



**Feedback Practices of L2 Writing in the 21st Century Arab World:
Inside the Black Box**

Editors

Abdelhamid Ahmed, Salah Troudi & Susan Riley

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Introduction

Writing in English as a Foreign/Second Language (EFL/ESL) is a challenge to most Arab students. L2 writing entails a wide range of skills that Arab students, at different educational stages, need to master throughout their course of study. These include cohesion, coherence, style of writing, clarity of writing, grammatical and lexical structures, punctuation, spelling, handwriting, and revision of writing. The teacher's role, in guiding the development of these skills through providing meaningful and usable feedback, is vital. This book focuses on the feedback practices of L2 writing in the 21st century Arab world.

Objective of the Book

This book aims to explore the feedback practices of L2 writing theoretically and practically mainly in different Arab world university contexts. It will shed light on how feedback is given on students' L2 writing at different Arab countries. The book will attempt to link theory of error correction and treatment to the practices of giving feedback on L2 writing. It will also pinpoint the different challenges that impact giving feedback on L2 writing in the Arab world which could provide some insights into how L2 writing can be better developed by teachers of Arab students of different nationalities.

Target Readers

The target readers of this book will be professionals, practitioners, researchers, academics and graduate students interested in feedback practices of L2 writing. The book will help readers gain knowledge about feedback practices of L2 writing, assessed skills, challenges impacting feedback practices, empirical research about feedback in L2 writing in the different contexts of the Arab world.

Book Sections

- I- Theories informing feedback and error treatment
- II- Research on feedback practices: quantitative, qualitative or mixed methods

Book Scope

The book chapters could take the form of theoretical or empirical research. The book consists of ten chapters addressing feedback practices in the different Arab contexts. Areas of exploration include, but not limited to, the following:

1. Impact of feedback on students' error correction
2. Types of feedback on L2 writing
3. Corrective Written Feedback (CWF)
4. Technology and feedback practices
5. Audio feedback on L2 writing
6. Textual versus multi-modal feedback
7. Electronic versus traditional feedback
8. Teacher versus automated feedback
9. Direct versus indirect feedback
10. Focused versus unfocused feedback
11. Factors impacting the feedback practices
12. Teachers' beliefs and practices of feedback
13. Students' perceptions of feedback
14. Challenges impacting the feedback practices
15. Socio-cultural issues in feedback practices

Publisher

- The book proposal will be submitted to Palgrave Macmillan, UK.
- This book is anticipated to be released in December 2017 – March 2018.

Call for Chapters

- Abstract Length: 150-200 words
- Chapter Length: 8000 words
- Author's Biography: 100 - 150 words.
- Referencing Style: APA 6th edition

Arab Countries Required for Participation:

Algeria	Jordan	Morocco	Saudi Arabia	UAE
Bahrain	Kuwait	Oman	Sudan	Yemen
Egypt	Lebanon	Palestine	Syria	Mauritania
Iraq	Libya	Qatar	Tunisia	

Book Editors

Dr. Abdelhamid Ahmed is the Curriculum & Instruction Coordinator, Core Curriculum Program, Qatar University. He is experienced in teaching and researching L2 Writing as shown in his M.Ed. & PhD theses as well as other research publications. He is the coeditor of *Teaching EFL Writing in the 21st Century Arab World: Realities & Challenges*. He obtained his PhD in Education (Applied Linguistics/ TESOL), Graduate School of Education, University of Exeter, UK. His areas of expertise include EFL writing difficulties, socio-cultural issues of L2 writing, assessing writing, electronic written feedback, reflective journals, teacher training and teaching practice.

Dr. Salah Troudi is an Associate Professor of Education at Graduate School of Education, University of Exeter. He is the Programme Director for the TESOL/Dubai EdD programme, the Supervisory Coordinator of the PhD in TESOL and also the International Development Coordinator for the Graduate School of Education, University of Exeter. Within his roles, his work involves supervising students and coordinating research, joint programmes and international projects.

Dr. Susan Riley is a Lecturer in TESOL at Graduate School of Education, College of Social Sciences and International Studies, University of Exeter. Dr. Riley is the Acting Director of the MEd TESOL Full-time programme 2015-16. She is also the Director of the Summer Intensive MEd TESOL programme, and the module leader for Language Testing and Assessment, Language Awareness, Developing TESOL Materials and Issues in English Language Teaching. Dr. Riley's main interests are classroom teaching and specifically academic writing, focusing on peer reading and revision, as well as assessment of writing and speaking, and professional development of teachers.

Important Dates

Book Activity	Responsibility	Submission Deadline
Submission of chapter abstract and author's bio to editors.	Chapter Contributor	1 st - 25 th June 2016
Review of abstracts and giving feedback.	Editors	10 th – 30 th June 2016
Receipt of revised abstracts	Editors	30 th June 2016
Submission of abstracts to publisher.	Editors	1 st July 2016
Chapter submission to editors.	Chapter Contributor	1 st October 2016
Editors' feedback on submitted chapters.	Editors	30 th January 2017
Submission of revised chapters to reviewers.	Editors	28 th February 2017
Addressing reviewers' feedback.	Chapter Contributor	20 th April 2017
Submission of complete edited book to publisher.	Editors	15 th June 2017

Corresponding Editor

Dr. Abdelhamid Ahmed

E-mail: aha202@qu.edu.qa

aha202@yahoo.com