subject: Business education Management

Classification: 0441: English as a Second Language; 0454: Management; 0679: Language; 0681: Rhetoric; 0688: Business education; 0727: Curriculum development

Identifier / keyword: Language, literature and linguistics; Social sciences; Education; Business communication; EFL; ELF; ESL; English as a lingua franca; Intercultural business communication; Multilingual business communication; Professional communication

Publication title: ProQuest Dissertations and Theses

Number of pages: 137

Year: 2019

Publisher: ProQuest Dissertations Publishing

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 978-1-392-12570-0

Advisor: McKee, Heidi A.

Committee member: Mckee, Heidi

School: Miami University

Department: English

School location: United States – Ohio

Degree: Ph.D.

Source type: Dissertation or Thesis

Language of publication: English

Document type: Dissertation/Thesis

Publication / order number: 13893965

ProQuest document ID: 2225449121

Document URL: <https://www.proquest.com/dissertations-theses/business-communication-global-contexts-studying/docview/2225449121/se-2?accountid=50982>

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Last updated: 2022-02-07

Database: Linguistics and Language Behavior Abstracts (LLBA)

The Influence of L1 Writing Proficiency on The L2 Writing Ability of Saudi College Students

Almuhailib, Badar . The University of Memphis ProQuest Dissertations Publishing, 2018. 10979123.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This study investigated the influence of first language (L1) writing proficiency on second language (L2) writing ability among Saudi college students. The research was built on Cummins' common underlying proficiency theory and linguistic interdependence hypothesis, which advocate the L1's effect on L2 learning. Participants consisted of 38 students in the Department of English at Qassim University representing English Levels 6, 7, and 8. A mixed-methods approach was employed. For the quantitative section, the researcher obtained students' Qiyas test scores to gauge their Arabic language skills and gave an English prompt test adapted from the written portion of the Oxford Placement Test. For this test, they had to write an argumentative essay for 30-45 minutes. Two raters graded the writing samples following the Common European Framework of Reference for Languages. Then, the researcher used Pearson correlation coefficients to determine any potential correlation between the Arabic and English test scores. In the qualitative section, the researcher provided a questionnaire containing 11 questions to explore three variables that may correlate with L1 writing proficiency's influence on L2 writing ability. These variables were parents' education level and role, participants' educational background, and the first-year participants were introduced to English. The analysis of the qualitative data followed Corbin and Strauss's (2008) thematic and inductive approach. The findings revealed a significant correlation between L1 and L2 writing proficiency. However, the three variables showed no significant influence. The study recommends L2 instructors and program designers keep in mind the importance of L1 influence and introduce it in practice, and future studies may investigate reading, speaking, and listening skills in addition to writing to find further correlations between L1 and L2 proficiency.

DETAILS

Subject:	Linguistics; Bilingual education; Individual & family studies; Educational psychology; Foreign language learning; English as a second language; Foreign language instruction
Classification:	0290: Linguistics; 0444: Foreign language education; 0525: Educational psychology; 0628: Individual & family studies; 0282: Bilingual education; 0441: English as a Second Language
Identifier / keyword:	Cummins' Theory; Educational Background Role in L2; L1 Writing Influence; Parents' Role In L2
Publication title:	ProQuest Dissertations and Theses
Number of pages:	66

Year:	2018
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	9781085583848
Advisor:	Thrush, Emily
Committee member:	Dalle, Teresa; Wright, Fogle; Thevenot, Angela
School:	The University of Memphis
Department:	English
School location:	United States – Tennessee
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10979123
ProQuest document ID:	2278173476
Document URL:	https://www.proquest.com/dissertations-theses/influence-l1-writing-proficiency-on-l2-ability/docview/2278173476/se-2?accountid=50982
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Last updated:	2021-09-10
Database:	Li nguistics and Language Behavior Abstracts (LLBA)

Document 24 of 100

What Students Know about *In* and *On*: Understanding Semantic Complexity of Spatial Terms in L2 English Speakers

ABSTRACT (ENGLISH)

Prepositions are hard to learn – even for the advanced language student (Celce- Murcia & Larson-Freeman, 1999). One reason these lexical items are particularly troublesome is that their meanings vary substantially across languages (Feist, 2008a; Levinson & Meira, 2003). In addition, prepositional meanings are complex, with their uses influenced by geometric, functional, and physical aspects of the scenes they describe (Coventry & Garrod, 2004; Feist 2000, 2008a; Vandeloise, 1991). In light of this complexity, the purpose of this study was to figure out what advanced ESL students understand about English prepositional meanings. In my first experiment, advanced ESL learners from ten different language backgrounds studying at the University of Louisiana at Lafayette were asked to look at images and choose the best fit preposition to describe each spatial scene (created by Feist, 2000). Students were given a choice of in or on to best describe spatial scenes which varied along geometric, functional, and physical parameters. Their responses were then analyzed to determine which factors influenced ESL learners' prepositional meanings. In addition, the pattern of influences on ESL learners' use of English prepositions was compared to the influence previously observed in native English speakers (Feist, 2000) to determine how the ESL students' prepositional meanings compared to those of native English speakers. This may help elucidate whether even advanced nonnative speakers are missing subtle influences in prepositional semantics or if they possess a complex understanding that is similar to native speakers. My second study, which was formed out of the discussion of the first, explored one potential strategy used by advanced nonnative speakers in prepositional selection. How do students choose one preposition over another? Understanding what students know about in and on can help researchers develop pedagogical practices which guide learners on a path toward more native-like understanding of prepositional semantics.

DETAILS

Subject:	Linguistics; Cognitive psychology; English as a second language
Classification:	0290: Linguistics; 0441: English as a Second Language; 0633: Cognitive psychology
Identifier / keyword:	Language, literature and linguistics; Psychology; Education; Cognitive linguistics; ESL; Lexical semantics; Prepositions; Semantics; Spatial language
Publication title:	ProQuest Dissertations and Theses
Number of pages:	92
Year:	2018
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States

ISBN: 978-1-392-04119-2

Advisor: Feist, Michele

Committee member: Honegger, Mark; Rice, Claiborne

School: University of Louisiana at Lafayette

Department: English

School location: United States – Louisiana

Degree: M.A.

Source type: Dissertation or Thesis

Language of publication: English

Document type: Dissertation/Thesis

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Last updated: 2021-09-09

Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 25 of 100

Place, Identity, and Language Learning: The Transformative Role of Place-based English Language Instruction

Harper, Daniel Scott . The University of Memphis ProQuest Dissertations Publishing, 2018. 10839910.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This study examines the intersections of place and second language learning. Learner identity has been found to be an important construct in second language learning. In recent years, place and space have become central topics in the study of sociolinguistics and identity. One area of place and language that has not been studied in depth, however, is whether place plays a role in second language learning. This study begins to fill this gap by examining the second language learning experiences of thirteen Japanese study abroad students who were enrolled in an eight-week, content-based language course. The content of the course focused on the history and culture of the city in which the course was offered, Memphis, Tennessee. This study demonstrates that the students formed place attachments to the city, that these attachments led to identity shifts, and that the students' identity shifts affected their language behavior, identities, and future trajectories.

Thirteen Japanese university students between the ages of 18 and 19 took part in the study. Data collection included interviews with students taking the class in 2016 and course alumni from 2012 – 2015, their social media posts, class blog posts, classwork, and their photographs of Memphis served as the sources of data for this multi-modal study. The participant-provided photographs were also used as an interview elicitation tool.

Findings from this study contribute to an understanding of the complexities of place, identity, and language learning. Whereas prior work has pointed to the social capital that can be gained through investment in a second language, this study suggests that investment in place can also lead to gains in social capital. The study also shows that when language learners engage with the history and culture of a place such as Memphis, where racial violence has played such a significant role, that place factors into their future trajectories. Specifically, the participants constructed good language learner and global citizen identities. These findings reveal the power of a place-based curriculum that offers language learners the experience of a fuller spectrum of place and thereby facilitates the difficult work involved in constructing and orienting identity.

DETAILS

Subject:	Linguistics; Blogs; Sociolinguistics; English as a second language learning; Japanese language; Study abroad; Data collection; Cultural identity; Language culture relationship; College students; English as a second language
Classification:	0290: Linguistics; 0441: English as a Second Language
Identifier / keyword:	Language, literature and linguistics; Education; ESL; Global citizenship; Identity; Language learning; Place; Place attachment
Publication title:	ProQuest Dissertations and Theses
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Publisher:	ProQuest Dissertations Publishing
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ISBN:	978-0-438-38674-7
Advisor:	Fogle, Evelyn W.
Committee member:	Dalle, Teresa; Graham, Sage; Lambert-Pennington, Katherine

School:	The University of Memphis
Department:	English
School location:	United States – Tennessee
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10839910
ProQuest document ID:	2115501117
Document URL:	https://www.proquest.com/dissertations-theses/place-identity-language-learning-transformative/docview/2115501117/se-2?accountid=50982
Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2021-09-09
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 26 of 100

Pragmatic Developmental Pathways by Saudi Learners of English During Study Abroad

Alzahrani, Fahad Ali . The University of Memphis ProQuest Dissertations Publishing, 2018. 10840010.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Recently, it has become increasingly popular among Saudi students to study abroad. There are, for example, currently 58,726 Saudi students studying at the university level in the United States. During their study abroad (SA) journey, when they wish to say something to someone, they need to determine the situationally-appropriate utterances: What can be said, to whom, where, when, and how. From the interlanguage pragmatic (ILP) perspective, the SA context is assumed to provide more opportunities to communicate with native speakers, and these opportunities are believed to lead to pragmatic gains (Kinginger, 2008, 2009).

Guided by five research questions, this study investigated the development of pragmatic competence among Saudi second language (L2) learners of English during their SA experiences in the United States. The main areas of investigation in this study are: 1) assessing three aspects of pragmatic competence --pragmatic appropriateness

judgment “perception”, production, and comprehension with a focus on the speech acts of request, refusal and apology as well as implicature and 2) exploring the pragmatic developmental pathways of how their pragmatic competence develops while studying abroad in the United States.

The study utilized an explanatory sequential mixed method design, with a quantitative phase followed by a qualitative phase. Seventy Saudi L2 students completed three pragmatic measures, namely, multiple-choice-discourse completion test (MDCT), written completion test (WDCT), and implicature listening test (ILT) that were administered electronically through a software for gathering data called *Qualtrics*. This was followed by semi-structured interviews with a sample of eight students who participated in the quantitative phase of the research. Several major findings were uncovered. In phase one, findings revealed that Saudi L2 learners were relatively competent in identifying, producing, and understanding appropriate language in contexts. Interview data suggested that there is a need to have a broader focus in language learning, including, beside grammar structure and vocabulary accuracy, the considerations of speech appropriateness and the different cultural issues. The interview data also discussed the participants’ acquisitional and developmental pathways of pragmatic competence as well as the sources they utilized to gain and develop their pragmatic competence in the SA context. Finally, the study concluded that almost all participants perceived SA in the native country to be helpful for developing pragmatic skills.

DETAILS

Subject:	Linguistics; Language; Judgment; Comprehension; Interlanguage; Study abroad; College students; Pragmatics; Apologies; English as a second language learning; Context; Implicature; Computer software; American English; Speech perception; Speech acts; English as a second language
Location:	United States--US
Classification:	0290: Linguistics; 0441: English as a Second Language; 0679: Language
Identifier / keyword:	Language, literature and linguistics; Education; Developmental pragmatics; Interlanguage pragmatics; Pragmatic competence; Saudi students; Second language pragmatics; Study abroad
Publication title:	ProQuest Dissertations and Theses
Number of pages:	217
Year:	2018
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-0-438-38677-8
Advisor:	Dalle, Teresa
Committee member:	Thevenot, Angela; Thrush, Emily; Wright Fogle, Lyn

School:	The University of Memphis
Department:	English
School location:	United States – Tennessee
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10840010
ProQuest document ID:	2114885751
Document URL:	https://www.proquest.com/dissertations-theses/pragmatic-developmental-pathways-saudi-learners/docview/2114885751/se-2?accountid=50982
Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2021-09-09
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 27 of 100

Female Saudi Dependent Students and Language Learning Investment and Resistance: A Case Study of Four Female Muslim Saudi Students in the US

Alshabibi, Nada . The University of Memphis ProQuest Dissertations Publishing, 2018. 10816254.

[ProQuest document link](https://www.proquest.com/dissertations-theses/pragmatic-developmental-pathways-saudi-learners/docview/2114885751/se-2?accountid=50982)

ABSTRACT (ENGLISH)

Driven by Norton's (2012) concept of investment and the role of agency and identity in second language acquisition, this study investigated the relationship between religion, cultural identity, and language learning investment among four female Saudi dependent students in an intensive English institute (IEI) in the US. The study examined how students invested their agency as mothers and wives to learn English and how such factors as their Islamic garb, co-educational classes, family, friends, teachers, and class activities increased or decreased their learning opportunities.

Data were collected through semi-structured interviews with each participant. Two had dropped out of the IEI, and two were still enrolled at the time of data collection. Data were also collected by observing the enrolled participants once a week in a language class for two months. Short follow-up interviews were conducted after each observation to learn more about their weekly performance and any challenges they encountered. The findings revealed that aspects of participants' religious and cultural identity influenced their investment in learning English. Experiencing a co-educational class for the first time increased the feeling of anxiety toward participating in class for some students, and negative attitudes toward their Islamic garb could also influence their language learning investment in class. As a result, they showed two types of resistance: 1) disengagement from classroom activities as indicated by not attending class, not engaging in activities, skipping exams, and failing courses and 2) resistance against Islamophobia and discrimination, which worked as a facilitator for one student to learn English. Furthermore, these dependent students were expected to meet responsibilities at home, which could constrain their language learning investment. Some resisted their positioning as students and failed to learn English in class because they could not compromise between their roles as wives/mothers and students. In contrast, participants who negotiated their cultural identity found ways to invest in learning English that did not contradict their values, such as practicing with Americans outside class, not sitting next to male classmates, using websites to practice rather than attending social events, reading books, and watching television and movies in English.

DETAILS

Subject:	Linguistics; Interviews; Websites; Negotiation; Spouses; Student attitudes; Educational activities; Language attitudes; English as a second language learning; Education; Television; American English; Second language teachers; Religion; Anxiety; Data collection; Cultural identity; Language culture relationship; Cultural factors; Classroom observation; Parents & parenting; English as a second language; Motion pictures
Location:	United States--US
Classification:	0290: Linguistics; 0441: English as a Second Language
Identifier / keyword:	Language, literature and linguistics; Education; Agency; ESL students; Female Saudi; Identity; Investment; Language learning
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Number of pages:	149
Year:	2018
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
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Advisor:	Wright, Lyn

Committee member:	Dalle, Teresa; Graham, Sage; Thrush, Emily
School:	The University of Memphis
Department:	English
School location:	United States – Tennessee
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10816254
ProQuest document ID:	2114885633
Document URL:	https://www.proquest.com/dissertations-theses/female-saudi-dependent-students-language-learning/docview/2114885633/se-2?accountid=50982
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Last updated:	2021-09-09
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Document 28 of 100

Teacher Cognition: The Knowledge, Beliefs, and Attitudes of Teachers toward Teaching English Prosody in Saudi Arabia

Aldayel, Hessah Saleh . Texas A&M University - Commerce ProQuest Dissertations Publishing, 2018. 10928935.

[ProQuest document link](https://www.proquest.com/dissertations-theses/female-saudi-dependent-students-language-learning/docview/2114885633/se-2?accountid=50982)

ABSTRACT (ENGLISH)

I examined the cognitions that Saudi Arabian teachers hold with regard to teaching English pronunciation and suprasegmentals or prosody (tone, stress, and intonation). This subject (prosody instruction) was selected because this aspect of language is very important in determining speaker comprehensibility and intelligibility. I designed the study to elucidate the factors shaping these cognitions and to formulate recommendations on how

to encourage Saudi Arabian teachers to allocate more time and attention to teaching English pronunciation and prosody. I recruited the research participants from Saudi Arabian universities and English language centers in Saudi Arabia (SA). A survey pool was composed of 86 teachers of English. I further invited participants to complete a follow-up Skype interview, and a subset of five participants was selected. I analyzed the survey data with the use of cross-tabulation, which allowed the analysis of relationships between different impact factors (contextual factors, curriculum, student factor, authorities, significant others, and experience as a learner) and teacher cognitions about pronunciation and prosody. I thematically analyzed the interview data, which determined the most meaningful themes and patterns. The research findings showed that teachers' cognitions about pronunciation and prosody are generally positive; they recognize the important role these aspects play in determining speakers' intelligibility and comprehensibility. Teachers reported negative cognitions are mainly associated with the difficulties that these language aspects pose to a teacher from a methodological perspective. The factors that have the strongest impact on what teachers think about pronunciation and prosody are experience as a learner and students' attitude. Finally, teachers are willing to receive more opportunities for professional development, particularly for development in terms of their proficiency in pronunciation and prosody teaching.

DETAILS

Subject:	Linguistics; Prosody; Polls & surveys; English teachers; Teacher attitudes; Intelligibility; Language centers; Teacher education; Student attitudes; Suprasegmentals; Tone; Teaching; Language attitudes; Student teacher relationship; Stress; Middle Eastern studies; Beliefs; Pronunciation; Intonation; English language; English as a second language
Location:	Saudi Arabia
Classification:	0290: Linguistics; 0441: English as a Second Language; 0555: Middle Eastern Studies
Identifier / keyword:	Language, literature and linguistics; Social sciences; Education; Pronunciation instruction; Prosody; Suprasegmentals; Teacher beliefs; Teacher cognition
Publication title:	ProQuest Dissertations and Theses
Number of pages:	248
Year:	2018
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-0-438-32895-2
Advisor:	Pickering, Lucy
Committee member:	Attardo, Salvatore; Babino, Alexandra; Hempelmann, Christian

School:	Texas A &M University - Commerce
Department:	English
School location:	United States -- Texas
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10928935
ProQuest document ID:	2103180574
Document URL:	https://www.proquest.com/dissertations-theses/teacher-cognition-knowledge-beliefs-attitudes/docview/2103180574/se-2?accountid=50982
Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2021-09-09
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 29 of 100

The Development of Refusals to Invitations by L2 Learners of Emirati Arabic: Language Proficiency and Length of Residence in the Target Community

Alghmaiz, Bandar

. Indiana University ProQuest Dissertations Publishing, 2018. 10843902.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Since the majority of Arabic language institutes teach Modern Standard Arabic (MSA), studies of the speech act performance of learners of Arabic as a second/foreign language compare learners' productions made in MSA with the productions of native Arabic speakers. However, MSA is not spoken natively, and Arabic speech acts are performed orally. Therefore, individuals in the sample group either use their own dialect or they consciously code-

switch to MSA, which leads to artificial production, especially when those productions are elicited via a written DCT. The present study, however, used the closed role-play data collection method so as to investigate the development of refusals to invitations made by L2 learners of Emirati Arabic at two levels of ability, low-intermediate and advanced, and to compare their production with the production of native Emirati Arabic speakers. The goal here is to determine whether there is a positive correlation between the learners' language proficiency and their pragmatic development. Further, the study seeks to determine whether length of residence in the target community plays a significant role in acquiring Emirati Arabic refusals to invitations. The goal of the study's second objective is to determine whether there is a positive correlation between length of residence in the target community and pragmatic development. Regarding both objectives, the current study is interested in revealing whether or not the status of interlocutors (higher, equal, or lower) modifies the degree of directness, semantic formulas, and content of NSs and NNS's refusals to invitations in the same way. The study used the same classification scheme of refusal strategies that was proposed by Beebe et al. (1990) but with different situations and scenarios. Findings showed differences between the NS and NNSs of Emirati Arabic in the frequency, content, and order of the semantic formulas used as well as the effect of interlocutors' social statuses on these variables. Further, findings revealed that learners of Emirati Arabic were remarkably more direct than the Emirati Arabic NSs, while the former learners who remained longer in the target community produced refusal patterns similar to those the Emirati Arabic NSs produced.

DETAILS

Subject:	Linguistics; Sociolinguistics; Semantics; Second language learning; Length of residency; Language proficiency; Data collection; Code switching; Arabic language; Pragmatics; Dialects; Role playing; Near Eastern studies; Speech acts
Classification:	0290: Linguistics; 0559: Near Eastern Studies; 0636: Sociolinguistics
Identifier / keyword:	Language, literature and linguistics; Social sciences; Interlanguage pragmatics; Length of residence and language proficiency; Politeness; Pragmatic competence; Refusal; Speech acts
Publication title:	ProQuest Dissertations and Theses
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Year:	2018
Publisher:	ProQuest Dissertations Publishing
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Country of publication:	United States
ISBN:	978-0-438-31047-6
Advisor:	Al-Ani, Salman Morkus, Nader
Committee member:	Clements, Joseph; Walbridge, John
School:	Indiana University

Department:	Near Eastern Languages and Cultures
School location:	United States – Indiana
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10843902
ProQuest document ID:	2093609618
Document URL:	https://www.proquest.com/dissertations-theses/development-refusals-invitations-l2-learners/docview/2093609618/se-2
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Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 30 of 100

Multilingual Codeswitching Between Arabic and English: Structural Patterns, Conversation Strategies, Identity Exhibitions, and Educational Applications

Alhamdan, Alaa Hamdan . Indiana University of Pennsylvania ProQuest Dissertations Publishing, 2018. 10830667.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This study explores naturally occurring data of the codeswitching use of Arabic and English by multilingual Arab students as they attend Arabic weekly cultural seminar sessions during their temporary stay and study in the US. More precisely, it captures their codeswitching use via video recordings which it subjects to linguistic, conversation, sociolinguistic, and education-focused discourse analyses with the implementation of the mixed-method approach. The findings reveal that when codeswitching, multilingual Arab students use different structural patterns that include the use of both Arabic and English as the matrix and embedded languages, or an equal

participation of the two. When one of them is used as the embedded language, it provides content morphemes. The conversation analysis reveals that when participants codeswitch, they use conversation strategies, such as storytelling, speech overlaps, and topic management. The sociolinguistic analysis reveals that participants codeswitch to exhibit personal identity through humor and debate, group identity to consolidate ingroup alignment, and outgroup identity to signify distance. Lastly, the education-focused discourse analysis reveals that codeswitching is used to increase curriculum accessibility; (1) to establish the meaning of unfamiliar concepts through translation, clarification, and confirmation; and (2) to expand the discussed academic concepts through elaboration and commenting. In sum, this study seeks to explore what Arabic/English codeswitching looks like and what meanings and purposes it serves in its specific context.

DETAILS

Subject:	Linguistics; Language
Classification:	0290: Linguistics; 0679: Language
Identifier / keyword:	Language, literature and linguistics; Codeswitching; Conversation strategies; Educational purposes; Identity exhibition; Multilinguals; Structural patterns
Publication title:	ProQuest Dissertations and Theses
Number of pages:	221
Year:	2018
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-0-438-20702-8
Advisor:	Savova, Lilia P.
Committee member:	Driscoll, Dana Lynn; Porter, Curtis
School:	Indiana University of Pennsylvania
Department:	English
School location:	United States – Pennsylvania
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis

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Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 31 of 100

The Role of Content-rich Visuals in the L2 Academic Listening Assessment Construct

Lesnov, Roman O. . Northern Arizona University ProQuest Dissertations Publishing, 2018. 10821812.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Despite the growing recognition that second language (L2) listening is a skill incorporating the ability to process visual information along with the auditory stimulus, standardized L2 listening assessments have been predominantly operationalizing this language skill as visual-free (Buck, 2001; Kang, Gutierrez Arvizu, Chaipupapae, & Lesnov, 2016). This study has attempted to clarify the nature of the L2 academic listening assessment construct regarding the role of visual information.

This goal was achieved by developing an interpretive argument for including video-based visuals in L2 academic listening tests. Particular attention was paid to the role of content-related visuals that provided graphical illustration, description, or explanation of the auditory listening message. Using Kane's validity framework, the explanation inference was of primary concern to this study because it is used to justify the measured construct (Kane, 1992; 2004; 2006; 2013).

The explanation inference was supported by two types of evidence. First, the performances of 143 English as a second language (ESL) and English as a foreign language (EFL) students on an academic English listening comprehension test were quantitatively analyzed for the effect of delivery mode (i.e., audio-only vs video-based) and its relationships with test-takers' listening proficiency (i.e., lower vs higher), item video-dependence (i.e., whether or not an item was cued by video), item type (i.e., local vs global), and viewing behavior (self-reported on a scale from 1-did not watch the video to 5-watched all of the video). Analyses were based on both classical test theory (i.e., ANOVA and correlations) and item response theory (i.e., Rasch analysis). In the video-based version of the test, content-rich videos were used, defined as videos containing relevant graphical content-related visual cues for 60% of the video length.

The findings showed that video-dependent items were easier with videos than without for both lower-level and higher-level test-takers, regardless of item type. Video-independent items were unexpectedly harder with videos in general. In particular, video-independent global items were harder in the video-based mode than in the audio-only

mode for lower-level test-takers. Viewing behavior had a weak positive relationship with listening comprehension, regardless of proficiency.

Second, stakeholders' perceptions about using content-rich videos were investigated. Using a questionnaire, the same 143 test-takers provided their perceptions of test difficulty, motivation towards listening, listening authenticity, and whether content-rich videos should be used in high-stakes academic listening tests. The effects of mode and proficiency on these perceptions were examined. Similarly, 310 ESL and EFL teachers provided their opinions about the effects of content-rich videos on listening difficulty, motivation, authenticity, and using content-rich videos in L2 listening tests. The effects of teachers' background (i.e., professional location, education level, and teaching-related experience) on their perceptions were examined.

Test-takers found the video-based mode easier than the audio-only mode; however, their perceptions of motivation, authenticity, and using videos in tests were not affected by mode. Regarding video use perceptions, test-takers were in favor of including content-rich videos in L2 academic listening tests. Teachers were more favorable towards the video-based mode than the audio-only mode in terms of listening difficulty, motivation, authenticity, and using videos in L2 academic listening tests.

The study has discussed how these findings supported the interpretive argument for including content-rich video-based visual information into the assessment construct of L2 academic listening comprehension. Challenges revealed by the findings were also addressed, with limitations acknowledged. The study also offered theoretical and practical implications for the field of L2 assessment. As its primary implication, the study recommends that test developers start using content-rich visual information in L2 academic listening tests.

DETAILS

Subject:	Linguistics; English teachers; Space; Listening comprehension; Questionnaires; Motivation; English as a second language tests; Academic language; Language assessment; Cues/Cueing; Second language teachers; Attitudes; English as a second language instruction; Inference; Video recordings
Classification:	0290: Linguistics
Identifier / keyword:	Language, literature and linguistics; Academic; Assessment; Listening; Test; Validity; Video
Publication title:	ProQuest Dissertations and Theses
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Year:	2018
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-0-438-01568-5
Advisor:	Jamieson, Joan M.
Committee member:	Egbert, Jesse; Suvorov, Ruslan; Youn, Soo Jung

School:	Northern Arizona University
Department:	English
School location:	United States – Arizona
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10821812
ProQuest document ID:	2054013203
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Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2021-09-08
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 32 of 100

Avoidance of English Phrasal Verbs among Saudi ESL Students

Alshayban, Abdullah . The University of Memphis ProQuest Dissertations Publishing, 2018. 10748688.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Students of English as a second language (ESL) are often perplexed by English phrasal verbs (PVs) and must seek aid to understand the meanings of such phrases. Understanding an independent verb is simple, but the meaning of a verb can change depending on the context in which it is used as well as its object(s). In other words, since PVs using the same verb or particle do not correspond semantically, many English learners struggle with understanding some sentences. For example, when a preposition (as a particle) is used with a verb to form a PV, the meaning of the sentence could completely change. This transformation of meaning unfortunately leads to miscommunication and misinterpretation in many cases. Additionally, the amount of PVs in English only exacerbates the difficulty of learning vocabulary and contextual meanings, such as with the multiple interpretations of the PV put up. To examine this hypothesis, I collected data from 53 undergraduate native

speakers of English as well as 60 Arabic-speaking Saudi undergraduate and graduate ESL learners. The sample utilized an objective test and a 20-question Likert-scale test. The Saudi ESL students were interviewed with semi-structured questions, and a demographic survey of all participants was also collected. The analysis showed that native English speakers were significantly more familiar with the given verbs and their meanings than Saudi ESL students were. According to the study, 78% of ESL students knew what get up meant and what type of phrase get up was, 73% had already studied PVs, 60% used PVs at least half the time, 67% did not feel that PVs caused a problem when they communicated with native English speakers, and 85% communicated with native English speakers at least once a week. The analysis of the 15 multiple-choice test questions adopted by Liao and Fukuya (2004) showed that the most common PVs chosen by participants were get up (88%), showed up (84%), brush up on (63%), let down (52%), hold on (83%), put out (75%), made up (96%), turn down (59%), run into (66%), show off (71%), go away (60%), take away (67%), and come in (63%), as well as the one-word exploded (50%) and surrender (54%). Statistical testing showed that native English speakers were significantly more likely to prefer using rise, went off, brush up on, put out, give in, turn down, run into, boast, remove, and come in than native Arabic speakers. Native Arabic speakers, in turn, were significantly more likely to prefer get up, improve, exploded, surrender, refuse, meet, show off, take away, and enter than native English speakers.

DETAILS

Subject:	Linguistics; Higher education; Second language vocabulary learning; Questions; Arabic language; Communication failure; Phrasal verbs; Function words; English as a second language tests; English as a second language learning; Word meaning; English as a second language
Classification:	0290: Linguistics; 0441: English as a Second Language; 0745: Higher education
Identifier / keyword:	Language, literature and linguistics; Education; ESL; Syntax
Publication title:	ProQuest Dissertations and Theses
Number of pages:	103
Year:	2018
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-0-355-98361-6
Advisor:	Dalle, Teresa
Committee member:	Mitchell, Verner D.; Thevenot, Angela; Thrush, Emily
School:	The University of Memphis
Department:	English
School location:	United States – Tennessee

Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10748688
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Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2021-09-07
Database:	Linguistics and Language Behavior Ab stracts (LLBA)

Document 33 of 100

Investigating L2 Writers' Investment toward Constructing a Successful Writer Identity: Case Studies of Arab Students from Saudi Arabia Studying in U.S

Alkhanbooli, Badreyya . The University of Memphis ProQuest Dissertations Publishing, 2018. 10786946.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This study focused on how three Saudi students at a University of Memphis in the U.S. constructed their academic writer identities. The purposes of this study, grounded in sociocultural, constructivism, and discourse theory, were to (a) understand how similar or different were the discourse writing practices in their L1 community (Saudi Arabia) to those writing practices in the L2 community (United States), (b) determine their individual investment in writing academic papers according to writing convention of the L2 community, and (c) elicit aspects of writer identity in their different academic papers written for different courses. I conducted a qualitative case study and collected three discourse based interviews, three graded academic written papers, and one reflective essay from each student.

Based on thematic analysis, the findings indicate that the Saudi students exhibited various approaches in constructing their writer identities. First, Saudi writers' identities were multifaceted, as they tended to embrace writing knowledge, aptitudes, practices, and views on being L2 writers of English differently in each discourse

community. Second, the Saudi students discussed their investment and participation in developing positive identities as L2 writers of English. They took on the subject positions or the social identities that the current discourse of their disciplinary community called upon them to write different assignments. Finally, Saudi students' identity construction was influenced by many factors such as prior knowledge and previous writing practices, the current academic discourse, their resistant attitudes toward the target discourse, and their English writing proficiency. Nevertheless, Saudi students tended to construct multiple writer identities and negotiated continually for improved identities as writers in all the assignments they wrote. Not only they were more conscious of the different approaches required for the diverse written assignments, but also they became sensitive to each writing context, and gained confidence as they developed more writing knowledge and skills.

DETAILS

Subject:	Linguistics; English as a Second Language; Case studies; English proficiency; College students; Negotiation; Academic writing; Social identity; English as a second language learning; Academic discourse; Second language writing; Attitudes
Location:	United States--US; Saudi Arabia
Classification:	0290: Linguistics; 0441: English as a Second Language
Identifier / keyword:	Language, literature and linguistics; Education; Saudi Arabia; University of Memphis
Publication title:	ProQuest Dissertations and Theses
Number of pages:	192
Year:	2018
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-0-355-98397-5
Advisor:	Thrush, Emily A.
Committee member:	Conley, Mark; Dalle, Teresa S.; Fogle, Evelyn W.
School:	The University of Memphis
Department:	English
School location:	United States -- Tennessee
Degree:	Ph.D.
Source type:	Dissertation or Thesis

Language of publication:	English
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Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 34 of 100

Connecting Genre-Based and Corpus-Driven Approaches in Research Articles: A Comparative Study of Moves and Lexical Bundles in Saudi and International Journals

Alamri, Basim M. . The University of New Mexico ProQuest Dissertations Publishing, 2017. 10285789.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Research articles (RAs) have become the primary channel for researchers to circulate academic knowledge within certain discourse communities. Writing an acceptable research paper for publication in a scholarly journal is challenging for novice writers, especially for nonnative speakers of English. The present study was pedagogically motivated, and the ultimate goal was to provide the basis for a genre approach and corpus linguistics to academic writing for ESL/EFL postgraduate students in the field of applied linguistics.

The study analyzed the rhetorical structure and lexical bundles of English-language RAs—Introduction-Methods-Results-Discussion-Conclusion (I-M-R-D-C)—sections published in Saudi Arabian and international journals in the field of applied linguistics by implementing genre-based and corpus-driven approaches. First, the move structures of RAs were identified by using a genre-based approach, while different RA sections were analyzed by different models: Introduction: Swales (2004), Methods: Peacock (2011), Results-Discussion-Conclusion sections: Ruiying and Allison (2003). Next, the corpus-driven approach was applied to identify and analyze lexical bundles associated with each identified move in each IMRDC section, based on structural (Biber, Johansson, Leech, Conrad & Finegan, 1999) and functional taxonomies (Hyland, 2008c).

The major study findings were the similarities and discrepancies between both corpora regarding rhetorical structures, suggesting that cross-cultural variances do exist in academic writing. The Introduction, Discussion, and

Conclusion sections were quite similar in both corpora, in which all moves appeared with a similar degree of frequency. However, the Methods and Results sections showed noticeable differences. Furthermore, the analysis of lexical bundles revealed that some rhetorical moves incorporated more lexical bundles compared with other moves. More lexical bundles were identified in each section of the RAs from the Saudi corpus than in those from the international corpus.

The results of the present study provide insight into the importance of the awareness of genre conventions and how lexical bundles are utilized in RAs. This awareness could help graduate students and novice writers to achieve greater success in producing publishable research articles. The present study explores the pedagogical implications of a syllabus that incorporates the findings of both approaches examined in the study.

DETAILS

Subject:	Linguistics; Education; Academic writing; English as a second language learning; Journals (Academic); Corpus analysis; College students; Second language writing; Corpus linguistics; Applied linguistics
Classification:	0290: Linguistics; 0515: Education
Identifier / keyword:	Language, literature and linguistics; Education; Academic writing; Corpus linguistics; Genre-based approach; Lexical bundles; Research articles
Publication title:	ProQuest Dissertations and Theses
Number of pages:	339
Year:	2017
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-0-355-33294-0
Advisor:	Blum-Martinez, Rebecca
Committee member:	Chamcharatsri, Pisarn Bee; Jacobson, Holly; Ruecker, Todd
School:	The University of New Mexico
Department:	Language, Literacy and Sociocultural Studies
School location:	United States – New Mexico
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English

Document type:	Dissertation/Thesis
Publication / order number:	10285789
ProQuest document ID:	1985130688
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Last updated:	2021-09-09
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 35 of 100

Politeness Formulas in Spoken Arabic: Figuration and Influence of Religious Discourse

Daoud, Sumaya . Purdue University ProQuest Dissertations Publishing, 2017. 10607609.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

The study examines formulaic politeness expressions used in Jordanian Arabic by looking into two salient features that characterize this set of idioms: figuration and traces of religious texts. One main goal is to explore the conceptual metaphors that are represented in these idioms and show their coherence and consistency with cultural values. The other goal is to look for evidence of echoes of religious discourse in the formulas under discussion. A third relevant goal is to prove that these idioms support the argument that Classical Arabic is still a living variety of Arabic.

The study examines a small corpus that is comprised of data collected from a variety of sources including radio talk shows, published works and introspection. Findings of the current research show that the conceptual metaphors represented in politeness idioms are grounded in the physical and cultural experience of the individuals of the speech community. Furthermore, these metaphors are insightful about and coherent with the cultural values held by the speech community. In addition, the data from the present study give evidence of extensive use of religion-based formulas that stem from the Quran and Hadeeth. This, in turn, backs the argument that Jordanian Arabic speakers efficiently use Classical Arabic as a living variety.

DETAILS

Subject:	Linguistics; Sociolinguistics; Religion; Politeness; Coherence; Arabic language; Religious literature; Radio; Idioms; Culture; Speech communities; Metaphor
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Classification:	0290: Linguistics; 0636: Sociolinguistics
Identifier / keyword:	Language, literature and linguistics; Social sciences; Arabic; Cognitive; Linguistics; Metaphor; Politeness; Religion
Publication title:	ProQuest Dissertations and Theses
Number of pages:	158
Year:	2017
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-0-355-25492-1
Advisor:	Raskin, Victor Taylor, Julia
Committee member:	Berns, Margie; Kasztalska, Aleksandra
School:	Purdue University
Department:	English
School location:	United States – Indiana
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10607609
ProQuest document ID:	1975367628
Document URL:	https://www.proquest.com/dissertations-theses/politeness-formulas-spoken-arabic-figuration/docview/1975367628/se-2?accountid=50982
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Last updated:	2022-01-06
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Multilingual Institutional Discourses of Negotiation and Intertextuality in Writing Center Interactions in Macao

Lee, Alice Shu-Ju . Indiana University of Pennsylvania ProQuest Dissertations Publishing, 2017. 10641569.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This dissertation explores the identity enactments (Bucholtz & Hall, 2005) of 14 multilingual university writing center tutors and multilingual student writers who use English and Putonghua to negotiate their interactions. The study is situated within sociocultural theory (Vygotsky, 1978) and uses ethnographic methods such as observation, interviews, and conversation analysis to more fully describe the participants' writing center tutorial interactions. The research site is in Macao, a Special Administrative Region of the People's Republic of China. Macao's postcolonial past and neocolonial present help shape the discourses that are present at the research site.

The study adds to the growing body of descriptive knowledge on how identity and interaction influence multilingual language users in various contexts using an identity approach (Norton & McKinney, 2011). A total of eight writing center tutorial sessions were recorded and analyzed, followed by 16 playback interviews with individual participants. Results illustrate how the participants' social worlds and other macro contexts impact the micro context of a writing center tutorial session. Results also showcase the participants' full range of negotiation strategies as they engage with each other in goal-oriented institutional talk (Heritage & Clayman, 2010). Through the tutorial sessions and playback interviews, the study documents the complex nature of intertextuality (Bakhtin, 1981). Lastly, results demonstrate the range of tutorial strategies used to meet the needs of the multilingual student writers who had varying levels of English language proficiency. The analysis conducted in this study sheds more light on how identities emerge through interaction and how interlocutors position themselves and each other through discourse. Suggestions for how this descriptive knowledge can be applied practically in multilingual writing centers, in multilingual language learning classrooms, and in composition classrooms are offered.

DETAILS

Subject: Linguistics; Interviews; Conversation analysis; Writing; Language use; Sociocultural theory; College students; English proficiency; Negotiation; Intertextuality; Mandarin; English as a second language learning; English as a second language; Cultural heritage

Location: Macao

Classification: 0290: Linguistics; 0441: English as a Second Language

Identifier / keyword: Language, literature and linguistics; Education; Institutional discourse; Intertextuality; Macao; Multilingual writers; Negotiation; Writing centers

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Number of pages:	312
Year:	2017
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-0-355-47904-1
Advisor:	Deckert, Sharon K.
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Department:	English
School location:	United States – Pennsylvania
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10641569
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Last updated:	2021-09-07
Database:	Linguistics and Language Behavior Abstracts (LLBA)

A Corpus-Based Analysis of English Vocabulary Input Provided in K-12 Textbooks Used in Saudi Arabia

Alhudithi, Elham . Colorado State University ProQuest Dissertations Publishing, 2017. 10601895.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

The importance of a textbook becomes greater when it is the major source of foreign vocabulary input as is the case in Saudi Arabia with the English language. Given the fact that numerous studies indicated that Saudi EFL learners have a very limited vocabulary size (Albogami, 1995; Alhazemi, 1993; Alsaif, 2011), the present study is concerned with the extent to which input from textbooks contributes to building the learners' lexicon. Through utilizing range and concordance programs to analyze a corpus of 252,517 tokens, the researcher concluded that great opportunities were offered to learn the most frequent words in English, in which they had a relatively low type-token ratio, indicating a great deal of repetition and coverage. The findings obtained from the case study analysis also demonstrated that a sufficient variety of collocations, derivations, and inflections were provided to assist in deepening the learners' vocabulary knowledge. Although the learning of words goes hand-in-hand with the number of occurrences, where the more words that are repeated the greater the learning, the textbooks surprisingly denoted a shortcoming in the repetition of words. More specifically, at least 74% of newly-introduced words appeared four times or less. Another shortcoming was attributable to the distribution of newly-introduced words, where it contradicted with the literature by introducing as high as 30 new words per hour of schooling. Based on what the researcher found, several pedagogical implications were suggested for teaching vocabulary in EFL settings, varying from providing more repetition opportunities for abstract concepts that carry the central meaning in a given context to following a data-driven approach through the lexical analysis of concordance lines to promote students' noticing and long-time learning.

DETAILS

Subject:	Linguistics; English as a Second Language; Pedagogy
Classification:	0290: Linguistics; 0441: English as a Second Language; 0456: Pedagogy
Identifier / keyword:	Language, literature and linguistics; Education; Corpus linguistics; Data-driven learning; Efl textbooks; Linguistic analysis; Second language acquisition; Vocabulary input
Publication title:	ProQuest Dissertations and Theses
Number of pages:	116
Year:	2017
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor

Country of publication:	United States
ISBN:	978-0-355-29614-3
Advisor:	Nekrasova-Beker, Tatiana
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School:	Colorado State University
Department:	English
School location:	United States – Colorado
Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10601895
ProQuest document ID:	1961606296
Document URL:	https://www.proquest.com/dissertations-theses/corpus-based-analysis-english-vocabulary-input/docview/1961606296/se-2
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Last updated:	2021-05-26
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 38 of 100

Social Environments, Writing Support Networks, and Academic Writing: A Study of First Year International Graduate Students

Moglen, Daniel Justin . University of California, Davis ProQuest Dissertations Publishing, 2017. 10264425.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This dissertation is an inquiry into the social experiences of first year international graduate students, and how those social experiences inform their academic writing development. Drawing from the sociocognitive perspective (Atkinson, 2002; Lantolf, 2000), this study recognizes that the university is social in nature, and language learning occurs in the mind, body, and world (Atkinson et al., 2007). The international graduate students in this study were recruited from the first quarter academic writing class in fall 2014 (n=113), and were surveyed at four time points throughout the academic year. The dissertation focuses on four students, Luiza from Brazil, Camila from Chile, Q from Korea, and Kira from China as illustrative examples of the social environments that students have as well as trajectories of writing development. The focal students participated in three interviews throughout the year and written texts were also collected at three time points (at the end of the fall, winter, and spring quarters). Findings from the students' social environments suggest that students tend to gravitate towards co-nationals in social settings. In terms of receiving writing support, students in the study relied primarily of colleagues and friends, followed by professors. Writing tutors and family members were sought out the least for writing support. Peers tended to be more accessible and approachable than professors, while professors were rated as more helpful than peers. In terms of the writing development of the students, this study focuses on clausal, phrasal, and lexical complexity. Findings from the textual analysis portion suggest that the writing of the focal students became more complex based on these measurements. In particular, students generally scored higher on the number of modifiers per noun phrase measure throughout the year, suggesting that their noun phrases were becoming more complex, although there were some deviations to this pattern. Also, students used more words from the academic word list and field specific jargon throughout the year. The implications of this study are relevant to writing professors, STEM professors, international student services, and the university as a whole.

DETAILS

Subject: Linguistics; Higher education; Nouns; Word lists; College students; Complexity; Academic writing; Noun phrases; Jargon; Writing instruction; Text analysis; English as a second language

Classification: 0290: Linguistics; 0441: English as a Second Language; 0745: Higher education

Identifier / keyword: Language, literature and linguistics; Education; Community of practice; Complexity; ESL; Linguistics; Second language writing; Social networks

Publication title: ProQuest Dissertations and Theses

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Year: 2017

Publisher: ProQuest Dissertations Publishing

Place of publication: Ann Arbor

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Advisor:	Menard-Warwick, Julia
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School:	University of California, Davis
Department:	Linguistics
School location:	United States – California
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10264425
ProQuest document ID:	1947703956
Document URL:	https://www.proquest.com/dissertations-theses/social-environments-writing-support-networks/docview/1947703956/se-2
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Last updated:	2021-11-18
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 39 of 100

A Study of College Professors' Perceptions of International Students in STEM Classrooms at a Technical University

Abendschein, Barbara Feeney . The University of Memphis ProQuest Dissertations Publishing, 2017. 10633148.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This study investigated the perceptions of STEM professors at a Southeastern technical college about the international students in their undergraduate classrooms, including impact on the learning environment, academic

abilities and proficiency in meeting course goals, contribution to class activities and recommendations for improved preparation. Data were gathered from semi-structured interviews with nine full-time STEM teachers and review of documents provided by these professors, including copies of student writing with teacher feedback, typical writing prompts (or examination questions) and course syllabi. Using thematic analysis to tease meaning from data, I allowed meaning to emerge from interview testimony and counterbalanced that information with evidence from provided documents.

Major findings included the following: 1. International students are perceived as neither better nor worse academically: a. a few of them excel, as reported by teachers who acknowledge some cultures value math and science more than others b. bell curves of student grades are normal 2. The few non-native speakers who exhibit writing and speaking challenges are accommodated quite naturally by professors and almost always by teammates, with emphasis on the practical application of written and oral work a. Differences are apparent between writing teacher perspectives provided in anecdotal evidence and those reported in ESL literature in this regard 3. Contributions of unique non-Western examples and home-country influenced motivation leading to innovative projects are appreciated and celebrated, but most contributions come from students who are mature, experienced, studious and outgoing no matter their nationality or first language, and 4. Writing deficits and lack of "transfer" are seen as universal, far from confined to students who did not grow up speaking English.

One professor's comment seems to encapsulate the general attitude about international students at this campus: "They fit in." Findings contradict predictions that L2 writers would underperform their American classmates but are in harmony with Writing across the Disciplines literature and practice. This case study might be reassuring to international students and supportive of an emerging WID program at the university as well as similar approaches in STEM higher education.

DETAILS

Subject:	Linguistics; Higher education; Feedback; Teacher attitudes; Literary criticism; College students; Student attitudes; Educational activities; Language attitudes; Elementary education; Native language; Second language teachers; Learning environment; Second language writing; English as a second language instruction
Literature indexing term:	Author: Lewis, Sinclair, 1885-1951
People:	Lewis, Harry Sinclair (1885-1951)
Classification:	0290: Linguistics; 0745: Higher education
Identifier / keyword:	Language, literature and linguistics; Education; International; Professors; STEM; Technical; University
Publication title:	ProQuest Dissertations and Theses
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ISBN:	978-0-355-03837-8
Advisor:	Thrush, Emily
Committee member:	Dalle, Teresa; Duffy, William; Ives, Lindsey
School:	The University of Memphis
Department:	English/Applied Linguistics
School location:	United States – Tennessee
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10633148
ProQuest document ID:	1937577443
Document URL:	https://www.proquest.com/dissertations-theses/study-college-professors-perceptions/docview/1937577443/se-2?accountid=50982
Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2021-09-09
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 40 of 100

Investigating Saudi English Majors' Perceived Communication Competence: Underlying Factors and Impact on Willingness to Communicate

Alrajhi, Assim Suliman . The University of Memphis ProQuest Dissertations Publishing, 2017. 10633151.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Self-perceived communication competence (SPCC) is among the most influential factors affecting language learners' willingness to communicate (WTC) in the L2. SPCC might be a determining factor influencing whether L2 users engage in communicative acts. The purpose of this dissertation is to investigate Saudi English majors' perceptions of their oral communication competence and tendency to communicate in English as an L2. Moreover, it seeks to examine whether there is a correlation between Saudi English undergraduate majors' SPCC and WTC. It also explores some major factors that account for Saudi English majors' oral communication competence and how such factors improve/hinder this type of competence. Employing a mixed-methods design, this study utilized a survey consisting of two questionnaires and semi-structured oral interviews to collect data from 100 English majors enrolled in the third and fourth/final year in a bachelor's program in English in addition to four students who had recently graduated. The findings revealed that Saudi English majors did not have a high tendency to communicate in English in various situations; they perceived themselves as moderately competent in English, and there was a significant positive correlation between English majors' SPCC and WTC. Moreover, five major factors, including personal, pedagogical, curricular, social interaction of students, and frequency of communication, were identified that comprised positive and negative aspects affecting the development of students' oral communication competence. Several positive aspects were advanced in this study, such as exerting self-effort to practice English outside the classroom, using resources to orally communicate online, and students' perceptions of the importance of developing oral competence in English. Negative aspects included methodologies of teaching in the bachelor's program, a lack of curricular focus on oral skills, and a lack of opportunities to communicate in English inside and outside the classroom. This study indicated that Saudi English majors did not have advanced oral communication competence, which translated into low WTC in English and affected oral language use.

DETAILS

Subject:	Linguistics; English as a Second Language; Foreign language education
Classification:	0290: Linguistics; 0441: English as a Second Language; 0444: Foreign language education
Identifier / keyword:	Language, literature and linguistics; Education; English major; English oral competence; L2 confidence; SPCC; Saudi students; WTC
Publication title:	ProQuest Dissertations and Theses
Number of pages:	174
Year:	2017
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-0-355-03840-8
Advisor:	Dalle, Teresa

Committee member:	Mitchell, Verner D.; Thrush, Emily A.; Wright Fogle, Lyn
School:	The University of Memphis
Department:	English
School location:	United States – Tennessee
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10633151
ProQuest document ID:	1937570864
Document URL:	https://www.proquest.com/dissertations-theses/investigating-saudi-english-majors-perceived/docview/1937570864/se-2?accountid=50982
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Last updated:	2021-05-24
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 41 of 100

Voices from the Arabic Classroom: Arabic Learners' Attitudes toward Using Arabic Religious Terms

Al Rifae, Kinda . University of California, Los Angeles ProQuest Dissertations Publishing, 2017. 10599166.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

The motivating idea behind this research is the close and dynamic relationship between language, culture, and social identity. In this dissertation, I discuss this relationship in terms of Arabic language learners and focus, in particular, on a unique feature of Arabic—the God-expressions or Allah Lexicon—religious formulae spoken by religious and non-religious people alike in their everyday conversations. These formulae serve myriad

communicative functions and are prevalent throughout the Arab world. However, they are also socially and culturally “loaded,” that is, their meanings cannot be derived from the component words themselves but must be deduced from the context in which they are used. As such, there are no “perfect” equivalents to most of these formulae in other languages, and Arabic learners may have difficulty in understanding and/or producing them. Scholarly research has demonstrated that language learning involves the process of acquiring a new identity. For some students, particularly heritage learners, the Allah Lexicon is not problematic to this process because they likely feel a personal, familial, ethnic and/or religious resonance when learning and using the phrases. However, I argue that for foreign language learners, the identity acquisition process can be challenging, complex, and difficult: first, because Arabic is distinctively different linguistically and culturally from English; and secondly, because the phrases of the Lexicon strongly evoke a Muslim identity—one that may drastically differ from, or even contradict, the learner’s own conceptions and beliefs. Thus this dissertation explores the ways in which Arabic learners “digest” these Arabic religious expressions. How do they understand these phrases? To what extent are they aware of their social and cultural connotations? Do learners choose to use these phrases or refuse to use them because the terms evoke discomfort? How do learners feel about using phrases that evoke a Muslim identity in the current anti-Islamic climate?

The purpose of this study is to shed light on the individual learner and his/her identity shifts and struggles when learning and using Arabic and the God-expressions. Using interviews as a data collection technique, I investigate the questions I have posed and probe learners’ attitudes towards the language and its native speakers, in general, and towards this cultural aspect of Arabic, in particular. Although the main goal of this research is to better understand Arabic learners and know how they receive and perceive what is taught to them, the broader goal is to expose persistent, cultural stereotypes and bridge the gap between English- and Arabic-speaking people.

DETAILS

Subject:	Linguistics; Religion; Language
Classification:	0290: Linguistics; 0318: Religion; 0679: Language
Identifier / keyword:	Language, literature and linguistics; Philosophy, religion and theology; Arabic; God-expressions/religious phrases; Identity; Language learning and teaching; Learner attitudes
Publication title:	ProQuest Dissertations and Theses
Number of pages:	230
Year:	2017
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-0-355-06424-7
Advisor:	Plann, Susan J.
Committee member:	Cooperson, Michael; Kagan, Olga; Yokoyama, Olga

School:	University of California, Los Angeles
Department:	Applied Linguistics 0074
School location:	United States – California
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10599166
ProQuest document ID:	1928966640
Document URL:	https://www.proquest.com/dissertations-theses/voices-arabic-classroom-learners-attitudes-toward/docview/1928966640/se-2?accountid=50982
Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2021-09-29
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 42 of 100

The Relationship Between Trait Emotional Intelligence and L2 Motivation

Vuksanovic, Jelena . University of South Florida ProQuest Dissertations Publishing, 2017. 10267066.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Motivation is considered an important factor in initiating and sustaining the second language (L2) process. Since learning an L2 can be seen as a lengthy process, one that needs sustained motivation over a long period of time, learners need to be able to successfully deal with their and others' emotions in order to generate and sustain their motivation for learning. The role of learners' emotions and trait emotional self-efficacy, or trait emotional intelligence (EI), in L2 motivation and language learning has been a relatively unexplored area. To fill this gap, the current study posed three research questions that addressed the relationship between L2 motivation and trait EI, which is based on the trait EI theory (Petrides, 2001) and deals with emotion-related self-perceptions, such as emotion control, emotion expression, empathy, and emotion perception (Petrides, 2001). As Dörnyei (2009) proposed the L2 Motivational Self System (L2MSS) in response to the need to further develop the socio-

educational model, the current study further tests the validation of a modified version of the L2MSS by investigating intermediate and advanced international English language learners from diverse backgrounds. Using a quantitative approach, this study examined (a) the relationship between the possible selves (the ideal/ought-to/anti-ought-to) and trait emotional intelligence, including the four broader factors: sociability, emotionality, well-being, self-control; and (b) to what extent can the four factors predict the three different selves, and (c) the relationship between L2 learning experience, possible selves, and trait EI. A total of 143 international ESL students enrolled in an English Language Program in the United States participated in the study. A possible selves questionnaire, L2 learning experience questionnaire, and trait emotional intelligence questionnaire (TEIQue SF) were administered. The underlying factors from the exploratory factor analysis performed on the possible selves questionnaire responses were 'the ideal L2 self', 'the ought-to L2 self', and 'the anti-ought-to L2 self.' The correlation analysis showed significant correlations between (a) trait EI and ideal/ought-to L2 self; (b) ideal L2 self and emotionality/sociability/well-being; (c) ought-to L2 self and emotionality/sociability/well-being; (d) anti-ought-to L2 self and emotionality; (e) L2 learning experience and trait EI; (f) the L2 learning experience and the ideal/anti-ought-to L2 self; (g) L2 learning experience and emotionality/sociability/well-being. A four predictor standard multiple regression model revealed that the trait EI sociability factor was the only significant predictor of the ideal L2 self. On the other hand, the trait EI emotionality factor was the only significant predictor of both the ought-to and anti-ought-to L2 selves. This study illustrates that there are important associations between L2 motivation and constructs of positive psychology, especially emotional intelligence, and that positive psychology might stimulate future L2 motivation research. Lastly, this study offers a number of implications for use of positive psychology in the SLA classroom.

DETAILS

Subject:	Linguistics; English as a Second Language; Intelligence; Questionnaires; Motivation; Empathy; English language learners; English as a second language learning; English as an international language; Psychology; American English; Emotions; International languages; Statistical analysis
Classification:	0290: Linguistics; 0441: English as a Second Language
Identifier / keyword:	Language, literature and linguistics; Education; Affect; English as a second language; Individual differences; L2 motivation; Personality
Publication title:	ProQuest Dissertations and Theses
Number of pages:	211
Year:	2017
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-369-76991-3
Advisor:	Thompson, Amy S.
Committee member:	Tracy-Ventura, Nicole; Vasquez, Camilla; Zhu, Wei

School:	University of South Florida
Department:	World Languages
School location:	United States – Florida
Degree:	Ph.D.
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Last updated:	2021-06-01
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 43 of 100

The Dynamics of the L2 Motivational Self System among Saudi Study Abroad Students

Alharbi, Fahad . University of South Florida ProQuest Dissertations Publishing, 2017. 10264951.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Adult second language acquisition takes time over an extended period of time during which the L2 motivation of learners goes through periods of ups and downs. Dörnyei, MacIntyre and Henry (2015) recognized the inherently dynamic nature of L2 motivation and called for adopting the Complex Dynamic System Theory (CDST) when studying this phenomenon. While using a CDST perspective, this mixed method study drew on Dörnyei's (2009b) model of the Motivational Self System to examine the L2 motivation of 86 Saudi study-abroad students. Also, the construct of the Anti-ought to Self (Thompson, 2015) and aspects of the Appraisal Theory (Schumann, 2001) were adopted to guide this examination. The results of the study showed that the L2 motivation of the participants fell into four main motivational patterns. Also, some of the participants shifted into new attractor states over the course of their academic semester. Another important finding was that the Anti-ought to Self appeared as an

important construct. The results of the standard multiple regressions showed that the amount of the variance in the Intended Learning Effort that was accounted for by the Anti-ought to Self alone exceeded the amount of the variance accounted for by the other explanatory variables put together. Also, the analysis of the quantitative and qualitative data showed that the use of the Appraisal Theory improved the construct validity of the Learning Experiences. The implications of these findings and future directions of the L2 motivational research were also discussed in the study.

DETAILS

Subject:	Linguistics; English as a Second Language; Foreign Language; Motivation; Students; Second language learning; Study abroad
Classification:	0290: Linguistics; 0441: English as a Second Language; 0444: Foreign language education
Identifier / keyword:	Language, literature and linguistics; Education; Appraisal theory; Complex dynamic systems theory; English as a second language; L2 learning experiences; L2 motivational self system; Second language motivation
Publication title:	ProQuest Dissertations and Theses
Number of pages:	222
Year:	2017
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-369-75620-3
Advisor:	Thompson, Amy S.
Committee member:	Tracy-Ventura, Nicole; Vasquez, Camilla; Zhu, Wei
School:	University of South Florida
Department:	World Languages
School location:	United States – Florida
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis

Publication / order number: 10264951

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Document URL: <https://www.proquest.com/dissertations-theses/dynamics-l2-motivational-self-system-among-saudi/docview/1899207737/se-2?accountid=50982>

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Last updated: 2021-05-18

Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 44 of 100

Noun Countability Judgments by Arabic Speakers of English

Alenizi, Aied . Ball State University ProQuest Dissertations Publishing, 2017. 10277417.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

In an attempt to better understand the role of relationship between the use of English indefinite article and L1 transfer in L2 countability judgments by speakers of non-classifier languages, the current study investigates how Saudi EFL learners judge noun countability in English. The current study aims to find; (1) if countability judgments correlate with the learners' use of the indefinite article, given that articles in Arabic (L1) are not a determining factor of countability, (2) the extent to which context aids Arabic learners of English to make better judgments of noun countability, (3) if countability judgments correlate with noun class (concrete vs. abstract), (4) whether Arabic (L1) knowledge plays a role in the judgments of noun countability in English (L2), and (5) the extent to which proficiency correlates with better performance on countability judgments. A total of 75 Saudi learners of English, who were divided into beginner, intermediate and advanced levels, completed a Fill-in-the-Blank task (FB), an Error Correction task (EC), a countability judgments of nouns in isolation (JCI), a Countability Judgments of nouns in Context (JCC), a Translation task from L1 to L2, and a Self-report task. According to correlation tests and ANOVAs, countability judgments strongly correlate with article accuracy on both the FB and EC tasks. Context was identified as an important factor in making better countability judgments as the difference between accuracy rates of the JCC and JCI was significant in favor of the former; the subjects had a flexible notion of countability, in that it is not static rather than context dependent. The results also revealed that the subjects' overall accuracy rates for abstract and concrete nouns were very close, and no significant differences were observed except in the translation task where the accuracy rate for concrete nouns was significantly higher than abstract nouns. The semantic context of abstract and concrete nouns was found to be a relevant factor to countability judgments; the subjects performed better on the count use of concrete nouns than the mass use, while their accuracy rates were very close for the count and mass uses of abstract nouns. The results of the translation task showed that L1 had an influence on countability judgments in L2, which was evident in the fact that the accuracy rate for this task was the lowest.

DETAILS

Subject:	Linguistics; Reference (Semantic); Nouns; Translation; Count/Mass distinction; Classifiers; Language proficiency; Context; Arabic language; Concrete versus abstract
Classification:	0290: Linguistics
Identifier / keyword:	Language, literature and linguistics; Arabic speakers; Nouns
Publication title:	ProQuest Dissertations and Theses
Number of pages:	163
Year:	2017
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-369-74311-1
Advisor:	Riddle, Elizabeth
School:	Ball State University
Department:	Department of English
School location:	United States – Indiana
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10277417
ProQuest document ID:	1898694807
Document URL:	https://www.proquest.com/dissertations-theses/noun-countability-judgments-arabic-speakers/docview/1898694807/se-2?accountid=50982
Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

Last updated: 2021-09-09

Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 45 of 100

The Use of Technology as an Oral Achievement Testing Tool: Analysis of students' perceptions and oral performance in a Portuguese Language Program

Santana-Paixao, Raquel C. . University of California, Santa Barbara ProQuest Dissertations Publishing, 2017. 10254074.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Oral testing administration plays a significant role in foreign language programs aiming to foster the development of students' speaking abilities. With the development of language teaching software, the use of computer based recording tools are becoming increasingly used in language courses as an alternative to traditional face-to-face oral exams. The present dissertation constitutes an examination of the use of technology in an oral achievement test used in a Portuguese Language Program in terms of 1) students' perspectives and affective factors, with a focus on anxiety, towards the new computer-based final oral exam vis-à-vis the traditional method; and 2) in terms of students' improvement of oral performance, when taking part in computer-based oral activities throughout the instruction period. In order to analyze the latter, learners of two different classes, denominated as control and experimental group, participated in this study over the course of one quarter. The technology used for the current research is part of the online platform accompanying the Textbook used in the Language Program at the University of California, Santa Barbara.

A total of 27 L2 learners of Portuguese for Spanish Speakers, at the university level, participated in this study and completed a computer-based and face-to-face Oral Achievement Exam at the end of the quarter. Learners were given a pre- and post- questionnaire, inquiring about their expectations and final opinions towards both modes of final oral exams. Here, students assessed their levels of anxiety, perceived difficulty and perceived fairness in testing their speaking abilities, as well as their levels of comfort with the technology used. The variables included in this survey were based on a review of previous studies such as Tognozzi and Truong (2009) and Keynon and Malabonga (2001). In addition, examinees completed a survey adapted from the FCLAS (Foreign Language Classroom Anxiety Scale) (Horwitz et al. 1986), in order to investigate what kind of anxiety factors and feelings, presented on the anxiety scale, are more involved in one type of oral exam in comparison to the other. In general, students' reports indicate a tendency to consider the new computer-based oral exam as less anxiety evoking and more difficult than the traditional face-to-face test. Nevertheless, students also tend to view the traditional method as more fair in testing their speaking abilities.

For the analysis of students' improvements in oral production, when participating in computer-based oral activities throughout the instruction period, learners in the two different classes (control and experimental) were assessed through a pre- and post- oral test. Results suggest that the treatment received by the Experimental class does not play a particular role in fostering students' speaking abilities in the linguistic variables that were formally taught and emphasized throughout the course.

DETAILS

Subject:	Educational tests & measurements; Linguistics; Foreign Language; Anxiety; Polls & surveys; Portuguese as a second language; Student attitudes; Spoken language; Questionnaires; Teaching; Achievement tests; Computer software; Language tests; Attitudes; Spanish language; Foreign language instruction
Classification:	0288: Educational tests & measurements; 0290: Linguistics; 0444: Foreign language education
Identifier / keyword:	Language, literature and linguistics; Education; Achievement; Anxiety; Oral; Perceptions; Technology; Tests
Publication title:	ProQuest Dissertations and Theses
Number of pages:	187
Year:	2017
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-369-71414-2
Advisor:	Marques-Pascual, Laura Miglio, Viola
Committee member:	Chun, Dorothy; Marques-Pascual, Laura; Miglio, Viola
School:	University of California, Santa Barbara
Department:	Spanish and Portuguese
School location:	United States – California
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10254074
ProQuest document ID:	1892091282

Document URL: <https://www.proquest.com/dissertations-theses/use-technology-as-oral-achievement-testing-tool/docview/1892091282/se-2?accountid=50982>

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Last updated: 2021-09-10

Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 46 of 100

Code Switching as a Grammar Teaching Strategy in Saudi Arabian EFL Classrooms

Almansour, Amirah Nasser . Western Sydney University (Australia) ProQuest Dissertations Publishing, 2016. 10633310.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Research into code switching can be categorized into five study approaches: the grammatical approach, the sociolinguistic approach, the psycholinguistic approach, the conversation approach and the pragmatic approach. Among these approaches, in recent years linguistic researchers have shown a growing interest in investigating the use of code switching from a grammatical angle, especially in English as a foreign language (EFL) classrooms. Subsequently, in many geographic and ethnic contexts, researchers have found code switching (CS) to be a potentially effective way to improve language learning. Some researchers have also found code switching to be a useful metalanguage tool for enhancing students' understanding of the target language in the EFL classroom. However, opinions about using code switching in EFL learning are polarised, and, in some cases, the use of code switching in the language classroom is considered to be a stigmatised practice. Keith Gilyard suggested that it is a form of enforced educational schizophrenia, while Young contends that code switching breeds linguistic confusion. Similarly, some language teachers find switching languages in the same sentence unacceptable and a demonstration of semi-lingualism in the classroom.

This research investigated whether code switching is an effective grammar learning strategy in the EFL classroom. Language learning strategies are difficult to make generalisations about and vary greatly from one ethnic and gender group to another, and Saudi Arabian female EFL learners are underrepresented in the academic literature. Therefore, this research focused on Saudi Arabian female EFL learners to find out whether code switching can help them to more effectively learn grammar. Two university EFL classrooms were selected for the experiment: in one class, the teacher conducted more CS (in more than 60% of teacher talk), and, in another class, the teacher conducted less CS (in around 1% of teacher talk). Based on the results of pre- and post-tests in these two classrooms, it was found that using CS was not an effective grammar learning strategy for Saudi Arabian female EFL learners. Although these results do not support using CS, an attitude survey conducted among students found that students do prefer their teachers to code switch and they also think that they learn more when the teacher switches code. The findings of this research may be useful in helping teachers in Saudi Arabian EFL classrooms to modify their practices in order to enhance student learning.

DETAILS

Subject:	Linguistics; English as a Second Language; Sociolinguistics; Code switching; Psycholinguistics; Classroom communication; Student attitudes; Schizophrenia; Pragmatics; Language attitudes; Language teaching methods; Females; Grammar instruction; Second language teachers; Metalanguage; Learning strategies; English as a second language instruction; Conversation
Classification:	0290: Linguistics; 0441: English as a Second Language
Identifier / keyword:	(UMI)AAI10633310; Language, literature and linguistics; Education; Code switching
Publication title:	PQDT - Global
Number of pages:	263
Year:	2016
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	9781073967186
School:	Western Sydney University (Australia)
School location:	Australia
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Document note:	N.A.
Publication / order number:	10633310
ProQuest document ID:	1945299774
Document URL:	https://www.proquest.com/dissertations-theses/code-switching-as-grammar-teaching-strategy-saudi/docview/1945299774/se-2?accountid=50982
Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

Last updated: 2021-08-05

Database: Linguistics and Language Behavior Abs tracts (LLBA)

Document 47 of 100

Arabic-English Code-Mixing by Jordanian University Students

Al Hayek, Reema Salah . Western Sydney University (Australia) ProQuest Dissertations Publishing, 2016. 10310081.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Those who know nothing of foreign languages know nothing of their own. Johann Wolfgang von Goethe (Goethe, n.d. cited in Stavans & Hoffmann, 2015, p. 135) This research examines the linguistic phenomenon of code-mixing by students at three public universities in North Jordan: Al alBays University, University of Jordan and Yarmouk University. It seeks to document the perspectives of Jordanian university students on Arabic-English code-mixing. Furthermore, the research stresses the importance of three purposes of code-mixing: (a) social: using English words to convey a social message and/or to avoid using socially unacceptable expressions in Arabic; (b) linguistic: using English expressions which Arabic language lacks and/or whose Arabic equivalents are not commonly used; and (c) realisation of field of discourse: using English when expressing scientific terms. The focus of this research is on oral communication by Jordanian university students.

This research utilizes qualitative and quantitative research methods. Applying a mixed-methods approach, the participants' use of English words in their Arabic speech is investigated via a survey questionnaire and semi-formal interviews. The participants are Bachelor, Masters and PhD students studying in various faculties: Humanities, Science, Economics, Islamic Studies, Medicine and Education.

The results show that male students tend to mix English with Arabic in their speech for linguistic reasons more often than female students, but the latter tend to use English for social reasons more often than male students. Students who live in a city tend to use English more than those living in rural areas when they use the language for linguistic or scientific purposes. Students attending a university in the capital city tend to have higher self-perceived competence in English than those in the other two cities. To investigate Jordanian students' use of English as a second language, these three factors – social, linguistic and (realisation of) field of discourse – were considered to yield the best outcomes.

DETAILS

Subject: Linguistics; Communication; Code switching; Arabic language; College students; Questionnaires; Self concept; Rural areas; English as a second language learning; Cities; Medicine; Social factors; Scientific technical language

Literature indexing term: Author: Goethe, Johann Wolfgang von, 1749-1832; Author's work: Den Besten; Author: Brown, Rita Mae; Author: Machiavelli, Niccolò, 1469-1527

People:	Machiavelli, Niccolo (1469-1527); Brown, Rita Mae; Goethe, Johann Wolfgang von (1749-1832)
Classification:	0290: Linguistics; 0459: Communication
Identifier / keyword:	(UMI)AAI10310081; Language, literature and linguistics; Communication and the arts; Code-mixing
Publication title:	PQDT - Global
Number of pages:	189
Year:	2016
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	9781073951192
School:	Western Sydney University (Australia)
School location:	Australia
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Document note:	N.A.
Publication / order number:	10310081
ProQuest document ID:	1943284995
Document URL:	https://www.proquest.com/dissertations-theses/arabic-english-code-mixing-jordanian-university/docview/1943284995/se-2?accountid=50982
Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2022-03-05
Database:	Linguistics and Language Behavior Abstracts (LLBA)

The development of intercultural competence in Saudi academic migrants: A collective instrumental case study

Hagar, Trenton James . The University of Memphis ProQuest Dissertations Publishing, 2016. 10587574.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

In this collective instrumental case study, the focus was on understanding the issue of Intercultural Competence within Saudi academic migrants. The purpose of this study was to determine how Saudi academic migrants gain intercultural competence through the development of attitudes, knowledge, and skills, as defined by Deardorff's (2006) process model of intercultural competence. This study investigated which experiences led to their development of intercultural competence and whether any development matched the affective, cognitive, and behavioral orientations identified as necessary for appropriate and effective communication and behavior in intercultural situations. (Abstract shortened by ProQuest.)

DETAILS

Subject:	Linguistics; Teacher education; Case; Migrants; Case studies; Attitudes; Cognitive development; English as a second language
Literature indexing term:	Author: Chomsky, Noam
People:	Chomsky, Noam
Classification:	0290: Linguistics; 0441: English as a Second Language; 0530: Teacher education
Identifier / keyword:	Language, literature and linguistics; Education; Academic migrants; Cultural competence; ESL; Intercultural students; International students; TESOL
Publication title:	ProQuest Dissertations and Theses
Number of pages:	310
Year:	2016
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-369-68342-4

School:	The University of Memphis
Department:	English
School location:	United States – Tennessee
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10587574
ProQuest document ID:	1887127205
Document URL:	https://www.proquest.com/dissertations-theses/development-intercultural-competence-saudi/docview/1887127205/se-2?accountid=50982
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Last updated:	2021-09-07
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 49 of 100

I speak better Arabic: Arabic native speakers' perception of Arabic dialects

Abdel-Rahman, Mahmoud . The University of Mississippi ProQuest Dissertations Publishing, 2016. 10160583.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

A limited number of studies in the field of perceptual dialectology covered the Arab World. This is a perceptual dialectology study that aims at investigating Arabic native speakers' perception of Arabic dialect areas. This study utilized a questionnaire that is based on Preston's (1999) techniques for investigating perceptual dialectology. This questionnaire consisted of two parts. The first part includes a detailed map of the Arab world and participants are asked to identify as many dialect areas of Arabic as they could. The second part of the questionnaire investigates Arabic native speakers' perception of different Arabic dialects in terms of where they are spoken, how different they are from the dialect they speak, how correct, how pleasant and how close to, or distant from, Modern Standard Arabic (MSA) they believe they are. Results of this study give us an idea about Arabic native speakers'

perception of different dialect areas of Arabic. However, this study had some limitations that might have affected the results. Future research is highly encouraged to address these limitations which would contribute to a clearer picture of Arabic native speakers' perception of Arabic dialects.

DETAILS

Subject:	Linguistics; Sociolinguistics
Classification:	0290: Linguistics; 0636: Sociolinguistics
Identifier / keyword:	Language, literature and linguistics; Social sciences; Arabic dialects; Dialect identification; Dialect mapping; Folklinguistics; Language attitudes; Perceptual dialectology
Publication title:	ProQuest Dissertations and Theses
Number of pages:	94
Year:	2016
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-369-15490-0
Advisor:	Burkette, Allison P.
Committee member:	D'Anna, Luca; Schaefer, Vance
School:	The University of Mississippi
Department:	Modern Languages
School location:	United States – Mississippi
Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10160583
ProQuest document ID:	1841929158

Document URL: <https://www.proquest.com/dissertations-theses/i-speak-better-arabic-native-speakers-perception/docview/1841929158/se-2?accountid=50982>

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Last updated: 2021-09-09

Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 50 of 100

Refusal strategies in Saudi Arabian social settings

Alateeq, Eshaq Hamad . Southern Illinois University at Carbondale ProQuest Dissertations Publishing, 2016. 10163429.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This study examines the speech act of refusal among Saudis. Specifically, it investigates the refusal strategies implemented by Saudis in Saudi Arabian Social settings. Data was gathered using Discourse Completion Task (DCT). Thirty Saudi male and female students, graduate, undergraduate, and ESL students participated in this study creating 180 natural responses. The responses were coded and classified according to the classification of refusals proposed by Beebe, Takahashi, and Uliss-Weltz. The results revealed that Saudi females and males choose to use indirectness more than directness when refusing an invitation. Even when using direct strategies, indirect strategies accompany the direct once to mitigate the threat of directness. The results also showed a great deal of implementing adjuncts as part of Saudis refusal statements. The result showed that Saudis use one new strategy, refusal-functioning acceptance, and one new adjunct, pray.

DETAILS

Subject: Linguistics; Sociolinguistics

Classification: 0290: Linguistics; 0636: Sociolinguistics

Identifier / keyword: Language, literature and linguistics; Social sciences; Face; Invitation; Politeness; Refusal; Speech acts; Strategies

Publication title: ProQuest Dissertations and Theses

Number of pages: 66

Year: 2016

Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-369-18121-0
Advisor:	Fuller, Janet M.
Committee member:	Charkova, Krassimira; Halliday, Laura
School:	Southern Illinois University at Carbondale
Department:	Applied Linguistics
School location:	United States -- Illinois
Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10163429
ProQuest document ID:	1830772358
Document URL:	https://www.proquest.com/dissertations-theses/refusal-strategies-saudi-arabian-social-settings/docview/1830772358/se-2?accountid=50982
Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2021-09-09
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 51 of 100

Integrating Writing Activities in the English Department Literature Courses at an Afghan University

Miri, Mir Abdullah . Indiana University of Pennsylvania ProQuest Dissertations Publishing, 2016. 10101089.

ABSTRACT (ENGLISH)

This qualitative study aimed to investigate the reported experiences five Afghan English language teachers regarding the integration of writing activities in literature courses at the English Department, Faculty of Letters and Humanities, Afghan University (pseudonym). The researcher employed Kumaravadivelu's (2001) three pedagogic parameters—particularity, practicality and possibility— as the theoretical lens to analyze the study data. The participants reported that integrating writing activities in literature courses develops students' creativity and critical thinking. They also noted that some of their students wrote poetry to express their voice. The results showed that there is a conspicuous lack of locally relevant materials in literature courses. They also demonstrated that interdepartmental collaboration plays a pivotal role in overcoming the challenges of workload, large classes and students' attitudes towards writing, resulting in providing students with more opportunities to write. Overall, the results showed that literature courses can facilitate students' writing skill.

DETAILS

Subject:	Linguistics; Teacher education; English as a second language
Classification:	0290: Linguistics; 0441: English as a Second Language; 0530: Teacher education
Identifier / keyword:	Language, literature and linguistics; Education; Afghan context; Afghan english language teachers; Integrating writing activities; Locally situated pedagogy; Reported experiences of teachers; Writing and literature
Publication title:	ProQuest Dissertations and Theses
Number of pages:	137
Year:	2016
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-339-64939-9
Advisor:	Rafoth, Bennett A.
Committee member:	Deckert, Sharon K.; Porter, Curtis
School:	Indiana University of Pennsylvania
Department:	English
School location:	United States – Pennsylvania

Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10101089
ProQuest document ID:	1785394519
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Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2021-09-09
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 52 of 100

Perceptions of academic writing by some Saudi graduate students studying in American universities

Alhojailan, Ahmad . Oklahoma State University ProQuest Dissertations Publishing, 2015. 10140161.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

The increasing number of the Saudi students who want to study in American universities has generated a need to explore their perceptions of academic writing for writing researchers and instructors to help them to be successful academically. The study reported in this dissertation explored some Saudi graduate students' perceptions of academic writing and of the issue of plagiarism. The results, collected from interviewing 12 Saudi graduate students enrolling in various programs in different American universities, show that the participants might have a limited understanding of the meanings and of the purpose of academic writing. One of the causes for such a limited understanding might be that most of the participants, for example, did not practice academic writing skills beyond their academic assignments. The second possible cause for the limited understanding of academic writing by the participants could be that they were receiving more feedback at the micro level in comparison with the macro level feedback. The findings also show that non-nativeness in English is perceived as a liability and as having a negative impact on academic writing. Additionally, the findings indicate that the academic writing difficulties might not be at the sentence level as some of the participants claim. The findings also show that some students sometimes misunderstand the connection between academic writing and the requirements of various

fields of study. The possible sources for the participants' perceptions are: the perceived effects of the participants' professors, the perceived effects of their fields of study/occupations, the perceived effects of their peers, and the perceived effects of the Saudi culture/educational culture. The effects of educational culture can be seen on the participants' perceptions of plagiarism, on the role of professor, and on the role of the writing center. The research study has various implications. These include increasing students' awareness about the importance of academic writing even after receiving their graduate degrees, educating students about the importance of a new understanding of the writing center, and informing professors about how to influence their students' academic writing skills positively.

DETAILS

Subject:	Linguistics; Language; Feedback; Teacher attitudes; Plagiarism; College students; Student attitudes; Academic writing; Occupations; Culture; Education; English language
Classification:	0290: Linguistics; 0679: Language
Identifier / keyword:	Language, literature and linguistics; Academic writing; Culture; Perceptions; Plagiarism; Saudi; Writing center
Publication title:	ProQuest Dissertations and Theses
Number of pages:	333
Year:	2015
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-339-95580-3
Advisor:	Cheng, An
Committee member:	Damron, Rebecca L.; Halleck, Gene B.; Wang, Qiuying
School:	Oklahoma State University
Department:	English
School location:	United States – Oklahoma
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English

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Document 53 of 100

Metadiscourse in the academic writing of EFL and ESL Arabic-speaking Iraqi graduate students

Al-Rubaye, Mohammed Hamdi Kareem . Missouri State University ProQuest Dissertations Publishing, 2015. 10035160.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Metadiscourse is a universal rhetorical aspect of languages embodying the notion that the purpose of writing is not only informative; rather, it is a social act enhancing a writer-reader interaction and building effective communicative relationships, thereby creating a reader-friendly text. This thesis examines metadiscourse in L2 academic writing of Arabic-speaking advanced English learners. It investigates the effect of different environments, English as a foreign language (EFL) versus English as a second language (ESL), as well as the effect of time in the development of writers' metadiscourse. Results were mixed. Quantitatively, the EFL group was closer to the Control group of native speakers in their overall metadiscourse, but the ESL group was closer to the Control group in more than half of the subcategories. Qualitatively, the ESL group was closer to the Control group in four categories, which helped them to establish their ethos and logos. However, both EFL and ESL writers failed to employ other metadiscourse markers to express their attitudes clearly and engage their readers. To bridge the rhetorical gaps in L2 writing, this thesis asserts that explicit instruction in the rhetorical features of English academic writing is not only needed, but also should be required at early stages of writing instruction. Practices, such as identifying metadiscourse markers and their functions in well-written texts, were reported as effective by the case study group in raising their awareness of how metadiscourse can serve the rhetorical functions.

KEYWORDS: metadiscourse, contrastive rhetoric, English academic writing, Arabic rhetoric, L2 writing, EFL versus ESL environment

DETAILS

Subject:	Linguistics; Rhetoric; Higher education; English as a second language
Classification:	0290: Linguistics; 0441: English as a Second Language; 0681: Rhetoric; 0745: Higher education
Identifier / keyword:	Language, literature and linguistics; Education; Arabic rhetoric; Contrastive rhetoric; English academic writing; Metadiscourse; Second language writing
Publication title:	ProQuest Dissertations and Theses
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Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
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ISBN:	978-1-339-53890-7
Advisor:	Biava, Christina M.
School:	Missouri State University
School location:	United States – Missouri
Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	10035160
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Attitudes of Saudi EFL students toward American and British accents

Alenezy, Eiman Nassar . California State University, Fresno ProQuest Dissertations Publishing, 2015. 1605496.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This thesis examined the attitudes of 63 Saudi female EFL students in Saudi Arabia toward British and American accents. The results showed a preference for British and female speakers, particularly in terms of status, despite participants' inability to distinguish British and American accents consciously. This suggests that conscious ability to distinguish speakers' dialects and identify their nationalities is not a necessary precondition to having different (unconscious) perceptions of those speakers. The bases of the unconscious perceptions found in this thesis remain a mystery.

DETAILS

Subject:	Linguistics; British and Irish literature; English as a second language; British & Irish literature
Classification:	0290: Linguistics; 0441: English as a Second Language; 0593: British and Irish literature
Identifier / keyword:	Language, literature and linguistics; Education; Alenezy; American and british accents; Attitudes of saudi efl students; Eiman; Linguistic; Saudi english student
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Year:	2015
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-339-32435-7
Advisor:	Shepherd, Michael
Committee member:	Fulop, Sean; Golston, Chris

School:	California State University, Fresno
Department:	Linguistics
School location:	United States – California
Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
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Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
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Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 55 of 100

Structural, socio-pragmatic, and psycholinguistic analysis of codeswitching in Arabic TV programs

Alatawi, Ehsan . Northeastern Illinois University ProQuest Dissertations Publishing, 2015. 1605310.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Using more than one language within a spoken discourse is a world-wide phenomenon. This linguistic behavior is known as codeswitching (Gumperz 1982, Auer 1984, Myers-Scotton 1988, Mahootian 1993). This study examined whether codeswitching between Arabic and English occurs in TV programs broadcast on an Arab broadcasting channel, and whether there is a correlation between the language choice, the (perceived) TV audience, and the type and content of the program. Four different types of programs were selected as follows: a religious program, Nabd Alklam (Pulse of Speech), a fashion program, Style, a medical program, Atwfah Alakdar (Green Apple), and an entertainment program, Arabs Got Talent. Where it occurred, this study investigated the syntactic patterns and

structure of codeswitching in these shows. It also explored the socio-pragmatic motivations for the codeswitching, and to what extent social variables such as the type and content of the show, interlocutors and their status, and audiences influence language choice and codeswitching. Moreover, it investigated whether there are psycholinguistic motivations for codeswitching such as trigger-words, like a proper noun, lexical transfer, bilingual homophones as proposed by Clyne (1980, 2003). Finally, it explored the attitudes of Saudi audiences towards the use of codeswitching in Arabic TV shows through a web-based survey. The findings of this study show that Arabic-English codeswitching occurs in three of the TV programs, Style, Atwfah Alakdar (Green Apple), and Arabs Got Talent but not in the religious program. Regarding the syntactic structure, the results provide counter-examples to the free morpheme constraint (Poplack 1980) and the Functional Head constraint (Belazi et al. 1994), and provide additional supportive evidence for the Head Complement Principle (Mahootian 1993, 1996). The predominant pattern in the three shows was intra-sentential switches and the constituent within which the most switches occurred was the DP. The socio-pragmatic functions of codeswitching identified were semantic accuracy, repeating for clarification (Gumperz 1982), accommodation, showing bilinguality and modernity, and connection with the West. The difference in the use of English in the various programs has been attributed to the programs' interlocutors and the perceived expectations of the target TV viewership by the interlocutors. Moreover, psycholinguistic motivations for codeswitching were identified in the form of trigger words such as lexical transfers, and proper names (Clyne 1980, 2003). Finally, Saudis' attitudes towards tolerance of codeswitching were found to vary based on the type of show, the importance of the content, and their linguistic competence.

DETAILS

Subject:	Linguistics
Classification:	0290: Linguistics
Identifier / keyword:	Language, literature and linguistics; Codeswitching; Language choice; Media discourse; Psycholinguistics; Socio-pragmatics; Structure
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ISBN:	978-1-339-31830-1
Advisor:	Mahootian, Shahrzad
Committee member:	Gebhardt, Lewis; Kaplan-Weinger, Judith
School:	Northeastern Illinois University
Department:	Linguistics

School location:	United States – Illinois
Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	1605310
ProQuest document ID:	1750071963
Document URL:	https://www.proquest.com/dissertations-theses/structural-socio-pragmatic-psycholinguistic/docview/1750071963/se-2?accountid=50982
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Last updated:	2021-09-09
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Document 56 of 100

Academic Achievement for ESL Learners in a Teaching Hospital's Training Program

Rachdan, Abdul Fattah . Walden University ProQuest Dissertations Publishing, 2015. 3734187.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Many students in an allied health program at a Middle Eastern Arab university were experiencing difficulties with courses taught in English, resulting in poor academic achievement, low grade point averages, a high failure rate amongst its first year students, and an adverse impact upon a future skilled and educated work force for the region. Tinto's theory of institutional action for students' success served as the conceptual framework for the inquiry that used a qualitative explanatory case study method to examine the experiences of those students who were facing difficulties with their studies. To address questions about why students were failing and leaving the school and how the institution might remedy this educational problem, the study employed initial and follow-up interviews and reviews of academic records and portfolios of 6 currently enrolled or recently graduated students over age 21, who volunteered to participate. Content and thematic analysis of the collected qualitative data produced findings indicative of lack of college readiness among students and gaps in institutional practices such as remedial methods for the unprepared students. Based on the study findings, a policy recommendation for improving the educational practices was introduced to support building a better educational environment at the school. The positive social change implications of this study are not only limited to establishing programs to

support the students' success and improve retention rates at the institution but also may include the establishment of more effective approaches to the reform measures of the educational system in the country.

DETAILS

Subject:	Linguistics; Educational evaluation; Health education; Qualitative research; Academic achievement; College students; Elementary school students; Education policy; Social change; English as a second language instruction; Portfolios; English as a second language
Classification:	0290: Linguistics; 0441: English as a Second Language; 0443: Educational evaluation; 0680: Health education
Identifier / keyword:	Language, literature and linguistics; Education; English as Second Language learners; Second language learning
Publication title:	ProQuest Dissertations and Theses
Number of pages:	296
Year:	2015
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-339-22750-4
Advisor:	Spaulding, Carol C.
Committee member:	Karet, Joanna; Morton, Mary Lou
School:	Walden University
Department:	Education
School location:	United States – Minnesota
Degree:	Ed.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	3734187

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Last updated: 2021-09-09

Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 57 of 100

Transcription as an Initiator of Noticing Language Form and Use: An EFL Longitudinal Study

So, Margaret M. C. . University of Toronto (Canada) ProQuest Dissertations Publishing, 2015. 3723732.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

When second language learners speak, do they know if they are making mistakes? And what would they do if they knew? This research investigates noticing in relation to speaking. Noticing is an important first step in the process of second language learning. Many research studies have shown that different instructional approaches can draw learner attention to particular forms so that they can become noticed. However, why a learner chooses to attend to certain input and not others remains little understood.

In this longitudinal study, transcription was used as a means to initiate noticing. Twenty-four Hong Kong ESL senior secondary school students transcribed the oral presentations they had done as part of a mock exam practice. With the aid of the transcripts, they reflected on their oral production with a classmate or on their own, after which they were twice given time to prepare a revision and then repeat their performance. Stimulated recalls provided additional opportunities for noticing. Learners underwent the procedure three times over the course of one school semester.

I found that participants were able to discover their own grammar and pronunciation errors through their transcripts, and were able to correct most of their mistakes at the next opportunity. The main difference was in how collaborative pairs evolved in their process of noticing over time. The study found that the task itself had an impact on how the participants prioritized and acted on what they noticed. I conclude that transcription is a useful activity that leads students to notice their own speech production, while collaborative dialogue should have a significant place in the language classroom as shown in the qualitative, but not the quantitative, data.

DETAILS

Subject:	Linguistics; Foreign Language; Transcription; Collaboration; Secondary schools; Language teaching methods; English as a second language learning; Speech production; Secondary school students; Pronunciation; Longitudinal studies; English as a second language; Foreign language instruction
Classification:	0290: Linguistics; 0441: English as a Second Language; 0444: Foreign language education
Identifier / keyword:	Language, literature and linguistics; Education; China; EFL; Hong Kong; Longitudinal; Noticing; Secondary school; Transcription
Publication title:	ProQuest Dissertations and Theses
Number of pages:	196
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Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-339-06638-7
Advisor:	Swain, Merrill
Committee member:	Lapkin, Sharon; Spada, Nina
School:	University of Toronto (Canada)
Department:	Curriculum, Teaching and Learning
School location:	Canada
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	3723732
ProQuest document ID:	1729175620
Document URL:	https://www.proquest.com/dissertations-theses/transcription-as-initiator-noticing-language-form/docview/1729175620/se-2?accountid=50982

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Document 58 of 100

English Language Teaching in the Kurdistan Region of Iraq

Sofi-Karim, Mahdi . Webster University ProQuest Dissertations Publishing, 2015. 1595485.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

In general, the Kurdish people, an Indo-European ethno-linguistic group in Iraq, have a positive attitude towards the English language, and English is more highly appreciated than Arabic. Since achieving autonomy in 1991, the Kurdistan Region of Iraq (KRI) has taken some dramatic steps toward educational development and reform, including opening a number of new universities and schools, designing new curricula, and passing new educational legislation. However, KRI's Educational system, particularly their English program, encounters some constraints. The *Sunrise* English program, based on Communicative Language Teaching, is presented to promote Kurdish EFL learners. Yet, this program fails to meet the students' needs for various reasons: sociocultural factors of *collecdualism* (a term that I introduce to combine the two extremes of collectivism and individualism), the dearth of English specialized teachers, insufficient English teacher training, deficient infrastructure, and inadequate communicative activities. Students need to attain a good command of English in order to pass a grade and be accepted in engineering, sciences, and medical colleges. Lack of academic and professional publications in the Kurdish language increase the demand for English to Kurdish people. In addition to learning the English language as a vehicle for success in academia, the job market, and personal use, for many Kurdish learners, English is seen through a national and patriotic lens to develop and present the Kurdish national case to the world. Throughout this paper, I offer a brief description of the Kurds and critically analyze the educational system in KRI focusing on factors in English, English language teaching, and the use and status of the English language in that context. Through the implementation of the recommendations in this paper, Kurdish English language learners can attain access to higher quality English language programs in the Kurdistan Region of Iraq.

DETAILS

Subject: Linguistics; Teacher education; Middle Eastern studies

Classification: 0290: Linguistics; 0530: Teacher education; 0555: Middle Eastern Studies

Identifier / keyword: Language, literature and linguistics; Social sciences; Education; Collecdualism; Communicative; Development; English; Kurdistan; Sunrise

Publication title:	ProQuest Dissertations and Theses
Number of pages:	143
Year:	2015
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-321-94752-6
Advisor:	Kaiser, DJ Birkman, Marlene A.
School:	Webster University
Department:	Education
School location:	United States – Missouri
Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	1595485
ProQuest document ID:	1709346177
Document URL:	https://www.proquest.com/dissertations-theses/english-language-teaching-kurdistan-region-iraq/docview/1709346177/se-2?accountid=50982
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Document 59 of 100

Compliment responses: A comparison of Saudi English learners and native speakers of

American English in an academic environment

Alsalem, Nuha Khalid . Southern Illinois University at Carbondale ProQuest Dissertations Publishing, 2015. 1595372.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

The present study aimed to find out which compliment response types Saudi learners of English would use in particular situations within an academic context and to identify possible cultural and gender differences in the compliment responses between Saudi learners of English and native speakers of American English. In order to examine the two main variables of the present study, which were cultural and gender differences, the study used a Multiple Choice Discourse Completion Task (MDCT). The instrument included four imaginary written situations related to an academic context. Specifically, the first two scenarios involved a compliment on student achievement by a male and a female professor. In the third and fourth scenarios, the compliment was offered by a male and a female classmate, respectively. The compliment response types were based on Herbert's (1990) taxonomy.

The participants included 104 American native speakers and 71 Saudi English speakers, all of them enrolled at a US university. The analysis of the data involved calculating descriptive statistics and multiple chi-square tests to elicit possible differences between native and non-native in each situation. Descriptive statistics were used to provide a detailed description of the results in terms of percentages. In addition, the value of Phi was calculated for each chi-square test in order to provide further evidence about the effect size of the observed differences.

Overall, the results for the comparisons of cultural differences revealed that there were more similarities than differences between the American and Saudi participants in their compliment responses in all four situations. Furthermore, the results of the gender comparisons showed that there were more gender differences within the American sample than within the Saudi one.

The lack of or very small number of cultural and gender differences was attributed to the fact that the majority of the Saudi participants had spent a substantial amount of time in the US and were all enrolled in undergraduate and graduate programs at a US university. Another speculation that emerges based on the results of this study is that the similarities between the Saudi and American students, and the male and female participants, could be attributed to the changing definition of culture in the present day globalized world. Particularly, it appears that cultural differences may be fading away, especially among the younger generations, under the influence of globalization, advanced technology, and the Internet.

DETAILS

Subject: Linguistics; Higher education; English as a second language; Middle Eastern studies

Classification: 0290: Linguistics; 0441: English as a Second Language; 0555: Middle Eastern Studies; 0745: Higher education

Identifier / keyword: Language, literature and linguistics; Social sciences; Education; Compliment responses; Globalization; Intercultural communication; Pragmatics; Second language learners; Speech acts

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Advisor:	Charkova, Krassimira D.
Committee member:	Chang, Soo Jung; Halliday, Laura J.
School:	Southern Illinois University at Carbondale
Department:	Applied Linguistics
School location:	United States – Illinois
Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	1595372
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Last updated:	2021-09-09
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 60 of 100

Pronunciation of /y/ and /dy/ by Najdi Saudi ESL speakers

[ProQuest document link](#)

ABSTRACT (ENGLISH)

The present study examined the pronunciation of the English post-alveolar fricative /y/ and the English affricate /dy/ by 20 Najdi Arabic speakers learning ESL in the US. One of these sounds, /y/, is not present in the Najdi phonemic inventory, while /dy/ is. The instrument consisted of a list of 20 words containing the investigated phonemes (10 words for each phoneme). The results for English /y/ indicated that Najdi ESL speakers faced difficulties in pronouncing this sound. Specifically, final position was more difficult for the participants than medial position. Frequency of the words could have played a role since the words containing the target sound in the word-final position were less frequency than the words containing the sounds in word-medial position. On the other hand, English /dy/ showed few production errors, which occurred among only seven of the participants. These errors were could be described as hypercorrection errors because participants replaced a phoneme present in their L1 inventory (/dy/) with one that was absent from their L1 inventory (/y/). In general, the result supported Contrastive Analysis Hypothesis (CAH), Markedness Differential Hypothesis (MDH), and Language Transfer Theory (LTT).

DETAILS

Subject:	Linguistics; English as a second language
Classification:	0290: Linguistics; 0441: English as a Second Language
Identifier / keyword:	Language, literature and linguistics; Education
Publication title:	ProQuest Dissertations and Theses
Number of pages:	53
Year:	2015
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
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ISBN:	978-1-321-94338-2
Advisor:	Carstens, Vicki
Committee member:	Baertsch, Karen; Charkova, Krassimira
School:	Southern Illinois University at Carbondale
Department:	Applied Linguistics

School location:	United States – Illinois
Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	1595367
ProQuest document ID:	1709267852
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Last updated:	2021-09-08
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 61 of 100

The use of educational code-switching in Saudi university EFL classrooms: A case study

Almuhayya, Ali Hussain Ali . Southern Illinois University at Carbondale ProQuest Dissertations Publishing, 2015. 1595368.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

The present study observed the use of educational code-switching to the L1 (Arabic) among six Arabic EFL teachers at Majmaah University, in Saudi Arabia. It used an a priori set of purposes based on Creswell (2003) and derived categories to examine the linguistic, social, and class management purposes behind code-switching. The instrument consisted of two parts: a demographic questionnaire and an audio recorder used in conjunction with a classroom observation sheet. Although some studies have suggested that educational code-switching to the L1 in EFL classrooms is an unconscious act (e.g., Moghadam, Abdul Samad, & Shahraki, 2012), the present study's results concluded the reverse: that the use of educational code-switching could be interpreted as an intentional practice among teachers in EFL classrooms.

The results provided a more in-depth understanding of the use of educational code-switching to the L1 (Arabic). They agreed with previous studies that have found such code-switching to be very common among EFL teachers. Although participants displayed different linguistic, social, and class management purposes, analysis of the data

revealed that certain purposes were more common than others, with linguistic purposes being far more common than social, class management, or other purposes. The most common linguistic purpose was to *explain new words*, and for class management was to *clarify activities/exercises*. Only two purposes, *to engage in small talk with students* and *to connect between sentences*, could not be categorized into one of the three main types.

DETAILS

Subject:	Linguistics; English as a second language
Classification:	0290: Linguistics; 0441: English as a Second Language
Identifier / keyword:	Language, literature and linguistics; Education; Applied linguistics; Classroom discourse; Code-switching; EFL teachers; Sociolinguistics; Using L1 in EFL classroom
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Number of pages:	76
Year:	2015
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-321-94339-9
Advisor:	Punske, Jeffrey
Committee member:	Charkova, Krassimira; Cheng, Dongmei
School:	Southern Illinois University at Carbondale
Department:	Applied Linguistics
School location:	United States – Illinois
Degree:	M.A.
Source type:	Dissertation or Thesis
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Last updated: 2021-09-09

Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 62 of 100

Cross-cultural comparison of Saudi and American students in the speech act of refusal

Alqahtani, Sharifh . Southern Illinois University at Carbondale ProQuest Dissertations Publishing, 2015. 1595371.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This study investigated how American and Saudi students realize the English speech act of refusal in an ESL setting. It presented cross-cultural comparisons of the performance of American native speakers of English as well as ESL Saudi speakers. The study examined how culture affected the realization of refusal and the direct and indirect strategies associated with refusals. It also aimed to investigate whether gender influenced refusals and related strategies. Four groups of participants were involved in this study: 15 American men, 35 American women, 24 Saudi men, and 15 Saudi women. The data were collected by using open-ended role-playing scenarios which consisted of four scenarios: two requests and two invitations. The collected data were analyzed through chi-square tests.

The results revealed cultural differences between Saudis and Americans in the first role-playing scenario, which was about lending money to an American classmate. Compared to Americans, who refused lending money by using combined methods (i.e. direct and indirect), many Saudi participants could not refuse the request, which could have been due to their cultural background and pragmatic transfer from their L1. The other three situations (helping with homework, joining a house party, and watching a scary movie) revealed no significant differences between the groups. The most common indirect refusal strategies were *explanation* and *regret* in all four scenarios. Other strategies were used in the other three scenarios (request for help with homework, invitation to join a house party, and invitation to watch a scary movie) with high frequencies. For example, *explanation* and *statement of alternative* were the most common ones in helping with homework. Regarding the two invitation scenarios, the most common refusal strategies used among both cultural and gender groups were *explanation*, *regret*, *alternative*, and *gratitude*. The other refusal strategies were used but with different frequencies: they were not as common and showed no significant differences among the groups. This lack of significant differences might have occurred because the Saudi participants had a high level of English proficiency that allowed them to express their refusals in a similar way to how the Americans did. This similarity could also be due to the Saudi participants have adopted certain English-speaking cultural customs via globalization. Regarding gender differences, all scenarios failed to show significant differences among any of the groups, which could be due to globalization and growing equality between men and women.

DETAILS

Subject:	Linguistics; American studies; Cultural anthropology; Middle Eastern studies
Classification:	0290: Linguistics; 0323: American studies; 0326: Cultural anthropology; 0555: Middle Eastern Studies
Identifier / keyword:	Language, literature and linguistics; Social sciences
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Year:	2015
Publisher:	ProQuest Dissertations Publishing
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Country of publication:	United States
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Advisor:	Cheng, Dongmei
Committee member:	Halliday, Loura; Punskey, Jeffrey
School:	Southern Illinois University at Carbondale
Department:	Applied Linguistics
School location:	United States – Illinois
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Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 63 of 100

Effects of L1 instruction on errors in present progressive use in an ESL/IEP environment by Arabic speaking English L2 learners

Haqq, Swiyya A. . Southern Illinois University at Carbondale ProQuest Dissertations Publishing, 2015. 1595391.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Throughout the history of English Language teaching, the pendulum of L1 use has shifted drastically depending on the method that had gained prominence during a particular period of time. Today, that pendulum has yet to settle and the use of a learner's first language during instruction in a second language classroom continues to be an issue of serious debate. This study aimed to examine the effect of L1 use in instruction on the performance of low proficiency level learners on a grammar task of the present and progressives tenses in an ESL/IEP environment. To determine its effect, the 24 Arabic speaking English learners participating in the study were divided into two groups, an English-Only instruction group and an English & Arabic instruction group and an instrument with three item types (items with adverbials, non-action verbs and context clues that determined tense use) was created. The participants were given the instrument as a pre-and post-test before and after instruction on present and progressive tense use in either English only or English and Arabic according to the group. After the post-test, the students took a survey intended to ascertain their perceptions of the instruction they received.

The quantitative data was analyzed using descriptive statistics and independent and dependent t-tests to draw comparisons between the means of the performance scores of both groups and within each group over the pre-and post-tests. Additionally, the quantitative data from the survey underwent content analysis to discover themes for student preference for instructional language use in the classroom.

The resultant findings showed that the participants in the English & Arabic Group performed better on the grammar task and had greater percent increases from the pre-test to the post-test than the English-Only Group. The means of the total performance score and of the question types exhibited these same increases. The surveys indicated that the participants in the English & Arabic Group understood their instruction better and a majority of the participants preferred the use of both English and Arabic during grammar instruction irrespective of language instructional group during the treatment.

This study showed that the use of L1 in the classroom has measureable positive effects on the learning of the students. Moreover, it has contributed to the growing body of research in favor of L1 use in the classroom and has considerable implications for the field of second language teaching.

DETAILS

Subject: Linguistics; English as a second language; Middle Eastern studies

Classification: 0290: Linguistics; 0441: English as a Second Language; 0555: Middle Eastern Studies

Identifier / keyword: Language, literature and linguistics; Social sciences; Education; ESL; English language teaching; Intensive english program; L1; L1 use; Mother tongue

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Committee member: Baertsch, Karen; Charkova, Krassimira; Ernst, Cheryl

School: Southern Illinois University at Carbondale

Department: Applied Linguistics

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Database: Linguistics and Language Behavior Abstracts (LLBA)

Cognitive Modelling: A Case Study of Reading-to-Write Strategy Instruction and the Development of Second Language Writing Expertise in a University English for Academic Purposes Writing Course

Heeney, Margaret . University of Toronto (Canada) ProQuest Dissertations Publishing, 2015. 3716102.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This case study investigates how the teaching of cognitive strategies in an English for Academic Purposes (EAP) writing course at a Canadian university occurs and relates to students' engagement in course writing tasks. While universities offer writing courses in order to improve academic writing skills, English Language Learners (ELL) may still be considered poor writers by mainstream standards. Perhaps the problem is not writing skill, but an ineffective linking of reading and writing strategic knowledge to the task at hand. Pedagogically interconnecting reading and writing skills reciprocally supports learner proficiency development, which may be enhanced by directly teaching awareness raising strategies.

This doctoral study seeks to investigate the declarative, procedural and conditional knowledge of what a teacher actually does in the classroom. This instrumental qualitative case study took place in a 10-week EAP writing course. Data collection involved classroom observation, open-ended interviews, reflective questionnaires and retrospective think-aloud tasks of 6 focal students. Analysis of the classroom observations, stimulated recalls, interviews and end-of-term questionnaires were thematically analysed for links between observed teaching activities and student perceived awareness of learning.

Taxonomies of teaching activities and learning activities incorporated five aspects of reading and writing behaviours. Teaching episodes are being analysed in one of three ways: Episodes of Raising Awareness (ERA), where teachers may only raise cognitive awareness by mentioning strategies for learning; Episodes of Strategy Explanation (ESE), where teachers explain and demonstrate the strategy; and Episodes of Cognitive Modelling (ECM), which entails the teacher verbalising by thinking aloud and demonstrating strategies as the expert. Student stimulated recalls were analysed as Episodes of Cognitive Learning (ECL). Analyses of the observations and the stimulated student recalls reveal results that link explicit teacher task modelling (ESEs and ECMs) by using think-alouds and demonstration to learner task awareness and strategy implementation. This study provides insights for researchers and educators across disciplines on the importance of the relationship between actively teaching cognitive strategies and how learners problem-solve or apply learning.

DETAILS

Subject:	Linguistics; Adult education; Higher education; Interviews; Case studies; Second language writing instruction; College students; Questionnaires; Educational activities; Academic writing; English language learners; Student teacher relationship; English as a second language learning; Writing instruction; Second language teachers; Second language writing; Learning strategies; Data collection; Classroom observation; Reading writing relationship; English for academic purposes; English as a second language; Cognition
Classification:	0290: Linguistics; 0441: English as a Second Language; 0516: Adult education; 0745: Higher education
Identifier / keyword:	Language, literature and linguistics; Education; Academic literacy; Cognitive modelling; Reading-to-write; Teacher modelling; Think-alouds; Writing instruction
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Advisor:	Gagne, Antoinette
Committee member:	Cumming, Alister; Fraser, Carol; Hirvela, Alan; Rehner, Katherine
School:	University of Toronto (Canada)
Department:	Curriculum, Teaching and Learning
School location:	Canada
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Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 65 of 100

Arab students' difficulties with English writing during their transition to the United States: An exploratory study

Zghyer, Rima Nassar Ahmad ¹ ¹ Southern Illinois University at Carbondale . 0, 2015. AAI3640931.

[ProQuest document link](#)

ABSTRACT

Many research studies have been conducted in Arab countries to examine the difficulties that Arab students encounter in learning English writing. Unfortunately, not much of that scholarship deals with the challenges that these second language learners face when they pursue degrees abroad. Furthermore, the earlier studies failed to include the students' views about their difficulties, the causes, and possible solutions. In an effort to fill the gap in our understanding of the problems Arab students face in learning to write in English, this study explores the experiences and perceptions of a sampling of forty Arab students who chose to study in the United States. The students who participated provide firsthand information about their experiences in distinctly different learning and cultural environments; they provide information about their difficulties in improving their English writing skills and offer suggestions for all who teach writing to second language learners. The difficulties identified and described by these students provide a sketch of experiences and perceptions of Arab students who learn English as a Foreign Language (EFL) in their home countries and English as a Second Language (ESL) in the United States. The information provided as a result of this study will guide future research on second language learners, help develop pedagogies that will better serve the students, and expand our understanding of language acquisition as it pertains to an increasingly multilingual world. Copies of dissertations may be obtained by addressing your request to ProQuest, 789 E. Eisenhower Parkway, P.O. Box 1346, Ann Arbor, MI 48106-1346. Telephone 1-800-521-3042; e-mail: disspub@umi.com

DETAILS

Subject: English as a Second Language Learning (22130); Student Attitudes (84725); Students (84750); Second Language Writing (76180); Second Language Learning (75850); American English (02100); English as a Second Language Instruction (22120); Cultural Factors (16500); Second Language Instruction (75700)

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Document 66 of 100

Resistance is Durable, Not Futile: Local Organization in an Arabic Immersion Program

ABSTRACT (ENGLISH)

In this study, I examine how resistance is shaped by participants in an Arabic immersion program. Using ethnomethodology, I defined resistance by how contributions by students aligned or disaligned with the local social organization, and by extension, the work of the classroom, and how these contributions were taken up by other participants (both instructors and students). Through an emic, micro-level perspective on how resistance is enacted, I argue that the focal student used those acts of resistance to build a maladaptive identity of being “bad at Arabic”. The purpose of this identity building activity, at least in the case the focal student of this study was to distance herself from the work of the classroom, and thus, maintain a coherent identity in a face-threatening environment—the immersion language classroom. Identity work in the classroom is adaptable and contingent on the participation of others. Co-participants, whether instructors or students, had a hand in shaping acts of resistance and its resulting identity work. Although there was an explicit (Arabic only) language policy for the program, in the form of a language pledge, instructors did not engage in forms of explicit language policing, which appears to be consistent with previous work on preference structure and correction. This reluctance to police English language, in addition to other iterations of local preference structure, helped the focal student to persist in constructing her oppositional identity.

Furthermore, I use the lens of complexity theory to conceptualize the immersion program and the individual classes within the program as complex systems. Program participants act and interact within these complex systems, which are themselves formed and reformed by the activities of the participants. Although critical theories, such as critical applied linguistics, can be useful for understanding student resistance in the language classroom, complexity theory, with its focus on the internal operation of the system (in this case, a language classroom), is more robust in the context of this study. Although external, macro-level influences, such as geopolitical, cultural, or religious ideologies can inform participants’ stances, it is the actions of individuals in the classroom that construct the activity and culture of any given classroom. However, once these actions become commonplace in the system, it can be difficult to change interactional patterns. This is true at the individual level, as can be seen through the focal student’s ambivalence toward the oppositional identity she created, as well as the systemic level, as instructors’ practices engendered certain types of participations stances and interpretations of the language pledge. Although local organization is contingent and adaptable to local contexts, effecting change in the local organization requires consistent effort.

DETAILS

Subject: Linguistics; Foreign Language; Sociolinguistics; Politeness; Police; Ethnomethodology; Arabic language; Cultural identity; Language culture relationship; Cultural factors; Classroom communication; Complexity; Language policy; Applied linguistics; Teachers; Interpersonal communication; Ideology; Theoretical linguistics; English language; Foreign language instruction

Classification: 0290: Linguistics; 0444: Foreign language education; 0636: Sociolinguistics

Identifier / keyword: Language, literature and linguistics; Social sciences; Education; Arabic; Conversation analysis; Ethnomethodology; Immersion

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Committee member:	Halverson, Erica R.; Pacheco, Mariana; Trentman, Emma; Young, Richard F.
School:	The University of Wisconsin - Madison
Department:	Curriculum & Instruction
School location:	United States – Wisconsin
Degree:	Ph.D.
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Database:	Linguistics and Language Behavior Abstracts (LLBA)

Students' perceptions of the use of mobile applications technology in learning Arabic as a second language

Abedalla, Razak W. . Robert Morris University ProQuest Dissertations Publishing, 2015. 3701933.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

As of 2015, Arabic is one of the strategic languages today. Due to the current state of the Arab homeland politics and recent events of instability in that region, it has become crucial for Americans to learn more about Arab culture and to learn the Arabic language. Arabic is not an easy language to learn for non-native speakers because of its syntactic complexity, lexical sophistication, and variety of scripts and dialects. There is also a lack of literature on the use of mobile applications (apps) technology in learning Arabic; therefore, the researcher chose to focus on the Arabic language in the current study. Mobile technologies have inspired people and educators to use them not only in communications, but also in teaching. Therefore, this study examined students' use of mobile assisted language learning (MALL) apps technology as a supplemental tool to improve their Arabic learning. This study also identified students' perceptions toward the use of MALL apps in the learning of Arabic as a second language. A mixed-method research approach was used to examine the research problem. A questionnaire was used to collect both quantitative and qualitative data. The participants were male and female college students who were recruited from different majors of study from three universities in the state of Pennsylvania, United States. Some of the participants were studying Arabic online and the others were studying Arabic in the classroom. The findings were positive as the majority of the participants liked to use MALL apps in learning Arabic. MALL apps were very helpful and convenient for the participants. The participants reported that MALL apps helped them to improve their speaking proficiency and to improve their Arabic learning skills. The participants were also able to connect with other participants in the class and others beyond the classroom. MALL apps also assisted the participants in comparing their own language and culture with the Arabic language and culture.

DETAILS

Subject: Linguistics; Communication; Higher education; Arabic language; Arabic as a second language; Language culture relationship; College students; Computer assisted language learning; Student attitudes; Politics; Questionnaires; Regional dialects; Language teaching methods; Middle Eastern studies; Syntactic complexity; Information technology

Classification: 0290: Linguistics; 0459: Communication; 0489: Information Technology; 0555: Middle Eastern Studies; 0745: Higher education

Identifier / keyword: Language, literature and linguistics; Social sciences; Communication and the arts; Applied sciences; Education; Arabic as a second language; Mobile applications; Mobile assisted language learning; Mobile computing; Mobile learning

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Number of pages: 237

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Committee member:	Cellante, Donna; Draus, Peter
School:	Robert Morris University
Department:	Information Systems and Communications
School location:	United States – Pennsylvania
Degree:	D.Sc.
Source type:	Dissertation or Thesis
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Last updated:	2021-09-09
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 68 of 100

Affordances and constraints in an ESL reading classroom: A study of four Saudi students' cases

ABSTRACT (ENGLISH)

Increasing numbers of Saudi students are attending universities and language programs throughout the United States. Recently the Saudi Arabian Cultural Mission (SACM) identified that many of these students are struggling with reading and writing in English, and they have encouraged students to exert more personal effort to improve their English reading/writing skills. This study examines how Saudi students engage in English reading both inside and outside the classroom at an English language Institute. In order to examine the factors that may influence Saudi students' engagement with reading in English, this study adopts an ecological approach to language learning (Van Lier, 2000). The ecological approach enables a holistic examination of the interactions within the classroom, and to identify the available affordances that learners take up to facilitate their learning to read in English, and constraints that could be inhibiting them from using those affordances both inside and outside the classroom.

The focal participants include four Saudi students attending an English language institute who hope to gain admission in a graduate program in the United States. I observed two students in two different advanced reading/writing classrooms, each with a different teacher. Data collection procedures include two interviews of the teachers, five interviews with the Saudi students, observation accompanied by note-taking of the two reading classrooms for six weeks, and homework assignments. All interviews were recorded and examined to detect possible affordances and constraints in and outside the two reading classrooms. In addition, a reading attitude survey was distributed to learn about the students' attitudes towards reading in English. The data were coded to identify the themes (Miles & Huberman, 1984), and underwent repeated and cyclical processes of analysis (Cresswell, 1998).

The results show that students' engagement in the classroom was affected by different factors, such as not developing a reading habit in their first language. In addition, the findings show the existence of sociocultural factors that facilitated or prevented them from acting upon affordances inside and outside the classroom, such as doing group-work in the classroom.

DETAILS

Subject: Linguistics; Interviews; Note taking; Reading preferences; Sociocultural factors; College students; Reading deficiencies; Student attitudes; Classroom communication; Language attitudes; Middle Eastern studies; Second language teachers; Second language writing; Data collection; Cultural identity; Classroom observation; Reading acquisition; Language teaching methods; Native language; English as a second language instruction; English as a second language

Location: United States--US

Classification: 0290: Linguistics; 0441: English as a Second Language; 0555: Middle Eastern Studies

Identifier / keyword: Language, literature and linguistics; Social sciences; Education; Affordances; Ecological approach; Learning constraints; Reading; Saudi students; Student engagement

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Year:	2014
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
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Advisor:	Golombek, Paula
School:	University of Florida
School location:	United States – Florida
Degree:	Ph.D.
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Language of publication:	English
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Last updated:	2022-04-29
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Document 69 of 100

Libyan graduate students encounter English-writing difficulties while attending U.S. universities

ABSTRACT (ENGLISH)

This study investigated the writing difficulties that Libyan graduate students encounter while attending universities in the United States. Libyan graduate students have difficulties in writing effective paragraphs and essays. Most of their academic writing tasks have numerous grammatical errors and their writing style appears elementary-like. The main purpose of this study was to diagnose writing issues such as grammar, unity, style, diction, and language interference that the students encounter and find solutions for existing problems. A mixed-methods approach was employed in this study. One hundred Libyan graduate students studying at U.S. universities were sought as participants. Data were collected by using an online questionnaire that consisted of 14 multiple-choice questions, four open-ended questions, and two writing tasks. In the writing part, the participants were asked to write two different topics. Error analysis was used to analyze the participants' mistakes. The analysis of the writing samples focused on thesis, unity, style, and diction and grammatical mistakes. The findings have revealed that the most common difficulty encountered by Libyan graduate students in writing is grammar. The common grammatical errors from the participants involved articles, especially over-use of the definite article "the" in many sentences. The study also showed that the majority of participants did not use writing techniques such as brainstorming, outlining, and clustering to complete their writing assignments in English. It was also revealed that there was little emphasis in teaching English writing on other elements, such as techniques and style, communicating the content (idea and information), and learning vocabulary and diction (knowing the correct use of the word). Therefore, teaching methods that Libyan teachers frequently use in teaching writing were not adequate in terms of preparing the Libyan students for appropriate levels of academic writing and did not help them to be more creative in writing since writing is not just grammatical rules. This study has also indicated that the majority of the participants, 84.5%, did not do any collaborative work activities, such as peer editing, proofreading, and so forth in writing classes in Libya. It has been observed that some participants relied on both the first-language thinking and translation, while composing in English to complete their writing tasks. Some participants employed some similar rhetorical strategies of their first language when composing in English. The rhetorical impact of the first language, Arabic, has been shown in some cases, for example, repetition. It appeared from their writing samples that the participants were not acquainted with various writing styles and purposes of writing in English. Lack of variation and misapplication of some cohesive devices in the writing samples were also revealed. Some of the participants found difficulty in staying on topic in the paragraph. In other words, supporting sentences may not be related to the main idea of the paragraph. This may be due to different reasons, such as language interference. This study suggested many recommendations that will improve teaching writing in Libya.

DETAILS

Subject: Linguistics; Collaboration; College students; Questionnaires; Academic writing; Teaching; Teachers; American English; Linguistic interference; Editing; Paragraphs; Reference (Semantic); Creativity; Questions; Vocabulary learning; Arabic language; North African studies; Topics; Language teaching methods; Native language; Interference (Learning); Translation methods and strategies; Error analysis; English as a second language

Location: Libya; United States--US

Classification:	0290: Linguistics; 0441: English as a Second Language; 0560: North African Studies
Identifier / keyword:	Language, literature and linguistics; Social sciences; Education; Difficulties; English; Libyan; Students; Writing
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Number of pages:	215
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ISBN:	978-1-321-53325-5
Advisor:	Corey, Noble R.
Committee member:	Kiger, Susan; Latta, Susan
School:	Indiana State University
Department:	Curriculum, Instruction, and Media Technology
School location:	United States – Indiana
Degree:	Ph.D.
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Last updated:	2021-09-09
Database:	Linguistics and Language Behavior Abstracts (LLBA)

An analysis of the role of first language in second language acquisition

Ionescu, Ioana Daciana . The Claremont Graduate University ProQuest Dissertations Publishing, 2014. 3666730.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Claremont Graduate University and San Diego State University: 2014 The impact of first language (L1) on nine prominent second language acquisition (SLA) theories has garnered broad attention in recent years. One topic of interest is to what extent are language identity and culture of English second language (ESL) college learners intertwined.

Extensive research has been directed toward understanding the influence of writing instruction on written discourse whereas far less attention, and hence the focus of this research, has been allotted to how L1 affects metadiscourse, miscues, and hedging in writing in a second language. English writing assignments of 141 culturally- and linguistically-diverse ESL college students enrolled in a "Linguistics Department" composition course at San Diego State University (SDSU) from 2010-12 were analyzed. This effort was augmented by conducting written interviews with six Linguistics professors who have taught ESL composition classes. Findings provided insights into (1) the role of L1 in acquiring written literacy skills in L2 English as perceived through nine SLA theories; (2) the writing capabilities expected of ESL college students from the perspective of the six linguistic professors; (3) the metadiscourse variations occurring within steps of two genre types (Summary of a Commentary, Statement of Purpose); (4) the significant differences among language groups in the use of article and subject-verb agreement miscues; (5) the connection between linguistic discourse and ethnic culture employed by ESL students in written assignments through the lens of hedging (e.g. modal auxiliaries, non-factive reporting and tentative linking verbs), a valued trait in self-expression for ESL students. Dispersion plots for sixty L1 Spanish students revealed usage patterns.

The study revealed challenges faced by Linguistics professors due to the diversity of the academic goals, interests, and writing purposes among ESL college students. The findings suggested various pedagogical implications comprising the Linguistic professors' advocacy of their students by using L1 as a bridge for transferring schema to L2, providing specific genre knowledge and reinforcing the writer and audience connection. This study contributes to an understanding of SLA and the incremental process in mastering L2 writing skills as well as the mosaic of the influences of L1 and culture in developing biliteracy.

DETAILS

Subject: Linguistics; English as a Second Language; Educational evaluation; Linguistic identity; Literacy; Language diversity; College students; Copulas; Hedges/Hedging; Verbs; Academic writing; Spanish; Writing instruction; Second language writing; Cultural identity; Language culture relationship; Cultural factors; Attention; Bilingualism; Audience; Spanish as a second language learning; Topic and comment; English as a second language instruction

Company / organization: Name: San Diego State University; NAICS: 611310

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Advisor:	Cappello, Marva
Committee member:	Cappello, Marva; Dreyer, Philip; Ochoa, Albert; Perez, William
School:	The Claremont Graduate University
Department:	School of Educational Studies
School location:	United States – California
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Database:	Linguistics and Language Behavior Abstracts (LLBA)

Apology strategies: A comparison of Saudi English learners and native speakers of American English

Binasfour, Hajar S. . Southern Illinois University at Carbondale ProQuest Dissertations Publishing, 2014. 1568443.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This study compares the speech acts of apology of Saudi learners of English with those of American English native speakers to investigate the intercultural communication competence of second language learners. The investigation is based on 120 apology responses from Saudi learners of English and native speakers of American English. The responses were collected through a discourse completion task. The participants from both groups utilized the same five strategies mentioned by Cohen and Olshtain (1981): apology expressions, explanations, promises of forbearance, acknowledgments of responsibility, and offers of repair. Results showed no difference in the types of apology strategies adopted, but the frequency of using these strategies varied.

The frequency of use of the strategies significantly varied only for the offers of repair and promises of forbearance. The results also indicated that the two most universal strategies used were apology expressions and explanations. Furthermore, the most common strategies that were often combined together were expressions and explanations. This study supports Taguchi's (2011) statement on the possible effect of learners' English proficiency on their speech act productions. Moreover, social power has a noticeable impact on students' production of the five apology strategies. Results indicated that the higher the social power of the offended, the more apology strategies he/she seemed to have received. Results from the current study and studies like this are informative to not only the speech act literature but also the study of intercultural communication, the globalization of American universities, and the development of Saudi cultural missions.

DETAILS

Subject:	Linguistics; Communication; English as a second language
Classification:	0290: Linguistics; 0441: English as a Second Language; 0459: Communication
Identifier / keyword:	Language, literature and linguistics; Communication and the arts; Education; Apology expressions; Apology strategy; Intercultural communication; Pragmatics; Speech acts
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Year:	2014
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ISBN:	978-1-321-31309-3
Advisor:	Charkova, Krassimira
Committee member:	Baertsch, Karen; Cheng, Dongmei
School:	Southern Illinois University at Carbondale
Department:	Applied Linguistics
School location:	United States – Illinois
Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	1568443
ProQuest document ID:	1609716482
Document URL:	https://www.proquest.com/dissertations-theses/apology-strategies-comparison-saudi-english/docview/1609716482/se-2?accountid=50982
Copyright:	Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated:	2021-09-09
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 72 of 100

When English is performed rather than spoken: The narrative inquiry of Saudi M.A. students' experiences with pragmatic competence

Ben Duhaish, Fahad A. . Indiana University of Pennsylvania ProQuest Dissertations Publishing, 2014. 3633068.

ABSTRACT (ENGLISH)

In this qualitative research study, the author investigated the pragmatic experiences of five Saudi graduate students as they were pursuing their Master's degrees in English in one American university. The author used narrative inquiry (Clandinin & Connelly, 2000) to co-construct the five participants' narratives in terms of sociality (type of interaction), temporality (time of interaction), and locality (place of interaction) dimensions. The study recalled the students' past experiences in Saudi educational contexts, explored how they were negotiating pragmatic experiences in the United States, and shed light on how the participants felt that these experiences might impact their future pedagogical practices in Saudi Arabia. The study was conducted to promote awareness of pragmatics among Saudi teachers and professors, so their students could gain the English grammatical skills coupled with the sociolinguistic knowledge needed to communicate with others appropriately. The narrative inquiry utilized four collection methods (i.e., individual interviews, an electronic blog, multiple self-recorded reflections, and a focus group). The data was collected over seven months and yielded 12 hours of audio recordings from three of the methods (totaling 267 pages of transcriptions) and 58 pages of blog postings. This dissertation consists of five chapters. The first two chapters set the scene for the research by introducing the background of the study and reviewing relevant literature on pragmatics. The third chapter details the methodological layout, including the author's positionality, a description of the research context, and the data collection methods. The fourth chapter presents the narratives of the five participants in separate sections to keep their voices as unique individuals. The fifth chapter illustrates a number of themes that emerged across several narratives. The study findings highlight that more efforts are needed in teacher education programs in Saudi Arabia to integrate pragmatic topics in their pedagogies. Politeness, indirect speech, negative transfer, and nonverbal communications are some of the common challenges the participants faced during their interactions in the United States. This chapter suggests some pedagogical implications for English teachers in the Saudi EFL context (e.g., broadening their pragmatic knowledge through self-study, using materials that mirror authentic language, and arranging ample participation opportunities).

DETAILS

Subject:	Linguistics; Teacher education; Qualitative research; English teachers; College students; Negotiation; Indirect speech acts; Classroom communication; Number (Grammatical); American English; Learning environment; Second language teachers; Politeness; Blogs; Sociolinguistics; Data collection; Time; Narratives; Pragmatics; Context; Audio recordings; Topic and comment; English as a second language instruction; Transfer (Learning); English as a second language
Location:	United States--US; Saudi Arabia
Classification:	0290: Linguistics; 0441: English as a Second Language; 0530: Teacher education
Identifier / keyword:	Language, literature and linguistics; Education; Awareness; Interaction; Narrative inquiry; Pragmatics; Saudi arabia; Sociolinguistic competence
Publication title:	ProQuest Dissertations and Theses
Number of pages:	261

Year:	2014
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-321-12538-2
Advisor:	Park, Gloria
Committee member:	Williamson, Michael M.; Zambrano-Paff, Marjorie
School:	Indiana University of Pennsylvania
Department:	English
School location:	United States – Pennsylvania
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	3633068
ProQuest document ID:	1608998918
Document URL:	https://www.proquest.com/dissertations-theses/when-english-is-performed-rather-than-spoken/docview/1608998918/se-2?accountid=50982
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Last updated:	2021-09-09
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 73 of 100

Nonnative Speaker Teachers' Professional Identities: The Effects of Teaching Experience and Linguistic and Social Contexts

[ProQuest document link](#)

ABSTRACT (ENGLISH)

While a growing number of second language courses are taught by both native and nonnative speaker teachers, the assumption that native speakers are inherently more effective teachers is still quite prevalent, bringing challenges to the construction of nonnative speakers teachers' professional identities. This study problematizes the dominance of "nativeness" in second language learning and teaching precisely because the concept greatly influences and shapes the ways in which nonnative speaker teachers establish their expertise and credibility in the classroom. Even though issues related to these teachers are not limited to the field of teaching English as a second language, to date, the majority of studies on this topic have centered on speakers and teachers of the English language. As societies become increasingly multilingual and multicultural, however, the dichotomy between native and nonnative speakers needs to be reexamined by taking into account speakers of languages other than English. Similarly, the self-perceptions of nonnative speaker teachers need to be investigated in terms of the unequal power relations involved in the labeling of native and nonnative speakers. Using semi-structured interviews with nonnative speaker teachers of English, Spanish, Japanese, and German, this study investigates the factors that affect both teaching practice and the ongoing construction of teachers' professional identities. The most critical factor contributing to teachers' self-empowerment is the notion of their "near-nativeness," a concept which reflects their nonnativeness as well as their experiences learning a second language and their attainment of a high level of proficiency in their second language. Identifying as near-native speakers enabled and empowered teachers to confront and alter their students' prejudices and negative stereotypes about nonnative speaker teachers. At the same time teachers still report a certain degree of insecurity as nonnative speakers particularly in the presence of heritage language students in their classrooms, precisely because teachers conceived of these students as potential native speakers with more intrinsic access to the target language. The findings of this study suggest that nonnative speaker teachers can become successful teachers by embracing their nonnative speaker identities and by capitalizing on their particular awareness of the language learning process. The study findings provide insight into the construction of the professional identities of nonnative speaker teachers, thus further contributing to their self-empowerment.

DETAILS

Subject:	Linguistics; Foreign Language; Teacher education; Foreign language instruction
Classification:	0290: Linguistics; 0444: Foreign language education; 0530: Teacher education
Identifier / keyword:	Language, literature and linguistics; Education; Heritage language students; Nonnative language; Nonnative speaker teachers; Power relations; Professional identities; Teachers' self-perceptions
Publication title:	ProQuest Dissertations and Theses
Number of pages:	111
Year:	2014
Publisher:	ProQuest Dissertations Publishing

Place of publication:	Ann Arbor
Country of publication:	United States
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Advisor:	Thompson, Katrina D.
Committee member:	Celce-Murcia, Marianne; Schumann, John H.
School:	University of California, Los Angeles
Department:	Applied Linguistics
School location:	United States – California
Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
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Last updated:	2021-09-29
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 74 of 100

Exploring academic and cultural challenges for Saudi students in the United States

Albalawi, Maram Awadh . Gonzaga University ProQuest Dissertations Publishing, 2013. 1569743.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

There are around 80,243 Saudi Arabian students are now studying in the United States under the King Abdullah scholarship program (M. Alshaalan, personal communication, May 5, 2013). This research will focus on finding the challenges faced by Saudi ESL scholarship students and how their experience could be improved. Hopefully this will initiate a better experience for those students in the future. Meeting the needs for these students will contribute positively for both the scholarship program and the hosting universities.

DETAILS

Subject:	Language arts; Linguistics; English as a second language
Classification:	0279: Language arts; 0290: Linguistics; 0441: English as a Second Language
Identifier / keyword:	Language, literature and linguistics; Education; English as a second language students; International students; Saudi students; Scholarship
Publication title:	ProQuest Dissertations and Theses
Number of pages:	80
Year:	2013
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-321-36100-1
Advisor:	Savage, Mary M.
Committee member:	Alkibsi, Abdullah; Runyan, Marilyn J.
School:	Gonzaga University
Department:	Teaching English as a Second Language
School location:	United States – Washington
Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	1569743

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Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 75 of 100

Using children's literature on gender, religious diversity, and minority issues as a springboard for critical reader responses in an Israeli-Arab EFL classroom

Hayik, Rawia ¹ ¹ Indiana University . 0, 2013. AAI3517093.

[ProQuest document link](#)

ABSTRACT

This study describes my journey as a teacher-researcher with a group of Israeli-Arab EFL ninth-graders over an intensive Summer course. Grounded in critical literacy theory and transactional theory, I introduce students to picture books on gender, religious diversity, and minority issues and invite them to respond to the texts in varied modes. Students' oral, written, and visual responses are examined for themes and critical dimensions through video analysis, visual analysis, the four dimensions framework of critical literacy, and critical events analysis. Findings include students' critical responses to the text, the elements of a critical literacy curriculum that are applicable in the Israeli-Arab EFL context, the significant roles of the teacher and students, and a resigned model of critical reader response. Copies of dissertations may be obtained by addressing your request to ProQuest, 789 E. Eisenhower Parkway, P.O. Box 1346, Ann Arbor, MI 48106-1346. Telephone 1-800-521-3042; e-mail: dissspub@umi.com

DETAILS

Subject: Students (84750); Critical Literacy (16212); English as a Second Language Instruction (22120); Second Language Teachers (76120); Reading (70400); Literary Criticism (48700); English as a Second Language Learning (22130); Visual Media (94550); Videotape Recordings (94000)

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Correspondence author:	Hayik, Rawia
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Document URL:	https://www.proquest.com/dissertations-theses/using-childrens-literature-on-gender-religious/docview/1530411567/se-2?accountid=50982
Last updated:	2016-09-27
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 76 of 100

University students' motivation to take first and second year foreign language classes; How teachers can increase that motivation

Aseeri, Majdah M. . Southern Illinois University at Carbondale ProQuest Dissertations Publishing, 2013. 1553731.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This study investigated U.S. college students' interest and motivation toward learning foreign languages, how their interest has influenced their decisions to continue language study, and what teachers can do to motivate them in the classrooms and to continue language study in the future. The 35 participants were students from different language classes; Arabic, Chinese, French, German, Japanese, and Spanish at an American university. The instrument included a survey methodology involved qualitative and quantitative methods. The data was analyzed through descriptive, inferential, and content analyses. The result showed that the participants were interested to take foreign language classes for integrative motivations more than instrumental or global motivation. They were quiet satisfied with their classes and their teachers, but not as satisfied with various classroom activities, including vocabulary, listening, conversation, and writing skills. Teachers need to identify students' reasons for learning and encourage them by following several methods in order to increase the motivation of foreign language learners.

DETAILS

Subject:	Linguistics; Foreign Language; Higher education; Foreign language instruction
Classification:	0290: Linguistics; 0444: Foreign language education; 0745: Higher education
Identifier / keyword:	Language, literature and linguistics; Education; Foreign language learning; Language study; Motivation
Publication title:	ProQuest Dissertations and Theses
Number of pages:	76
Year:	2013
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-303-81282-8
Advisor:	Gault, Thomas
Committee member:	Charkova, Krassimira; Halliday, Laura
School:	Southern Illinois University at Carbondale
Department:	Applied Linguistics
School location:	United States – Illinois
Degree:	M.A.

Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	1553731
ProQuest document ID:	1524265784
Document URL:	https://www.proquest.com/dissertations-theses/university-students-motivation-take-first-second/docview/1524265784/se-2?accountid=50982
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Last updated:	2021-09-09
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 77 of 100

Translation training in the Jordanian context: Curriculum evaluation in translator education

Mahasneh, Anjad . State University of New York at Binghamton ProQuest Dissertations Publishing, 2013. 3612801.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This study aims at drawing a clear picture of translator training in Jordan through the evaluation of translation programs at the Master's level. The framework of the Context, Input, Process, and Product components of the CIPP evaluation model developed by Daniel Stufflebeam in 1971 was used to evaluate the three translation Master's programs at Jordan, Petra, and Yarmouk universities in Jordan. The ultimate aim of this research is to develop a curriculum evaluation model in an effort to suggest relevant adaptations and to contribute to the improvement of translation curriculum and translator training in Jordan and anywhere else.

This study addresses the current translation curriculum, program evaluation models and studies in the field of Translation Studies, teaching translation approaches and models, especially the ones specific to Arabic/English translation, the specificity of the Arabic language, and the problematic areas which might emerge when translating from Arabic into English and vice versa.

The study revealed that translator training at the Master's level in the three programs investigated is productive to a good degree, but there are some drawbacks which needed to be addressed and improved to increase the effectiveness of the teaching and learning process in the programs in question. The researcher suggested two models after conducting his study, one adopted from the CIPP model and is concerned with evaluating translation programs and the other is a Master's program for teaching Arabic/English translation stemmed from the results of

the survey.

DETAILS

Subject:	Linguistics; Teacher education; Middle Eastern studies
Classification:	0290: Linguistics; 0530: Teacher education; 0555: Middle Eastern Studies
Identifier / keyword:	Language, literature and linguistics; Social sciences; Education; Jordan; Translation studies
Publication title:	ProQuest Dissertations and Theses
Number of pages:	252
Year:	2013
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-303-74691-8
Advisor:	Gaddis Rose, Marilyn
Committee member:	Pettid, Michael; Shunnaq, Abdallah; Youssef, Mary
School:	State University of New York at Binghamton
Department:	Translation Studies
School location:	United States – New York
Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	3612801
ProQuest document ID:	1507879496
Document URL:	https://www.proquest.com/dissertations-theses/translation-training-jordanian-context-curriculum/docview/1507879496/se-2?accountid=50982

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Last updated: 2021-09-09

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Document 78 of 100

Foreign language learning motivation among post secondary school students in Ghana: A case study of French students at Ghana Institute of Languages, Kumasi, Ashanti region

Fandoh, Felix Kwesi . Purdue University ProQuest Dissertations Publishing, 2013. 1549345.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Many countries have addressed the need to produce graduates who are bilingual or even multilingual in the effort to compete in the global market. Ghana has acknowledged the importance of proficiency in other foreign languages especially in French in order to develop human capital that drives the economy since Ghana is surrounded by French speaking countries in the sub region. Unfortunately, the government and all stakeholders in education expressed dismay about the decline and lack of motivation in the study of French as a foreign language in post-secondary schools and senior high schools, observing that most of the schools had even struck it off their curricula Ghana News Agency, (2011).

It is in light of this growing concern that this study seeks to explore and investigate French students motivation towards learning French as a foreign language at Ghana Institute of Languages, Kumasi of the Ashanti region, Ghana. The study also investigates gender differences in motivation to learn French among participants at the Ghana Institute of Languages. In this study, 37 French students from Ghana Institute of Languages, a post-secondary institution in Kumasi Metropolis of the Republic of Ghana completed a questionnaire reflecting their motivation for learning French.

In order to determine the students' tendency towards the two kinds of motivational orientations (integrative versus instrumental), a modified 30-item survey adapted from Gardner's (1985) and Clement et al. (1994) model of second language (L2) motivation, was administered to the student participants. The results indicated that the participants had positive attitudes towards the French language and they were highly motivated both integratively and instrumentally. Nevertheless, it is worth mentioning that both male and female participants in this study were more instrumentally inclined than integratively, and they had positive attitudes towards the target language.

On gender difference, the results revealed that, there is no considerable difference between female and male participants with regard to the instrumental and integrative motivation. These findings provided sufficient answers to the research questions guiding this case study. The findings were also in line with other studies (Keblawi 2006 and Vaezi 2008) conducted to investigate motivational orientation.

This study on motivational orientations of the participants at Ghana Institute of Languages would possibly provide insights into better identifying existing motivational challenges and ways of improving French language teaching in order to sustain and increase students' motivation towards the target language. This case study on motivational

orientations is the first of its kind conducted on French as a foreign language and Ghanaian students of French.

DETAILS

Subject:	Linguistics; Foreign Language; Higher education; Foreign language instruction
Classification:	0290: Linguistics; 0444: Foreign language education; 0745: Higher education
Identifier / keyword:	Language, literature and linguistics; Education; French language learning; Motivational orientations
Publication title:	ProQuest Dissertations and Theses
Number of pages:	89
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Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-303-61506-1
Advisor:	Brown, Becky
Committee member:	Leverage , Paula; Sturm, Jessica
School:	Purdue University
Department:	Languages and Cultures
School location:	United States – Indiana
Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	1549345
ProQuest document ID:	1490583674
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Last updated: 2022-01-06

Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 79 of 100

The acquisition of derivational morphology by Arab learners of English: Verb>noun derivation

Eldeeb, Muftah B. . Southern Illinois University at Carbondale ProQuest Dissertations Publishing, 2013. 1548910.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This study examines seven deverbal nominalizing suffixes through theoretical framework and previous research. They include the morphological aspects, productivity of suffixes, base-driven approach and phonological neutral and nonneutral suffixes. Learners participated in an instrument to account for their competence of verb-noun derivation. The participants presented knowledge of relational, syntactic and relatively distributional morphology. Also, some suffixes are more productive than others and that was shown through the level of accuracy of these suffixes. The suffixes *-ing*, *-er*, and *(at)-ion* are of high accuracy and thus productive. Whereas the suffixes *-ment*, *-ent/-ant*, *-ence/-ance* and *-al* are less accurate and less productive. The underlying reason behind the productivity and non-productivity of these suffixes is because of the phonological transparency factors. Suffixes that do not cause internal phonological changes in the base presented high accuracy and easily learned, while suffixes that require internal phonological changes posed challenges to learners. The *-ment* suffix is neutral, no internal change required, however; its accuracy went down in this study.

DETAILS

Subject: Morphology; Linguistics; English as a second language

Classification: 0287: Morphology; 0290: Linguistics; 0441: English as a Second Language

Identifier / keyword: Language, literature and linguistics; Biological sciences; Education; Derivational morphology; Morphological aspects; Neutral and nonneutral suffixes; Nominalizing suffixes; Productivity; Second language acquisition

Publication title: ProQuest Dissertations and Theses

Number of pages: 89

Year:	2013
Publisher:	ProQuest Dissertations Publishing
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Country of publication:	United States
ISBN:	978-1-303-59891-3
Advisor:	Baertsch, Karen
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School:	Southern Illinois University at Carbondale
Department:	Applied Linguistics
School location:	United States – Illinois
Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	1548910
ProQuest document ID:	1475221396
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Last updated:	2021-09-09
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 80 of 100

An analysis of discourse markers and discourse labels as cohesive devices in ESL student writing

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This study analyzes the use of two types of cohesive device, discourse markers (Fraser, 2005) and discourse labels (Francis, 1994), in the academic arguments of native-speaking (L1) Chinese English as a second language (ESL) first-year composition (FYC) students. Discourse markers (DMs) are lexical expressions which signal that a semantic relationship of elaboration, contrast, inference, or temporality holds between adjacent discourse segments. Discourse labels are a type of nominal group lexical cohesion which makes use of unspecific abstract nouns to label and organize stretches of discourse. Using a qualitative text analysis, the use of these cohesive devices is examined in each case in terms of the discourse requirements of the text in question. An analysis of native speaker (NS) writing is used for comparative purposes to determine possible gaps between these two groups of student writers in the ability to use these devices to construct cohesive texts, as well as to determine potential similarities and/or differences in instructional foci for these two groups of student writers. The result of this study suggests that these ESL student writers do not tend to have problems using DMs or retrospective labels, but that they do tend to underuse advance discourse labels in their writing. Underuse of advance labels was not found to be a problem in the NS arguments analyzed. These results indicate that a knowledge gap does in fact exist between these non-native speakers (NNSs) and NSs with regard to the tools available to them in English for constructing cohesive academic texts. Annotated examples from the samples analyzed and specific teaching suggestions are provided to help FYC instructors address this knowledge gap.

DETAILS

Subject:	Linguistics; English as a Second Language; Teacher education
Classification:	0290: Linguistics; 0441: English as a Second Language; 0530: Teacher education
Identifier / keyword:	Language, literature and linguistics; Education; Academic writing; Chinese; Cohesion; Discourse labels; Discourse markers; ESL writing; English as a Second Language
Publication title:	ProQuest Dissertations and Theses
Number of pages:	141
Year:	2013
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-303-36314-6
Advisor:	Delahunty, Gerald
Committee member:	Kaminski, Karen; Reid, Stephen

School:	Colorado State University
Department:	English
School location:	United States – Colorado
Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	1544896
ProQuest document ID:	1439942345
Document URL:	https://www.proquest.com/dissertations-theses/analysis-discourse-markers-labels-as-cohesive/docview/1439942345/se-2?accountid=50982
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Last updated:	2021-05-17
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 81 of 100

The Use of And-Coordination in terms of Its Syntactic (A)symmetry in Argumentative Essays: A Corpus-Based Study of Three University Learner Groups in MICUSP and NUCLE

Nguyen, NhuQuynh Luu . University of Central Oklahoma ProQuest Dissertations Publishing, 2013. 1542673.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Studies found EL learners overuse *and* as an additive connector at the sentence-initial position (Bolton, Hung, & Nelson, 2002), and they underuse *and* as a coordinator (Leung, 2005). Generally, the use of the *and*-coordinator has often been overlooked in corpus research and in English teaching because of its seemingly simplicity. To test previous findings about the *and*-coordinator and to examine the influence of English proficiency on the use of *and*

in academic writing, three learner corpora—MICUSP-NNS (advanced level), MICUSP-NS (advanced level), and NUCLE-NNS (upper-intermediate) were compared, with regard to the use of (a)symmetric structures of the *and*-coordination. Each corpus contains 31 argumentative essays written by 31 university students. One-way ANOVA and Kruskal-Wallis tests indicated more evidence is needed to determine whether learners at advanced and upper-intermediate levels use total *and*-coordinators differently. More evidence is also needed to decide if the three groups use the *and*-syntactically symmetric coordination differently. Students at the upper-intermediate level, however, use *and*-asymmetric structures significantly less than those at the advanced level. A subsequent qualitative analysis reveals their use of *and* shows more repetition and redundancy. Possible reasons for why they employ asymmetric *and*-coordination much less frequently includes the lack of knowledge of certain grammatical structures, the insufficient knowledge of the writing topic, the impact of instructions, and language transfer.

An implication of the study is *and*-coordination should be taught at all levels of proficiency and should be integrated into the teaching of other grammatical structures. When students' use of *and* shows unskillful repetition and redundancy, teachers might need to help students acquire knowledge of other structures and the academic topic they are writing about. Future studies can examine how differently learners at various proficiency levels use *and* in connecting different types of phrases and clause and what the relationship between parallelism and syntactic asymmetry in the *and*-coordination is.

DETAILS

Subject:	Linguistics; English as a second language
Classification:	0290: Linguistics; 0441: English as a Second Language
Identifier / keyword:	Language, literature and linguistics; Education; Asymmetric coordination; Coordinating conjunctions; Corpus-based study; MICUSP corpus; NUCLE corpus; Syntactic symmetry in coordination
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Number of pages:	143
Year:	2013
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Country of publication:	United States
ISBN:	978-1-303-28091-7
Advisor:	Hitz, John
Committee member:	Hollrah, Matthew; Spelman, Mary
School:	University of Central Oklahoma
Department:	English

School location:	United States – Oklahoma
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Document 82 of 100

The acquisition of nongeneric uses of the English definite article *the* by Arabic speakers of English

Alenizi, Aied Mutlaq . Southern Illinois University at Carbondale ProQuest Dissertations Publishing, 2013. 1541913.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This study aimed to investigate the acquisition of the four non-generic uses of the English definite article *the* by Arabic learners of English in Saudi Arabia. These non-generic uses included textual, situational, cultural and structural. This study had three goals: (1) to determine whether these uses are acquired in a certain sequence; (2) to explore which one of these uses is the most difficult and the easiest in learning; (3) to investigate whether one or two of the uses are overused.

The instrument consisted of 59 sentences adopted from Liu and Gleason (2002). There were 40 instances for required uses and 20 sentences for obligatory nonuse (5 instances for each use). The subjects were instructed to insert *the* where they deemed it necessary. The participants were 45 male undergraduate English major students, whose ages ranged from 18 to 22 with a Mean age of 21.6, from a university in Saudi Arabia. They were divided into three groups (15 students each) based on their proficiency levels as follows; low intermediate, intermediate,

and advanced. The results revealed developmental trends in the acquisition of the non-generic uses of the English definite article related to proficiency. Specifically, the advanced group showed significantly higher accuracy of use in all four functions. Regarding the four functions, the order of acquisition, based on level of accuracy was as follows: situational, cultural, structural and textual. The study results are discussed in view of their pedagogical implications for the teaching of the definite article to Saudi learners of English.

DETAILS

Subject:	Linguistics
Classification:	0290: Linguistics
Identifier / keyword:	Language, literature and linguistics; Arabic speakers of english; Cultural; Definite article; English articles; Nongeneric uses of the; Second language acquisition; Situational; Stuctural; Textual
Publication title:	ProQuest Dissertations and Theses
Number of pages:	74
Year:	2013
Publisher:	ProQuest Dissertations Publishing
Place of publication:	Ann Arbor
Country of publication:	United States
ISBN:	978-1-303-25756-8
Advisor:	Charkova, Krassimira
Committee member:	Baertsch, Karen; Halliday, Laura
School:	Southern Illinois University at Carbondale
Department:	Applied Linguistics
School location:	United States – Illinois
Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
Publication / order number:	1541913

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Document 83 of 100

Pronunciation problems in the production of the voiced labiodental fricative /v/ by Saudi speakers of English

Alotaibi, Abdullah Nijr . Southern Illinois University at Carbondale ProQuest Dissertations Publishing, 2013. 1541918.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

The present study aims to investigate the production of the voiced labiodental fricative /v/ of Saudi Arabian speakers of English in view of linguistic and extra-linguistic factors. The linguistic aspect focuses on the role of the position of the sound in words, initial and final, and the distribution of errors per word in view of more and less familiar words. The extra-linguistic factors include participants' lengths of stay in the US and their ages and the potential influence these may have on the accuracy of pronouncing the target sound /v/.

The total number of the subjects is 20 (10 male and 10 female), and their ages range between 20 and 35, with Mean age 27. Data is elicited through participants' reading of a word list with the target sound in initial and final position. The data coding is performed through spectrographic analysis and rater judgments. The analysis employs descriptive statistics, a dependent t-test used to compare production errors between initial and final position, and correlation analyses through which subjects' length of stay in the US and age are correlated with their total number of errors in both word positions.

The findings show that word-final position is more difficult in pronouncing the phoneme /v/ than word-initial position. In addition, when the voiced labiodental fricative /v/ is mispronounced, it is substituted with the voiceless labiodental fricative /f/. Also, the correlation analysis shows that the longer the subjects have stayed in the USA, the more accurate their pronunciation of the target sound is (and vice versa). A significant correlation is also found between age and accuracy of pronunciation, as the younger subjects have more accurate pronunciation.

The results of this study provide empirical evidence in support of several language acquisition theories, such as Contrastive Analysis Hypothesis (Lado, 1957), Markedness Differential Hypothesis (Eckman, 1977) and Language Transfer Theory (Gass & Selinker, 1994), all of which claim the influence of learners' first language on their second language. In the context of this study, the substitution of the voiced labiodental fricative /v/ with its voiceless counterpart /f/ can be attributed to the fact that /f/ is the only labiodental fricative phoneme in the Arabic

language.

DETAILS

Subject:	Linguistics; English as a second language
Classification:	0290: Linguistics; 0441: English as a Second Language
Identifier / keyword:	Language, literature and linguistics; Education; Consonants; English as a second language; Intelligibility; Labiodental fricative; Pronunciation
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Committee member:	Baertsch, Karen; Halliday, Laura
School:	Southern Illinois University at Carbondale
Department:	Applied Linguistics
School location:	United States – Illinois
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Document 84 of 100

Copula omission by EFL Arab learners

Alshayban, Abdullah S¹ Colorado State University . 0, 2012. AAI1511090.

[ProQuest document link](#)

ABSTRACT

Copula omission is found to be one of the major and most frequent errors that Arab EFL learners make when writing in English. Several studies have examined copula omission by Arab EFL learners. Most of those studies have concluded that copula omission is the result of negative transfer from Arabic to English since Arabic and English are structurally far different. The present study investigates the phenomenon of copula omission by Saudi EFL learners. It also examines whether the negative transfer from Arabic to English leads to copula dropping by Arab learners. Data were collected from 100 Saudi students at Qassim University in Saudi Arabia. The participants were 100 Saudi male students of whom 50 were enrolled at the intermediate level, or the 3rd level, at the English department at Qassim University and the other 50 were enrolled at the advanced 7th level at the same department. The participants were asked to write an essay describing themselves, their family members, where they were born, the city they grew up in, how old they were, how old their parents and siblings were, the city they lived in currently, and also about their ambitions and plans for the future. The results of this study revealed that the participants made errors by deleting the English copula. The statistical analysis showed that the copula omission was more frequent in the present and past tenses. The findings also revealed that intermediate students make more errors than the advanced students. There was a significant difference between the advanced and intermediate participants as regards the number of errors in the present and future tenses. The study ends with pedagogical implications, limitations, and suggestions and recommendations for future research. Copies of dissertations may be obtained by addressing your request to ProQuest, 789 E. Eisenhower Parkway, P.O. Box 1346, Ann Arbor, MI 48106-1346. Telephone 1-800-521-3042; e-mail: disspub@umi.com

DETAILS

Subject: English as a Second Language Learning (22130); Copulas (15660); English (21900); Arabic (03750); College Students (13250); Transfer (Learning) (90850); Cities (12235); Tense (88500); Saudi Arabia (75100)

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Correspondence author: Alshayban, Abdullah S

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Last updated:	2016-09-27
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 85 of 100

The role of motivation in the L2 acquisition of English by Saudi students: A dynamic perspective

Alzayid, Ali Ahmed . Southern Illinois University at Carbondale ProQuest Dissertations Publishing, 2012. 1533574.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

Since the work of Gardner and his associates in the 1950s, the role of motivation in learning a second language has continued to interest researchers. Previous studies on L2 motivation, were largely based on product oriented models of motivation, which tends to view motivation as a static phenomenon. Recently, however, there has been a shift in emphasis from a study of L2 motivation as a product to its study as a process. The methodological framework of this study was based on Dörnyei and Otto's (1998) Process Model of L2 Motivation. This model proposed that the construct of motivation is not static and changing in nature and influenced by many internal and external factors during learning process. The previous studies that analyzed the motivational variables in the Saudi EFL settings have not investigated the temporal nature of motivation in L2 learning. Using qualitative methodology, the current study aimed to investigate how motivation in English L2 learning changed over time for Saudi students. The participants were seven Saudi students at a mid-western University in the U.S. They had all first begun learning English in Saudi Arabia and had later come to the U.S to pursue their undergraduate or graduate studies. The participants were interviewed on an individual basis using a semi-structured interview format. They also completed a language history questionnaire. The transcripts of the audio-recorded interviews were analyzed using the tools of thematic analysis. Specifically, the participants' oral narratives were analyzed for emerging themes and patterns relating to the development of their motivation for English language learning. The results of this study revealed the temporal and changing nature of motivation in learning English for Saudi students. The emerging themes/patterns related to motivational fluctuations included the learning environment, the role of teacher, economic factor, standardized English tests (e.g. TOEFL and IELTS) and the role of an effective person in enhancing or ceasing the motivational abilities of students learning English. The thesis concluded by discussing implications for future work in this interesting area of research.

DETAILS

Subject:	Linguistics
Classification:	0290: Linguistics
Identifier / keyword:	Language, literature and linguistics; Dynamic motivation; Dörnyei; Saudi students
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Place of publication:	Ann Arbor
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ISBN:	978-1-267-91726-3
Advisor:	Lakshmanan, Usha
Committee member:	Halliday, Laura; Lakshmanan, Usha; McPherron, Paul
School:	Southern Illinois University at Carbondale

Department:	Applied Linguistics
School location:	United States – Illinois
Degree:	M.A.
Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation/Thesis
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Document URL:	https://www.proquest.com/dissertations-theses/role-motivation-l2-acquisition-english-saudi/docview/1313216650/se-2?accountid=50982
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Last updated:	2021-09-09
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 86 of 100

The effects of explicit instruction of formulaic sequences on second-language writers

Colovic-Markovic, Jelena . The University of Utah ProQuest Dissertations Publishing, 2012. 3547211.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

The present study investigated the effects of the explicit teaching of formulaic sequences (i.e., academic and topic-induced) on L2 writing. The research examined separately the effects of the treatment on the students' abilities to produce the target formulaic sequences in controlled (i.e., C-tests) and uncontrolled situations (i.e., essays), and to produce better quality essays. The study, through posttreatment interviews, also attempted to glean insights into the approaches L2 writers use for the production of the target formulaic sequences.

The study found that the students in the treatment condition performed at a significantly higher level than the students in the control condition on measures of the production of academic formulaic sequences in a controlled situation and the production of topic-induced formulaic sequences in controlled and uncontrolled situations, but there were no significant differences between the groups on the measures of students' abilities to produce academic formulaic sequences in an uncontrolled situation and to produce better quality writing.

The results of the study suggest that the explicit instruction facilitated learning of the target formulaic sequences

when the learning is measured by a test. Most importantly, the study found that explicit instruction helped students become familiar enough with the formulaic sequences to recognize their usefulness and employ them in their essays. The results indicated that the instructional approach helped low performing writers produce essays of better quality and high performing writers increase the awareness of the frequencies and functions of the formulaic sequencers in expert writers' texts.

The findings from the interviews indicated that the students' abilities to produce the academic and topic-induced formulaic sequences in their compositions may depend on the students' perceived need to use them in their writing, and that students' abilities to produce the academic formulaic sequences in essays may be influenced by the interaction of students' awareness of the frequency and functions of academic formulaic sequences and their motivation to sound academic in their writing.

The study results suggest that the instructional approach may be helpful for the students' learning of formulaic sequences for the purposes of writing and should be the focus of future experimental research.

DETAILS

Subject:	Linguistics
Literature indexing term:	Author: Donne, John, 1572-1631
People:	Donne, John (1572-1631)
Classification:	0290: Linguistics
Identifier / keyword:	Language, literature and linguistics; Explicit instruction; Explicit teaching; Formulaic sequences; Quality essays; Second-language writers
Publication title:	ProQuest Dissertations and Theses
Number of pages:	166
Year:	2012
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Place of publication:	Ann Arbor
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ISBN:	978-1-267-81692-4
Advisor:	Christison, MaryAnn
Committee member:	Davies, Mark; Graham, C. Ray; Hayes-Harb, Rachel; Rubin, Edward J.
School:	The University of Utah
Department:	Linguistics
School location:	United States – Utah

Degree:	Ph.D.
Source type:	Dissertation or Thesis
Language of publication:	English
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ProQuest document ID:	1271958672
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Last updated:	2021-09-29
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 87 of 100

Favor asking in Kuwaiti Arabic: Effects of power and distance on core strategies and modification

Alrefai, Einas Hashem . Oklahoma State University ProQuest Dissertations Publishing, 2012. 3524470.

[ProQuest document link](#)

ABSTRACT (ENGLISH)

This study investigates favor asking in Kuwaiti Arabic. It focuses on the effect of social power and distance in the selection of core strategies and modifications to the core favor. Responses were elicited from native speakers of Kuwaiti Arabic (n=30) through discourse completion tests (DCTs) containing 12 scenarios with variations in power and distance between interlocutors. The findings of the study were that Kuwaiti core requests were influenced by power, but not by distance. The frequency of overall modifier use was also affected by power, as was the frequency of many individual modifiers. However, distance did not influence the selection of modifiers.

DETAILS

Subject:	Linguistics
Classification:	0290: Linguistics

Identifier / keyword:	Language, literature and linguistics; Arabic; Culture; Favor asking; Kuwait; Politeness theory; Speech act
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Advisor:	Halleck, Gene
Committee member:	Perskins, Stephen; Preston, Dennis; Sheorey, Ravi
School:	Oklahoma State University
Department:	English
School location:	United States -- Oklahoma
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Database:	Linguistics and Language Behavior Abstracts (LLBA)

The productive and receptive knowledge of collocations by advanced Arabic-speaking ESL/EFL learners

Alsakran, Rayed A¹ Colorado State University . 0, 2012. AAI1497925.

[ProQuest document link](#)

ABSTRACT

Although it is widely acknowledged that collocations play an important role in the field of second language acquisition, a number of previous studies have reported students' lack of collocational competence and the difficulties they encounter in learning and using collocations. The present study examines the productive and receptive knowledge of lexical and grammatical collocations among advanced Arabic-speaking learners of English. Furthermore, it investigates whether the language environment (ESL or EFL) has an influence on the acquisition of collocations. It also explores whether there is a significant difference between participants' performance on three types of collocations: verb-noun, adjective-noun, and verb-preposition. Data for this study were collected from 68 participants: 38 Saudi students at the Institute of Public Administration in Riyadh, Saudi Arabia, and 30 Arab students in the Intensive English program at Colorado State University. The participants' productive collocational knowledge was measured by three gap-filling tests: verb-noun and adjective-noun collocation tests where the initial letter of the collocant was provided and a verb-preposition collocation test where the meaning of the phrasal verb was supplied. Their receptive collocational knowledge was measured by an appropriateness judgment test in which participants have to circle the number corresponding to the underlined part of a sentence that is judged unacceptable. The results of the statistical analysis revealed that participants' learning environment has a strong effect on the acquisition of L2 collocations. The ESL learners had significantly higher scores than the EFL learners. Moreover, there was a significant difference between the participants' productive and receptive knowledge of collocations. The participants' productive knowledge of collocations lagged far behind their receptive collocational knowledge. The findings also revealed a statistically significant difference between the three types of collocation. The participants performed far better on the verb-noun collocations test than on the adjective-noun and verb-preposition collocations tests. Overall, the results showed that Arabic-speaking learners of English demonstrated poor knowledge of collocations on the four tests. The study concludes with pedagogical implications, limitations, and suggestions and recommendations for future research. Copies of your dissertations may be obtained by addressing your request to ProQuest, 789 E. Eisenhower Parkway, P.O. Box 1346, Ann Arbor, MI 48106-1346. Telephone 1-800-521-3042; e-mail: disspub@umi.com

DETAILS

Subject: Collocations (13280); English as a Second Language Learning (22130); Knowledge (40930); Second Language Learning (75850); College Students (13250); Judgment (39900); Phrasal Verbs (65380); Learning Environment (45880); Saudi Arabia (75100)

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Correspondence author: Alsakran, Rayed A

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Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 89 of 100

Arab EFL learners in guessing the meaning of idioms: Efficiency and techniques

Al-Hassan, Haider Abdulwahab A, ¹ ¹ University of Bahrain (Bahrain) . 0, 2008. AAI1451606.

[ProQuest document link](#)

ABSTRACT

The current study provides some insights into the hypothesis of incidental vocabulary learning (i.e., learning vocabulary as a by-product of reading or listening). The study is motivated by the question of how feasible it is for EFL learners to comprehend unfamiliar multiword units, idioms in the case of this study, by means of guessing from context, lexical inferencing, during the reading of authentic texts (i.e., the texts written for the speakers of a particular language, not especially written for the non-native speakers or the learners of that language). Using qualitative and quantitative methods, the current study seeks to: (a) provide a tentative assessment of the efficiency with which a sample of Arab EFL-majoring students guess at the meaning of idioms (e.g., to talk shop, red tape, hard somebody's heel and by the skin of somebody's teeth), (b) identify the techniques that the sample learners use while guessing, and (c) assess the effectiveness of such techniques. The subjects read a sample of short authentic texts that were retrieved from different websites. Moreover, the subjects were asked to: (a) report whether or not they were familiar with the sample idioms, (b) provide the meaning of these idioms in writing, and (c) report on how they attempted to guess the meaning of the unfamiliar idioms. On one hand, the subjects were unable to come up with correct guesses in nearly half the number of the items that contained unfamiliar idioms; on the other hand, the subjects provided correct or partially correct guesses in the rest of the items. The subjects used a wide range of techniques that involved one or more of the following: idiom constituents, sentences (or phrases), the subjects' own mental images of idioms, metaphor, the whole text, the topics of the sample texts, subjects' L1, context, paragraphs, keywords and even wild guessing. In general, none of the techniques was more effective than the other was for guessing the meaning of the idioms. In light of the findings, guessing from context during the reading of authentic texts can be one of the major sources of learning the meaning of idioms; yet, on its own, it does not seem to be enough for an optimal knowledge of the meaning of idioms. Copies of dissertations may be obtained by addressing your request to ProQuest, 789 E. Eisenhower Parkway, P.O. Box 1346, Ann Arbor, MI 48106-1346. Telephone 1-800-521-3042; email: disspub@umi.com

DETAILS

Subject:	Idioms (34150); Meaning (52200); English as a Second Language Learning (22130); Reading (70400); Context (15250); Authentic Texts (06700); Lexicon (47150); Oral Cavity (61200); Questions (69930)
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Correspondence author:	Al-Hassan, Haider Abdulwahab A ,
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Document 90 of 100

Cohesion and Coherence: Contrastive Transitions in the EFL/ESL Writing of University Arab Students

Monassar, Hisham M A^{1 1} Ball State U . August 2005.

[ProQuest document link](#)

ABSTRACT

This dissertation investigates the expression of contrastive transitions in the ESL/EFL (English as a Second Language/English as Foreign Language) writing of university students of Arabic language background. For this purpose, an experimental group of 30 Sohar University freshmen students in Oman whose native language is Arabic served as the experiment group. They completed two writing tasks and a cloze test. A control group of 30 Ball State University freshman students in Muncie, Indiana who speak English as a native language performed the same three activities, which ranged from semi controlled writing (free writing) to a highly controlled cloze test. For the first task, the subjects chose a topic out of 15 possible topics in a list supplied to them. The subjects performed the second task, using the same list to choose a different topic to write about and a list of 35 contrastive transitions that was supplied to them. For the third task, the subjects supplied transitions from a list of contrastive transitions to fill in the blanks in the cloze test, marking the confidence in their choices on confidence

scales provided in the margins. This study indicates that university Arabic freshmen students use contrastive transitions when writing contrastively in English. However, the expression of these contrastive transitions is relatively inadequate and limited compared to that of native-English speaking freshmen university students. The Arabic students show a high rate of success in their expression of but as a contrastive transition. However, they show a lower rate of success in their expression of other contrastive transitions. The difference in the levels of confidence in their choices between appropriate and inappropriate contrastive transitions shows they have little or no idea if their choices are correct or not.

DETAILS

Subject:	Cohesion (13200); Coherence (13180); English as a Second Language Learning (22130); Text Structure (89200); Writing (98550); Conjunctions (14650); Discourse Markers (19230); College Students (13250); Oman (60850); Arabic (03750)
Classification:	4132: applied linguistics; English as a second/foreign language learning
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Last updated: 2016-09-27

Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 91 of 100

Connecting Arabs and Americans Online to Promote Peace and to Increase Cultural Awareness: A Descriptive Study about Arab EFL Learners' Perceptions, Practices, Behaviors and Attitudes towards Computer-Supported Collaborative Writing Strategies and Technologies

Al-Jamhour, Meteab M¹ Indiana U, Pennsylvania . August 2005.

[ProQuest document link](#)

ABSTRACT

This study provides insight into the perspectives of the Online Collaborative Writing (OCW): theories, pedagogies, strategies and technologies. It describes the Arab EFL Learners' (AEFLs) attitudes towards OCW with American peers and tutors. It presents detailed descriptions about the AEFLs' beliefs, perceptions and reactions towards online intercultural interaction with Americans. It illustrates how the OCW technologies are utilized to facilitate collaboration and to engage Arabs and Americans in positive and peaceful dialogues particularly after the September 11th events. It explores the AEFLs' benefits, difficulties and the contextual factors that impacted their online collaboration. The participants were male and female senior undergraduates from four universities in Saudi Arabia, Egypt, and the United States. AEFLs were taking advanced English writing courses to exchange feedback and cultural themes with American peers. This study applies the mixed method research where: surveys, interviews, artifacts, observations and weblogs are used to collect the data. Constant comparative analysis and triangulation methods were applied to analyze the data, using three research software to manage and present the data. The findings revealed that AEFLs had a strong positive attitude towards the OCW activities. They valued the opportunity to engage in intercultural communication with American students. They agreed that the OCW tasks motivated them to write and read more habitually than in the traditional setting because they write to a live audience, write for a purpose and receive various forms of feedback from multiple perspectives. They became autonomous learners, constructing knowledge through sharing. OCW increased AEFLs' self-confidence, lowered their writing anxiety and empowered students' voices. AEFLs and Americans online intercultural dialogues increased their cultural awareness. It lessened tension, corrected negative stereotypes and built bridges of communication. However, it is found that communication gaps, unsuccessful negotiation, cultural sensitivity, personal agendas limited the level of cross cultural communication and reduced the level of collaboration. Moreover, culture shock, the abuse of the OCW technologies, conflicts, and misinterpretations of the text were

factors that contributed to the formation of the negative attitude towards OCW. OCW difficulties included the lack of language proficiency, access, technical and social problems and plagiarism.

DETAILS

Subject:	Computer Mediated Communication (14353); Cross Cultural Communication (16300); Arab Cultural Groups (03700); North American Cultural Groups (58800); Writing Strategies (98780); College Students (13250); Student Attitudes (84725); Cultural Differences (16400); English as a Second Language Learning (22130)
Classification:	5516: interpersonal behavior and communication; cross-cultural communication and behavior
Supplemental data:	Available from UMI, Ann Arbor, MI. Order No. DA3164696
Correspondence author:	Al-Jamhooor, Meteab M
Publication title:	Dissertation Abstracts International, A: The Humanities and Social Sciences
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Last updated:	2016-09-27

An Exploratory Study of Motivational Variables in a Foreign Language Learning Context

Semmar, Yassir ¹ ¹ Capella U . 0, 2005.

[ProQuest document link](#)

ABSTRACT

Learners come equipped with an eclectic blend of characteristics and past experiences, which serve to either facilitate or hinder their motivation to acquire a second or foreign language. This study consisted of two phases: First, Exploratory Factor analysis was used to investigate the motivational variables of 604 college freshmen learning English as a Foreign Language (EFL) at the United Arab Emirates University. Second, multivariate analysis of variance (MANOVA) was employed to examine the effects of gender, size of geographical area, and English proficiency level on the five motivation components that emerged from factor analysis. Results revealed significant effects of gender and English proficiency level; however, no main effect was found for the size of geographical area.

DETAILS

Subject: Motivation (55580); English as a Second Language Learning (22130); College Students (13250); United Arab Emirates (92550); Sex Differences (77850); Language Proficiency (43570)

Classification: 4132: applied linguistics; English as a second/foreign language learning

Supplemental data: Available from UMI, Ann Arbor, MI. Order No. DA3166792.

Correspondence author: Semmar, Yassir

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ProQuest document ID:	85623876
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Document 93 of 100

Saudi College Students' Beliefs regarding Their English Writing Difficulties

Fageeh, Abdulaziz I¹ Indiana U, PA . May 2004.

[ProQuest document link](#)

ABSTRACT

The aim of this study was to explore Saudi EFL students' beliefs regarding their writing difficulties and the factors related to these perceived difficulties. The participants were 37 male Saudi students majoring in English at King Khalid University. The study attempted to give these participants the opportunity to make their voices heard regarding their writing problems. In this study, the researcher used a qualitative research design with multiple data sources. Interviews, observation, and document analysis were utilized to answer a group of research questions relevant to the following areas: (1) the participants' experiences with writing in English and Arabic; (2) their attitudes toward writing English as a foreign language; (3) the linguistics difficulties that are of most concern to the participants; (4) the participants' awareness of rhetorical differences between English and Arabic; (5) the participants strategies utilized while composing; (6) and the impact of the Saudi culture on the participants' writing. The findings indicate that the participants of this study, who all come from the same educational and cultural backgrounds, report similar experiences with writing whether in English or in Arabic. These experiences may have played a considerable role in the difficulties they report, since they have had limited chances for writing, and the writing instruction they have received has focused mainly on form and memorization. Although the participants believe in the importance of writing, they consider it one of the most difficult skills, requiring a good

grasp of the language in terms of grammar and vocabulary. In addition, the participants seemed to be enthusiastic about technology. However, their chances to utilize computers as a tool for learning English varied from limited to none. Although they seemed eager to use word processing and access the Internet, they had little access and essentially no training in the use of the computer in writing. The results also demonstrated that the participants need to be exposed to different writing genres, and to different writing skills and strategies, along with effective feedback in order to improve their writing abilities.

DETAILS

Subject:	English as a Second Language Learning (22130); Writing Ability (98560); Writing Strategies (98780); Student Attitudes (84725); Cultural Differences (16400); Arab Cultural Groups (03700); Feedback (23950); Written Language Instruction (99200); Arabic (03750)
Classification:	4121: applied linguistics; writing; 4132: applied linguistics; English as a second/foreign language learning
Supplemental data:	Available from UMI, Ann Arbor, MI. Order No. DA3112105.
Correspondence author:	Fageeh, Abdulaziz I
Publication title:	Dissertation Abstracts International, A: The Humanities and Social Sciences
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ProQuest document ID:	85600825
Document URL:	https://www.proquest.com/dissertations-theses/saudi-college-students-beliefs-regarding-their/docview/85600825/se-2?accountid=50982

Last updated: 2016-09-27

Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 94 of 100

Giving Directions as a Speech Event: A Cross-Cultural Study of English and Emirati Arabic

Taylor-Hamilton, Carrie Anne^{1 1} U Florida . December 2002.

[ProQuest document link](#)

ABSTRACT

Recent studies in spatial description have shown that all cultures do not perceive and talk about space in the same way. This study examines the speech event of giving directions and is based on 118 samples of audiotaped English as a second language (L2) direction giving, gathered from male native speakers of Gulf Arabic in the United Arab Emirates. Additional information was collected on six social variables that may influence the ability of L2 speakers to successfully give directions. The study compares these data to baseline data in first-language (L1) Arabic and L1 English, collected in a similar fashion from 46 male native speakers of Emirati Gulf Arabic and 50 male and female native speakers of UK /British Isles English. The data are supplemented by ethnographic interviews with Emirati nationals, which examine the social, cultural, and historical contexts of direction giving in Abu Dhabi. Analysis of the data reveals that when giving directions in L2 English to a native speaker of English, Arabic speakers tend to overuse relational directions and underutilize landmarks and street names as direction giving strategies. Analysis of some of the baseline data in English and in Arabic reveals a much greater use of landmarks and less reliance on relational directions. It is argued that the infrequent use of landmarks in the sequences prohibits the "accumulation of common ground" that Clark and Wilkes-Gibbs claim to be necessary for discourse to proceed in an orderly manner. The infrequent use of landmarks may reflect a choice based on the social context of the direction-giving encounter, ie, the lack of shared membership needed to formulate place in terms of commonly recognized landmarks. The overuse of relational directions is a transfer-of-training issue due to the fact that most beginning English as second/foreign language (ESL /EFL) textbooks focus on this strategy, relying on the textbook writer's intuitive stereotypes of direction giving rather than incorporating the use of landmarks, cardinal directions, and distance/time references, which are commonly used in authentic English L1 direction giving. The findings suggest that encouraging students to use multiple strategies may lead to more effective communication.

DETAILS

Subject: Space (81600); Cultural Differences (16400); English as a Second Language (22100); Arabic (03750); Teaching Materials (87950)

Supplemental data: Available from UMI, Ann Arbor, MI. Order No. DA3056787.

Correspondence author: Taylor-Hamilton, Carrie Anne

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Country of publication:	United States
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Source type:	Dissertation or Thesis
Language of publication:	English
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Update:	2003-10-01
Accession number:	200311239
ProQuest document ID:	85582379
Document URL:	https://www.proquest.com/dissertations-theses/giving-directions-as-speech-event-cross-cultural/docview/85582379/se-2?accountid=50982
Last updated:	2016-09-27
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 95 of 100

The Effects of Proficiency and Training on the Word-Solving Strategies of Arab EFL Readers

Alseweed, Mohammed Ali^{1 1} U Essex, UK . January 2000.

[ProQuest document link](#)

DETAILS

Subject:	English as a Second Language Learning (22130); Reading Strategies (71400); Language Proficiency (43570); Second Language Reading Instruction (75950); College Students (13250); Arabic (03750)
Classification:	4113: applied linguistics; non-native language acquisition
Supplemental data:	Available from UMI, Ann Arbor, MI. Order No. C803739.
Correspondence author:	Alseweed, Mohammed Ali
Publication title:	Dissertation Abstracts International, C: Worldwide
Volume:	61
Issue:	4
Pages:	912-C
Publication year:	2000
Country of publication:	United States
ISSN:	1042-7279
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Language of publication:	English
Document type:	Dissertation
Update:	2003-10-01
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ProQuest document ID:	85534875
Document URL:	https://www.proquest.com/dissertations-theses/effects-proficiency-training-on-word-solving/docview/85534875/se-2?accountid=50982
Last updated:	2016-09-27
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 96 of 100

Reading, Culture, and Society: A Multidisciplinary Study of Subjectivity in an EFL

Setting

Smith, Beatrice Barbara¹ ¹ Illinois State U, Normal 61761 . April 1996.

[ProQuest document link](#)

DETAILS

Subject:	English as a Second Language (22100); Second Language Reading Instruction (75950); Qatar (69650); Cultural Background (16350); Arab Cultural Groups (03700); Business (10100)
Classification:	4112: applied linguistics; non-native language pedagogy
Identifier / keyword:	English as a foreign language reading instruction, cultural/social engagement; quantitative/qualitative study; Qatari business students
Supplemental data:	Available from UMI, Ann Arbor, MI. Order No. DA9603523.
Correspondence author:	Smith, Beatrice Barbara
Publication title:	Dissertation Abstracts International, A: The Humanities and Social Sciences
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Pages:	3896-A
Publication year:	1996
Country of publication:	United States
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Document type:	Dissertation
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Database: Linguistics and Language Behavior Abstracts (LLBA)

Document 97 of 100

The Influence of Dialogue Journals and Other Practicum Activities on the Writing Proficiency and Pedagogical Knowledge of EFL Student Teachers

Abdel Fattah, Ali El Gamil ¹ ¹ Indiana U, PA 15705 . January 1994.

[ProQuest document link](#)

DETAILS

Subject: Teacher Education (87850); English as a Second Language (22100); United Arab Emirates (92550); Writing (98550); Educational Activities (20910)

Classification: 4121: applied linguistics; writing

Identifier / keyword: writing proficiency, pedagogical knowledge; dialogue journals, practicum activities; ethnographic techniques; English as a foreign language student teachers, United Arab Emirates

Supplemental data: Available from UMI, Ann Arbor, MI. Order No. DA9332919.

Correspondence author: Abdel Fattah, Ali El Gamil

Publication title: Dissertation Abstracts International, A: The Humanities and Social Sciences

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Update:	2003-10-01
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Last updated:	2016-09-27
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 98 of 100

A Descriptive Study of Four EFL Teachers' Treatment of Writing Errors and Their Feedback in an Arab Country

Aly, Mohamed Sayed^{1 1} Indiana U, PA 15705 . August 1992.

[ProQuest document link](#)

DETAILS

Subject:	English as a Second Language (22100); Second Language Instruction (75700); Written Language Instruction (99200); Feedback (23950); Arab Countries (03650)
Classification:	4112: applied linguistics; non-native language pedagogy
Identifier / keyword:	English as a foreign language instructors' written feedback /student response, student writing errors; writing samples, questionnaires, interviews; Arab English instructors/students
Supplemental data:	Available from UMI, Ann Arbor, MI. Order No. DA9217752.

Correspondence author:	Aly, Mohamed Sayed
Publication title:	Dissertation Abstracts International, A: The Humanities and Social Sciences
Volume:	53
Issue:	2
Pages:	429-A
Publication year:	1992
Country of publication:	United States
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Source type:	Dissertation or Thesis
Language of publication:	English
Document type:	Dissertation
Update:	2003-10-01
Accession number:	9302831
ProQuest document ID:	85558207
Document URL:	https://www.proquest.com/dissertations-theses/descriptive-study-four-efl-teachers-treatment/docview/85558207/se-2?accountid=50982
Last updated:	2016-09-27
Database:	Linguistics and Language Behavior Abstracts (LLBA)

Document 99 of 100

English Writing Development of Arab Twelfth-Grade Students: Case Studies of Six EFL Writers

El-Shafie, Ahmed Salama ¹ ¹ Indiana U, PA 15705 . May 1991 .

[ProQuest document link](#)

DETAILS

Subject:	Second Language Learning (se3); English (en2); Secondary School (se5); Writing (wo6)
Classification:	4113: applied linguistics; non-native language acquisition
Identifier / keyword:	English as a foreign language Arab 12th graders' writing development/revision processes; longitudinal study; written observations, interviews, written product analyses
Supplemental data:	Available from UMI, Ann Arbor, MI. Order No. DA9109511.
Correspondence author:	El-Shafie, Ahmed Salama
Publication title:	Dissertation Abstracts International, A: The Humanities and Social Sciences
Volume:	51
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Pages:	3653-A-3654-A
Publication year:	1991
Country of publication:	United States
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Source type:	Dissertation or Thesis
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Update:	2003-10-01
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ProQuest document ID:	58231318
Document URL:	https://www.proquest.com/dissertations-theses/english-writing-development-arab-twelfth-grade/docview/58231318/se-2?accountid=50982
Last updated:	2016-09-27
Database:	Linguistics and Language Behavior Abstracts (LLBA)

An Investigation of Syntactic and Semantic Errors in the Written Composition of Arab EFL Learners

Obeidat, Hussein Ali ¹ ¹ U Illinois, Urbana (Champaign) 61801 . March 1987.

[ProQuest document link](#)

DETAILS

Subject:	Second Language Learning (se3); English (en2); Written Language (wr2); Error Analysis (er1); Syntax (sy3); Semantics (se9); Linguistic Interference (li1)
Classification:	4113: applied linguistics; non-native language acquisition
Identifier / keyword:	English as a foreign language, Arab students; written compositions analyzed; syntactic/semantic errors
Supplemental data:	Available from UMI, Ann Arbor, MI. Order No. DA8701580.
Correspondence author:	Obeidat, Hussein Ali
Publication title:	Dissertation Abstracts International, A: The Humanities and Social Sciences
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