



MJAL 3:2 Summer 2011

ISSN 0974-8741

Advancing English Language Teaching Research in Gulf Cooperation Council States Universities by Ali Al-Issa

Advancing English Language Teaching Research in Gulf Cooperation Council States Universities

Author's Profile

Ali Al-Issa has a Ph.D. in Education (Applied Linguistics). He has extensive experience in different areas of ELT. He is currently an ELT Assistant Professor & the Assistant Dean for Postgraduate Studies & Research at College of Law – Sultan Qaboos University. Dr. Al-Issa has presented & published widely about ELT in Oman.

P.O. Box 3058, Ruwi 112,

Sultanate of Oman

dralialissa@yahoo.com

Fax No. (+968) 24568008



MJAL 3:2 Summer 2011

ISSN 0974-8741

Advancing English Language Teaching Research in Gulf Cooperation Council States Universities by Ali Al-Issa

Abstract

English language and English language teaching (ELT) have been receiving considerable attention from the respective world governments due to their increasing importance for globalization. As a result, ELT research has taken huge strides over the past few decades, which has had its positive implications for improving teaching this very important international language in many parts of the world.

However, this has not been the case with the Gulf Cooperation Council (GCC) States (Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and United Arab Emirates), which have given teaching the language a distinct edge over research and ended up sharing significant common problems pertinent to ELT, which have serious negative implications for these countries' national development, but which also constitute a platform for collaborative research.

The establishment of a Research Professor (RP) position in each of the seven GCC States public universities is thus discussed as a possible solution to overcome this problem. The discussion outlines certain challenging and demanding responsibilities for the RP to help advance ELT research amongst the respective public GCC States universities cooperatively and collaboratively.

Key words: Gulf Cooperation Council States, English Language Teaching, Research Professor, research, university



MJAL 3:2 Summer 2011

ISSN 0974-8741

Advancing English Language Teaching Research in Gulf Cooperation Council States Universities by Ali Al-Issa

Introduction

The Gulf Cooperation Council (GCC), which is composed of Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and United Arab Emirates (U.A.E.), was established on 25th May 1981.

However, while cooperation in politics, security and military has been visible, it has not been so in other areas; especially in education and higher education. Provision of quality education and higher education in the GCC States has been competitive over the past two decades or so. Each of the six governments has made considerable efforts to provide what it has perceived to be best for its people at the school and higher education levels, while overlooked or scantily considered establishing any collaboration with its five neighbours. This is despite the fact that that there are considerable common grounds amongst the six countries in education and higher education.

Thus, one very important aspect of education and higher education, which the GCC States share significant common basis amongst, but which they have clearly failed to discuss cooperatively and collaboratively has been English Language Teaching (ELT).

English as a World Language

In the era of globalization, or else known as internationalization, Americanization, or McDonaldsization, in which imperialist U.S.A. – the only superpower at present – has imposed its economic model on the entire world for its sole benefit and other rich countries' – G8 Nations (Zughoul, 2003). English has hence become essential for globalization (Elyas, 2008) and a necessary development (Zughoul, 2003) and communication survival tool (Baleghizadeh & Motahed, 2010) in a shrinking world characterized as a global village. English, as asserted by Graddol (1997), is the most taught foreign language all over the world, and it is the most preferred *lingua franca* in international circles.

Accordingly, governments worldwide have accepted willingly and unwillingly the unstoppable rapid worldwide spread of English language and its uses and values as a fundamental and powerful tool for achieving highly important purposes like acquiring science and technology, establishing contact with the culture(s) of the target language, finding white-collar jobs, pursuing higher education, communicating internationally



MJAL 3:2 Summer 2011

ISSN 0974-8741

Advancing English Language Teaching Research in Gulf Cooperation Council States Universities by Ali Al-Issa

(Zughoul, 2003; Al-Issa, 2002, 2007; Al Jarf, 2008; Elyas, 2008), conducting international business (Al-Issa, 2002), and gaining better self-confidence and self-esteem (Al Jarf, 2008). While Zughoul discusses these purposes from an international perspective, Al-Issa on the one hand and Al Jarf and Elyas on the other discuss them within the Omani and Saudi contexts respectively. Such purposes are also found in the other four GCC States.

ELT as a World Activity

ELT has been receiving increasing attention from different countries round the globe. New and different methods and approaches, materials, books and textbooks, refereed journals, conferences and workshops are being introduced to the world at an incredible pace. Within this context, ELT has become a valuable commodity, one of the fastest growing industries and businesses in the world at present, and a profit-making multinational industry in the hands of the West (Phillipson, 1992; Dua, 1994; Al-Issa, 2002, 2006). This is due to the continuous support ELT has been receiving from U.S.A., U.K. for the past few decades or so and Australia recently (Zughoul, 2003; Al-Issa, 2006).

The powerful, irresistible and increasing spread of ELT has therefore led the different world governments to multiply their efforts in order to improve the theory and practice of ELT within their local contexts, as this has positive implications for preparing adequate users of the target language, who can use English for multiple relevant purposes inland and abroad. They have done this through encouraging and disseminating research, as a significant tool that helps diagnose problems and making changes.

ELT in GCC States

Like most parts of the world, the GCC States have also decided to invest heavily in ELT (Zughoul, 2003; Karmani, 2005; Al-Issa, 2006; Moody, 2009; Ahmed, 2010) in the general and higher education fields to produce communicatively competent users of English to help meet the demands and challenges of the local and global job market in an ever and rapidly evolving world. This has appeared evident in the huge budgets these countries have allocated for planning and implementing ELT. This has taken the shape of recruiting and hiring foreign ELT expertise to formulate English language and ELT education policies pertinent to their



MJAL 3:2 Summer 2011

ISSN 0974-8741

Advancing English Language Teaching Research in Gulf Cooperation Council States Universities by Ali Al-Issa

respective contexts, writing and designing new textbook and materials, introducing state-of-the-art educational technology into ELT, allocating more ELT time on the national curriculum, re-designing the existing initial and in-service teacher training and education programs, and establishing public and private colleges and universities, which offer a General Foundation Program (GFP) in which English language is a core subject, and teaching science-based subjects through English.

However, Moody (2009) argues that a major disappointment has been felt when examining ELT in the respective GCC States due to poor implementation of communicative language teaching policies as reflected in textbook production and the implemented means of assessment. In fact, almost 1900 students out of approximately 2700 students accepted at Sultan Qaboos University (SQU) in 2010-11, for example, were required to join the GFP English Language component due to failing to pass the Exit test administered by the Language Centre at SQU. The Exit test is equivalent to 5.0 on IELTS.

Syed (2003) attributes students' poor output in English in the Gulf region to their lack of motivation, heavy reliance on memorization and rote learning, use of outdated curricula and methodologies, emphasis on high-stake testing and inadequately trained teachers. In fact, these unsatisfactory practices are still largely in vogue in a country like Oman (Al-Issa, 2009, 2010a, 2011), U.A.E. (Qashoa, 2006), and many parts of the rest of the GCC States and the Arab World (Al-Issa, 2011) and have their direct and powerful negative implications for producing linguistically retarded students, who have contributed to the already existing weak economic growth and unemployment crisis in the region, as adequacy in English language is a prerequisite for finding a white-collar job in both sectors – public and private (Al-Issa, 2009). Zughoul (2003) argues that the current status of English as the language of globalization necessitates change in approach, methodology, curriculum and perceptions at large.

One can thus argue that ELT in the GCC States is influenced by the practices implemented in the education system in the region in general, which have their direct and indirect implications for ELT theory and practice. This is the case at least in Oman, as reported by Al-Issa (2010b).



MJAL 3:2 Summer 2011

ISSN 0974-8741

Advancing English Language Teaching Research in Gulf Cooperation Council States Universities by Ali Al-Issa

The World Bank released a report in 2008 in which it criticized education in the Arab World, which the GCC States are a fundamental part of, for implementing the knowledge delivery, repetition and memorization approach, encouraging the acquisition of declarative knowledge at the expense of procedural knowledge, giving the textbook supremacy over other relevant and significant sources of knowledge, adopting a teacher-centre approach at the expense of students-centeredness, paying scant attention to students' individual differences, and failing to give interactive teaching and development of higher order thinking skills sufficient place on the national curriculum. This, according to the World Bank report, has led to a disparity between education and the job market and affected the six countries' development objectives.

ELT, like many other disciplines, is thus a complex and expanding field, as it largely draws on theories and principles from other relevant disciplines like Applied Linguistics, Linguistics, Sociology, Psychology and Education. ELT has evolved over the past five decades or so and witnessed a number of significant changes and transformations, which have had their implications for the understanding of the different agents involved in the field. Different theories, methods, approaches, strategies and techniques have emerged and were scrutinized for their suitability and found applicable and suitable in certain contexts, but not necessarily so in others. In other words, practitioners from all over the world have been stimulated by the significant role of academic research as a fundamental and reliable tool, which helps to examine what is proposed and offered by the West (U.K. and U.S.A.) and reach conclusions regarding what to accept and what to reject.

ELT Research in GCC States

Akkari (2004) is critical of the status of research in the MENA countries in general. He describes research in this developing part of the world as "inadequate" and "limited", and believes it lacks integration within the "international research networks", which he claims hampers national development. The UNESCO (2005) report describes the Middle East as the least research-and-development-intensive region in the world. Akkari acknowledges that the MENA countries lack strong research programs and partnerships with international organizations, as the latter can help the former materialize.



Hajjaj (1989) points out that there are several evident shortcomings in the ELT system of the respective GCC States and stresses the need for research in the various aspects of ELT and perceives it as a sustainable necessity.

Published and written research about ELT in the GCC States thus shows that there are common features and themes, which constitute a platform for significant and long-lasting research collaboration. The GCC States have incepted ELT into their education system almost simultaneously – four to five decades ago. ELT at the GCC States has been through largely similar changes in theory and practice at the same time – 1970s-to-date. A good example here is the introduction of computers and sophisticated educational technology in ELT.

However, ELT education systems in the GCC States have suffered from various weaknesses and problems pertinent, but not limited to the following areas:

- Male student teachers' reluctance to embrace ELT as a career;
- Drift between school outcomes and the labour market;
- Time allocated to ELT on the national curriculum;
- Teaching Maths and Science through English;
- Material and textbook selection and design;
- Computer-assisted language learning;
- Teachers professional development;
- Assessment policy and practice;
- Teacher training and education;
- Classroom management issues;
- Content-based instruction;
- Extra curricula activities;
- Teaching the four skills;
- Independent learning;
- Teaching vocabulary;
- Task-based teaching;



MJAL 3:2 Summer 2011

ISSN 0974-8741

Advancing English Language Teaching Research in Gulf Cooperation Council States Universities by Ali Al-Issa

- Teachers' workload;
- Student motivation;
- Teaching grammar;
- Nationalizing ELT;
- Teaching spelling;
- Critical thinking;
- Culture in ELT;
- Private lessons;
- Error analysis;
- Lesson plan;
- Homework;
- Class size.

It is noteworthy that the vast majority of these topics are broad and encompass within them a number of different sub-topics, which make significant topics for research. A good example is "teacher training and education", which involves investigating aspects such as the student teachers' beliefs, images and thinking about their program, the student teachers' socialization processes, the language improvement component, microteaching, the school-based practicum, the college-based teaching practice, the trainers, etc.

Besides, different research methods and approaches and theoretical frameworks can be implemented with different sets of participants in different settings to see whether similar or identical results to any previously conducted research can be reached, or otherwise.

ELT Research in GCC States Universities

Print & Hattie (1997), Greenwood (1998) and Roth (2002) stress the significance and centrality of publications as a fundamental tool for the development of any academic community. This progress entails all those involved in the practice of research at the different academic levels. Sullivan (1996) acknowledges that "scholarly publishing, in all its manifestations, remains both the bedrock and the currency of academic life" (p. 40).



MJAL 3:2 Summer 2011

ISSN 0974-8741

Advancing English Language Teaching Research in Gulf Cooperation Council States Universities by Ali Al-Issa

Some GCC States had their independence four to five decades back. Public universities (Bahrain University, Kuwait University, Qatar University, Sultan Qaboos University in Oman, U.A.E. University, and King Abdul-Aziz University and King Saud University in Saudi Arabia) in these six states are considered young when compared to their Developed or even other Arab and Third World counterparts. They have been initially established to play a central part in the national human resources development and nationalization process, which seeks to gradually and systematically replace the existing substantial Arab and non-Arab skilled and qualified labour force with a qualified and trained national one. This is bound to materialize through the provision of high quality undergraduate and postgraduate educational programs, which appears evident in these universities' mission and objectives.

A further objective of these universities is to become internationally recognized and distinguished research universities and leading innovation centres through dissemination and advancement of knowledge and achievement of excellence and innovation in research. This is bound to materialize through preparing national researchers able to conduct valuable theoretical and applied research pertinent to the country's national development plan to serve the community and contribute to generating solutions to problems.

In their pursuit of advancing research, some of these universities have established a deanship of research like SQU, Bahrain University, King Saud University and King Abdul Aziz University. Universities like Kuwait and Qatar have a Vice-President for Research, while U.A.E. University has a Vice-Provost for Research. Assistant Deans for Research in every college have been further appointed. Some of these universities established centres and offices for research for various studies pertinent to the majors found at their respective universities, like the Humanities Research Centre at SQU, the Office of Academic Research at Qatar University, and the College of Education Research Centre and the Teachers College Research Centre at King Saud University, for example. In addition, considerable budgets have been allocated for organizing and attending conferences. A good example here is SQU, which has been organizing an annual international ELT conference since 2000. SQU also financially and administratively supports the Omani academic staff to attend two different international conferences every year. Sabbatical leaves have been also created for the faculty in these universities. Moreover, gratuities have been allocated for writing and publishing



MJAL 3:2 Summer 2011

ISSN 0974-8741

Advancing English Language Teaching Research in Gulf Cooperation Council States Universities by Ali Al-Issa

books through publication councils, as it is the case with SQU, which pays over U.S. \$2,500 per book. Furthermore, refereed journals have been established for humanities in general in almost all seven public GCC States universities. Besides, research grants have been allotted to encourage funding of individual and collaborative research projects. In addition, some universities, like SQU, for example, have gone as far as presenting awards for the “Best Researcher” every year, provided the faculty applicant meets a certain set of criteria, on the top of which comes publishing refereed books, book chapters, papers, editing books, presenting in refereed conferences, and supervising postgraduate thesis. It is thus important to stress that these facilities are available for the ELT faculty and research students to use at these universities. However, the output has been disappointing and very low this far.

While the seven public universities in the six GCC States are financially and physically highly capable, they have been otherwise regarding qualified national human resources. Put differently, such universities are still striving to fully nationalize the ELT sector and many other academic, scientific and technical sectors through training and qualifying the existing and newly recruited faculty. Statistics show that the overall number of the national ELT faculty in all seven universities hardly forms 33% of the total teaching force in all seven GCC States universities in the Departments of Curriculum and Instruction, English Language Centres/Institutes, and Teachers’ Colleges found across the seven universities. While the number of national ELT Assistant Professors is relatively small in all seven universities and does not exceed 35, the number of Associate Professors is limited to two and they are both found in King Saud University. It should not be surprising to know, therefore, that there are only three national ELT Professors throughout the seven universities, one found in King Saud University and two in Kuwait University. On the other hand, the number of those who do not hold a Ph.D. exceeds 35 in total in all seven universities. The research profiles of the Assistant Professors and those who do not hold a doctoral degree in all seven universities is thus very thin.

In fact, a close scrutiny to the publications profile of the expatriate faculty at the seven universities, who come mainly from Egypt and a host of other Arab countries, does not indicate any better scholarly contribution to their current job affiliations than their national counterparts at the seven GCC states universities. This is despite the fact that some of these



MJAL 3:2 Summer 2011

ISSN 0974-8741

Advancing English Language Teaching Research in Gulf Cooperation Council States Universities by Ali Al-Issa

faculties are Associate Professors or Professors and are supposed to be hired on the basis of a host of criteria, on the top of which comes their scholarly achievements.

Tenure is thus not connected to publishing for the national faculty in general. In other words, the national ELT faculty at these universities, who are mostly graduates of their respective universities and have been qualified and trained by their universities and who are outnumbered by their expatriate counterparts, are not under any pressure or threat what so ever to lose their job if they do not publish due to their small number, although publishing is a prerequisite for receiving an academic promotion in all seven universities. Research has shown that tenure has effect on publication (Turner & Mairesse, 2005; Beckmann & Schneider, 2009). In fact, in addition to teaching, the national ELT faculty at the seven public universities are sometimes required to do some administrative, technical, and university and community service responsibilities, which is usual in academic work, but which is time consuming and mentally demanding and can hamper publishing (Boyer, 1990; Hancock, Lane, Ray & Glennon, 1992; Al-Issa & Al-Bulushi, 2011).

These universities have been further making every effort to implement a five-year strategic plan and an internal and external quality assurance system in order to obtain international accreditation for many of their academic programs and improve their world rank, whereby research is a fundamental criterion for. Admittedly, strength in research has been the backbone of scientific and academic advancement worldwide and has given the prominent universities in the world a distinct edge over their counterparts.

It is thus not surprising to find that none of the seven GCC States public universities appears in the top 200 universities of the Times Higher Education World University Rankings, where research (reputational survey research, research income, papers per academic and research staff, and public research income) occupies 30% and citations (research influence) occupies 32.5% of the total mark. Admittedly, these universities appear to have a mountain to climb, given their status quo in research and other crucial academic and technical areas, like teaching, industry income and international mix, which constitute the overall criteria for the world ranking.



MJAL 3:2 Summer 2011

ISSN 0974-8741

Advancing English Language Teaching Research in Gulf Cooperation Council States Universities by Ali Al-Issa

Thus, a review of the published ELT literature in the seven GCC States universities generally and the unpublished work about ELT at SQU in Oman specifically, has indicated that there are still many areas and topics that have received scant attention, have not been researched, or have been researched in a form of a Master or a Ph.D. thesis but have not been published.

Research Professors as ELT Research Advancement Agents

In light of the aforementioned discussion, the seven GCC States public universities can establish a Research Professor (RP) position to help improve the unsatisfactory ELT research reality. RP is a position, which many international prominent universities have established a few years ago to boost research in certain academic areas and disciplines. RPs are usually prominent researchers with extensive experience and knowledge about their respective fields. They are usually exempted from teaching and assigned an Assistant or Associate RPs. Within the context of this paper, the responsibilities of the RP can include, but not limited to the following:

1. Take on publishing papers, books, book chapters, edited books and reports about ELT at RP's university of affiliation and the GCC States universities.
2. Help novice researchers (students and faculty) to conduct research and get published in international refereed reputable journals.
3. Work closely with GCC States counterparts to establish and promote a proper research culture.
4. Coordinate with the GCC States counterparts to establish an international ELT refereed journal.
5. Communicate and meet regularly with the GCC States university counterparts to discuss ELT research issues and any arising matters.
6. Coordinate with the Ministry of Education and Ministry of Higher Education regarding their ELT policies and practices and explore potential topics for collaborative research.
7. Coordinate with other ministries to explore potential ELT research topics.
8. Coordinate with the existing public and private colleges, institutes and centres in the GCC States to explore potential ELT research topics.



9. Coordinate with different international (prominent) professors and scholars and universities about ELT research to help boost research at the RP's university of affiliation and the GCC States universities.
10. Coordinate and take part in organizing ELT conferences, workshops, symposia and seminars at the RP's university of affiliation and GCC States universities.
11. Coordinate with international (prominent) scholars and researchers to visit and speak at the respective GCC States universities.
12. Coordinate and facilitate ELT joint/co-publishing between researchers (faculty and postgraduate students) at the RP's university of affiliation and researchers from the other GCC States universities.
13. Attend any meetings pertinent to ELT between the RP's university of affiliation and other institutes and centres.
14. Give workshops on different aspects of ELT to students and professionals on and off-campus.
15. Supervise and co-supervise Master and Doctoral thesis.
16. Take part in the formulation and implementation of any ELT policies.
17. Take part in examining Master and Doctoral thesis.
18. Take part in designing ELT undergraduate and postgraduate programs.
19. Take part in evaluating ELT undergraduate and postgraduate programs at the RP's university of affiliation and the GCC States universities.
20. Take part in recruiting faculty at the RP's university of affiliation.

This list shows that the position of an ELT RPs in the respective GCC States universities is complex, demanding and challenging and the responsibilities extend way beyond solely conducting and publishing research, as proposed in the first two points and as it is the case with different Western universities.

RPs at the seven GCC States universities are required to engineer collaboration and cooperation with the domestically and internationally-situated institutes and organizations and amongst the public (and possibly private) GCC States universities (Points 3-9) to help bridge the gap in the theorization and implementation of ELT and subsequently pave the way



MJAL 3:2 Summer 2011

ISSN 0974-8741

Advancing English Language Teaching Research in Gulf Cooperation Council States Universities by Ali Al-Issa

for conducting and publishing sound theoretical and applied research that can contribute to developing a sound body of knowledge about ELT.

RPs are further required to be involved in any activity internal and external to their universities of affiliation that has a direct or indirect link to ELT research and/or encourages research (Points 10-20). In other words, it is imperative that the RPs strive to develop a large and effective network of connections with ELT stake holders and researchers from the local and regional ELT community to help them construct and consolidate what can be described as “micro” collaboration that can subsequently lead to achieving what can be labelled as “macro” collaboration. This is particularly the case when considering Points 10-13.

In fact, some of the aforementioned responsibilities can achieve more than one aim simultaneously like Points 10 and 18, for instance, which integrate collaboration and cooperation amongst the GCC States universities and involvement in an external activity, which has a direct and indirect link to ELT research.

It is thus important to stress that it is beyond the scope of this paper to discuss the administrative and financial matters pertinent to occupying an RP position, as universities in the respective GCC States vary in their administrative and financial structures and capacities.

Conclusion

This paper critically discussed important and interlocked issues pertinent to the status of English language, ELT and ELT research in the GCC States and universities. The discussion has highlighted the weaknesses found in the ELT education and research systems of those six countries, despite the considerable importance English language and ELT have been receiving from the governments since the establishment of the modern state in the region three to four decades ago. A conclusion was reached regarding the need to advance research in ELT in the GCC States universities to find solutions to the existing problems and meet the existing demands and challenges imposed upon the region locally and globally. This was perceived to materialize through the GCC States universities undertaking research collaboratively.



MJAL 3:2 Summer 2011

ISSN 0974-8741

Advancing English Language Teaching Research in Gulf Cooperation Council States Universities by Ali Al-Issa

Hence, given the complex ELT status quo at the GCC States universities, the establishment of a Research Professor position was proposed and a number of different responsibilities for the RP were outlined, on the top of which comes the role of the RPs in the respective GCC States universities to help advance and bridge the gap between the universities in the six nations with regard to ELT research.

It is thus important to stress that while this proposal deals exclusively with ELT, certain ideas and aspects are applicable to other disciplines too.

Moreover, other (public and private) universities in the different Arab and Developing Countries may find this proposal relevant, and therefore can adopt and adapt some of the proposed ideas to suit their contexts and meet their plans and needs.

In addition, the list of the RP's aforementioned responsibilities should not be considered as exhaustive in any way. Different contexts call for different definitions and descriptions.

References

- Ahmed, K. (2010). English in the Arab Gulf. Asian Journal of University Education 6 (1), 1-12.
- Akkari, A. (2004). Education in the Middle East and North Africa: The current situation and future challenges. International Education Journal 5 (2), 144-153.
- Al-Issa, A. (2002). An ideological and discursive analysis of English language teaching in the Sultanate of Oman. Unpublished doctoral dissertation, University of Queensland, Australia.
- Al-Issa, A. (2006). The cultural & economic politics of ELT in the Sultanate of Oman. Asia EFL Journal On-line, 8 (1). Retrieved March 10, 2011, from http://www.asian-efl-journal.com/September_06_asmai.php.
- Al-Issa, A. (2007). English language teaching at the College of Law – Muscat, Sultanate of Oman: Analyzing needs & understanding problems. Asian Journal of English Language Teaching (AJELT), (17), 65-86.



MJAL 3:2 Summer 2011

ISSN 0974-8741

Advancing English Language Teaching Research in Gulf Cooperation Council States Universities by Ali Al-Issa

Al-Issa, A. (2009, April). Omani ELT school curriculum: Policy & practice. Paper presented in the Oman Annual International ELT Conference, The Language Centre, Sultan Qaboos University, Muscat, Oman.

Al-Issa, A. (2010a, March). ELT transformations in Oman: A critical perspective. Paper presented in TESOL Arabia Conference, Zayed University, Dubai, United Arab Emirates.

Al-Issa, A. (2010b). Factors influencing critical thinking in the ELT context. In R. Al Mahrooqi & V. Tuzlukova (Eds.), The Omani ELT symphony: Maintaining linguistic and socio-cultural equilibrium (pp. 169-202). Sultan Qaboos University, Oman.

Al-Issa, A. (2011, April). English language as a tool for critical thinking. Paper presented in Qatar TESOL Conference, North Atlantic College, Doha, Qatar.

Al-Issa, A. & Al-Bulushi, A. (2011). Mere Indolence or Genuine Hindrance: Paucity of Publishing in ELT at an Omani University. Cypriot Journal of Educational Sciences, 6 (1). Retrieved April 10, 2011, from <http://www.world-education-center.org/index.php/cjes/article/view/206>.

Al Jarf, R. (2008). The impact of English as an international language upon Arabic in Saudi Arabia. Asia EFL Journal on-line, 10 (4). Retrieved March 25, 2011, from http://www.asian-efl-journal.com/December_08_raj.php.

Beckmann, K. & Schneider, A. (2009). The interaction of publications and appointments – New evidence on academic economists in Germany. Working paper series, Helmut Schmidt University Hamburg. Retrieved March 31, 2011, from <http://www.econstor.eu/dspace/bitstream/10419/38716/1/59762125X.pdf>.

Baleghizadeh, S. & Motahed, M. (2010). An analysis of the ideological content of British and American internationally-developed ELT textbooks. The Journal of Teaching Language Skills 2 (2).

Boyer, E. (1990). Scholarship reconsidered: Priorities of the professorate. The Carnegie Foundation, Princeton.



MJAL 3:2 Summer 2011

ISSN 0974-8741

Advancing English Language Teaching Research in Gulf Cooperation Council States
Universities by Ali Al-Issa

Dua, H. (1994). Hegemony of English. Maysor: Yashoda Publications.

Elyas, T. (2008). The attitudes and the impact of the American English as a global language within the Saudi education system. Novitas Royal 2 (1), 28-48.

Graddol, David. (1997). The future of English? The British Council.

Greenwood, C. (1998). Publish or perish: The ethics of publishing in peer-reviewed journals. Media Information Australia, 68, 29-35.

Hajjaj, A. (1989). ELT in an Arab context: Realities and prospects. Ouakrime, M. & Zaki, A. (Eds.). English Language Teaching: The Maghrebi Experience: Proceedings of the Xth National MATE Conference (pp. 65-71). Agadir, Morocco.

Hancock, T., Lane, J., Ray, R., & Glennon, D. (1992). Factors influencing academic research productivity: A survey of management scientists. Interfaces, 22 (5), 26-38.

Karmani, S. (2005). English, 'Terror', and Islam. Applied Linguistics 26 (2), 262-276.

Moody, J. (2009). A Neglected Aspect of ELT in the Arabian Gulf: Who Is Communication between? Zhang, L. J., R. Rubdy, & Alsagoff, L. (Eds.). Englishes and Literatures-in-English in a Globalised World: Proceedings of the 13th International Conference on English in Southeast Asia (pp. 99-119). Singapore: National Institute of Education, Nanyang Technological University.

Phillipson, R. (1992) Linguistic imperialism. Oxford: Oxford University Press.

Print, M., & Hattie, J. (1997). Measuring quality in universities: An approach to weighting research productivity. Higher Education, 33 (4), 453-469.

Qashoa, S. (2006). Motivation among learners of English in secondary schools in the Eastern Coast of the UAE. Unpublished masters dissertation, British University in Dubai, U.A.E.



MJAL 3:2 Summer 2011

ISSN 0974-8741

Advancing English Language Teaching Research in Gulf Cooperation Council States Universities by Ali Al-Issa

Roth, W. M. (2002). Editorial power/authorial suffering. Research in Science Education, 32(2), 215-240.

Sullivan, S. (1996). Scholarly Publishing: Trash or Treasure. Australian Academic & Research Libraries, 27 (1), 40-46.

Syed, Z. (2003). TESOL in the Gulf: The sociocultural context of English language teaching in the Gulf. TESOL Quarterly, 37 (2), 337-341.

Turner, L. & Mairesse, J. (2005). Individual productivity differences in public research: How important are non-individual determinants? An econometric study of French physicists publications and citations. Retrieved March 31, 2011 from <http://piketty.pse.ens.fr/fichiers/semina/lunch/Turner2005.pdf>.

UNESCO (2005). English for all – The quality imperative.

World Bank (2008). The road not travelled: Education reform in the Middle East and Africa. Washington DC. Retrieved March 15, 2009 from <http://www.worldbank.org/html/extpb/educat.htm>.

Zughoul, M. (2003). Globalization and EFL/ESL pedagogy in the Arab World. Retrieved March 3, 2011 from http://www.jllonline.co.uk/journal/jllearn/vol1no2_home.html.