

**List of Research Work: Articles & Conference Proceeding-2014 By ELC Faculty Members**  
English Language Center

Staff's Name	Faculty	Dept	Title of publication	Author	Year	Journal/Conference	Vol.	Pages	Abstract
Dr. Salmeen Al Awaid	ELC	ELC	A comparative study of proficiency in speaking and writing among EFL learners in Saudi Arabia. <i>American International Journal of Contemporary Research</i>	Dr. Salmeen Al Awaid	2014	American International Journal of Contemporary Research	Vol 4 Issue 2		Learning of English as a foreign language is an imperative reality in a world largely shrinking with the advent of various revolutions, both socio-political and economic. However, it is seen that foreign language acquisition, especially of English, leaves a great deal to be desired as the learners so far in the geographical area of our study, i.e., Saudi Arabia, have failed to achieve native like fluency with the current teaching-learning practices. This raises questions as to the policies adopted vis-à-vis curriculum, pedagogy and most importantly, the stage at which foreign language learning is introduced in Saudi Arabia. The current study has undertaken an in-depth review of the available literature, which is followed up with modern testing methods to arrive at conclusions. It witnesses a dichotomy between speaking and writing abilities of college level young learners. The trend is towards a higher score on writing-ability tests as compared to the oral language proficiency tests. Thus a major communicative drawback is faced by the 'products' of this system of education, and numerous causes and remedies are suggested herein.
Dr. Salmeen Al Awaid	ELC	ELC	Reflective Teaching and Language Teacher Education Programmes: A Milestone in Yemen and Saudi Arabia	Dr. Salmeen Al Awaid	2014	Journal of Language Teaching & Research	Vol 5 no 4	759-768	A language teacher faces constantly diverse class-room situations; he tries to adopt appropriate theory of learning, approach, technology, and tools and aids to create understanding in context. In doing so, he draws upon his experience and peer-experience to resolve problems and issues through the process of reflection. He takes help of research results, and does research work, sources specialist literature or undergoes need-based training – not once but repeatedly to develop competence to cope with class-room situations and remove social or psychological barriers, more particularly in the case of second or foreign language teaching. In reflective practice, the teacher summons all his faculties, experiences and appropriate theory to practise in the classroom. A language-teacher observes his students' reactions and reflects on the results after responding to such learning behaviour of the students. Following the reflection, the teacher decides to adapt or modify the theory chosen earlier.

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									A classroom is like a laboratory where a teacher relates teaching theory to teaching practice and observes the students' responses. This paper is an attempt to give focus to the importance of reflective teaching in general with special reference to Language Teacher Education Programmes in Yemen and Kingdom of Saudi Arabia as well as check the teachers' awareness of reflective teaching. 50 teachers of English from both the countries were surveyed and interviewed for the purpose.
Mohammed Ahmed Okasha	ELC	ELC	Using Strategic Writing Techniques for Promoting EFL Writing Skills and Attitudes	Mohammed Ahmed Okasha	2014	Journal of Language Teaching and Research	Vol 5 Issue 3		The aim of the present study is to investigate the effectiveness of the strategic writing techniques for promoting EFL writing skills and changing passive attitudes towards writing into positive ones. The design of this study is pre-post, experimental-control group. The sample of this present study include Preparatory year Program students, Jazan University (N = 70). They were assigned into two groups: the experimental group (N= 35) and the control group (N= 35). The experimental group students were taught using strategic writing techniques, while the control group did not receive any training except the followed method. The instruments of the present study include a writing test and a rubric for correcting it prepared by the researchers and judged by the jury members. The writing test was applied on the study sample before and after the implementation. Results of the study revealed that EFL writing skills and attitudes improved among experimental group students as a result of using strategic writing techniques.
Saber Ahmed Hago Eisa	ELC	ELC	Difficulties of building English sentences in writing skill	Saber Ahmed Hago Eisa	2014	Sudan University of Science and Technology post graduate studies magazine	Vol 2		The study aims at investigating the problems of writing correct English sentences as for the Sudanese students of secondary schools. The study applied the descriptive and the analytical methods beside the statistical tools so as to achieve the desired goals. There for the researcher used both questionnaire for teachers (31 teachers ) and test for students ( 25 students ) and he reached the results below : 1. Most of Sudanese students at secondary school are not acquainted with parts of speech. 2. The periods allocated for writing skills are extremely rare. 3. Teachers, encouragement for students concerning writing skills is entirely rare. 4. There is a complete absence in teaching lessons of English

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									structure. 5. Students mistakes in writing skills are not discussed in the presence of students. Thus the study recommended that : there should be a sort of modification in the Sudanese secondary schools syllabus through introducing a lot of periods concerning English structure besides focusing on Literature periods, for it is the main source of Vocabulary.
Zainab Saeed Khurshid	ELC	ELC	The Charismatic Blend of Learning & Teaching Styles in the Cross-cultural Scenario of Jazan University	Zainab Saeed Khurshid	2014	Procedia-Social and Behavioral Sciences Journal			Entering a class room and addressing the needs of the students is a multi-dimensional role played by every single teacher in every society or culture. This role is acquired by a trainer inevitably, and to bring some novelties and modernizations to it, he/she struggles hard. The adequate use of various teaching styles by the trainer can significantly if not entirely catalyze learning outcomes as well as academic achievements of the learners. The present research study is a review study of various learning styles exhibited by students with a distinct focus on Intuition and Sensing- the two basic learning preferences revealed by majority of the students. The present study gives adequate room to the trainers to tailor their teaching styles to the learning styles and fine tune them as per the intellectual status of their students. The practical application of this paper can perhaps create an integrated blend of two entirely diverse learning styles and the teaching strategies making sure the learners' maximum understanding in the class room by molding the trainers and learners' attitude towards the whole teaching-learning process. This will not only address the needs of the students, but will help motivating them and also improving their looked-for response.
Naif Ali Masrahi	ELC	ELC	Reasons for Code Switching by English Learners at Jazan University	Naif Ali Masrahi	2014	1 <sup>st</sup> International Students Research Conference at Indiana State University( ISU ), Indiana, United States of America.			The study investigates the reasons behind code switching by low lever learners of English at Jazan University, Saudi Arabia. The data were collected through creating an online survey. The results showed supported the previous research findings in terms of different learning and social reasons for CS
Hussain Ahmed Liton	ELC	ELC	<b>EXPLORING TEACHERS' ATTITUDE</b>	<b>Hussain Ahmed Liton</b>	2014	<b>1<sup>st</sup> Tri-ELE Conference 2014,</b>	<b>Conference proce</b>	<b>82-83</b>	<b>Information and Communication Technology (ICT)</b> has been a high-flying inter-connectivity to all spheres of human life and things across the globe. Accordingly, ICT has also become an

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			TOWARDS ICT INTEGRATION INTO ESP & EFL CLASSROOM			Bangkok, Assumption University, Mahidol University & Thammasat University, <b>Thailand</b>	eding 1/1		integral component of teaching-learning issues and practices for the advancement of education and research. Therefore, regardless of teachers, researchers, learners and administrators, ICT as a content has to be acquired and as a skill to be mastered. Under the tutelage of such promising prospect, this study attempts to explore teachers' attitude towards ICT-Integration and adoption into ESP and EFL teaching-learning practices in the real classroom situation at <b>Jazan University, Saudi Arabia</b> . To this end, this study examines teachers' attitude towards ICT-Integration into language classroom teaching-learning practices through survey questionnaires and observation. The data were collected through questionnaires from a total of 27 ESP/EFL teachers. The research results revealed that the young teachers are enthusiastic but many don't know how to integrate technologies into classroom teaching-learning while the old teachers (Age group: 46- above) showed their reservation to use technologies in the classroom. It, therefore, suggests that university authority should arrange pedagogical training for EFL/ESP teachers how to integrate ICT into their teaching practices rather than simply training them how to use ICT tools. The study also recommended that classroom should be equipped with the cutting-edge technologies that drive students' success and effective learning both in and out of the classroom, while also enhancing colleges and universities to better manage the business of education.
Hussain Ahmed Liton	ELC	ELC	EXPLORING TEACHERS' ATTITUDE TOWARDS ICT INTEGRATION INTO ESP & EFL CLASSROOM	Hussain Ahmed Liton	May 2014	International Journal of Instructional Technology and Distance Learning, (ISSN 1550- 6908).	Vol. 11, No. 05	3-18	Information and Communication Technology (ICT) has been a high-flying inter-connectivity to all spheres of human life and things across the globe. Accordingly, ICT has also become an integral component of teaching-learning issues and practices for the advancement of education and research. Therefore, regardless of teachers, researchers, learners and administrators, ICT as content has to be acquired, and is a skill to be mastered. Under the tutelage of such promising prospect, this study attempts to explore teachers' attitude towards ICT-Integration and adoption into ESP and EFL teaching-learning practices in real classroom situations at the tertiary level. To this end, this study examines teachers' attitude towards ICT-Integration into language classroom teaching-learning practices through survey questionnaires and observation. The data was collected through questionnaires from a total of 27 ESP/EFL teachers. The research results revealed that young teachers are enthusiastic but many don't know how to integrate technologies

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Hussain Ahmed Liton	English Language Centre (ELC)	ELC	English for Specific Purposes learners' needs-related learning for the workplace: A Pragmatic study	Hussain Ahmed Liton	2014	International Journal of Instructional Technology and Distance Learning	Vol. 11, No. 05	61-72	Typically, ESP course is designed to develop students' communication skills not solely for the office, but also for useful in a specific workplace. But, unfortunately ESP for School of Business at some South-East Asian universities, is not being very effective in promoting students' performance in the workplace. Behind this backdrop, this paper explores learners' pragmatic workplace learning practices that impact their profession, and that has immediate applicability to their professional responsibilities. This article, in other words, addresses the gaps between what students learn in ESP class and what they need in real workplace. The data were collected through questionnaires from 30 ESP teachers. <i>The data were analyzed both qualitatively and quantitatively.</i> The research results revealed that the current ESP in use fails to capture the learners' needs and skills in workplace communication. It, therefore, suggests that the ESP textbook has to be augmented with materials related to practical workplace needs as well as extra materials that respond to the teachers' constant ' <i>needs analysis</i> '.