Dr. Ahmed Almakrob
Assistant Professor of English Applied Linguistics

Email: ahmedalmakrob@yahoo.com
Mobile: +966545242445
Current Residence: Saudi Arabia

Personal Information
Birth Place: Sanaa', Yemen
Birth Date: January 1st, 1980
Sex: Male
Nationality: Yemeni
Marital Status: Married with children

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- ## CURRENT OBJECTIVES

  - Teaching undergraduate and graduate Linguistics courses.

  - Teaching English as a foreign language for academic and specific purposes.

  - Pursuing research in: L2 acquisition of English modality & discourse analysis.

- ## TEACHING EXPERIENCES IN SAUDI ARABIA

2019 - Present	**Assistant Professor of Applied Linguistics.** Prince Sattam Bin Abdulaziz University. College of Sciences and Humanities *MA courses I teach:* Psycholinguistics, Research Seminar *Undergraduate courses I teach:* Language Acquisition, Research Methods, Teaching Methods, CALL , Advanced Reading, Grammar, and Writing. I also supervise <u>Graduation Research Projects</u> in linguistics.
2013 – July, 2019	**Language Instructor.** King Saud University. College of Arts. *Courses Taught: (https://faculty.ksu.edu.sa/ar/ahalmakrob/courses* Language Acquisition, Language Evaluation, Essay Writing, Applied Linguistics, Practicum, Linguistics 1, Linguistics 2, Linguistics 3, Foundations of Rhetoric and Writing, Phonetics and phonology, Reading, and Writing. I also worked at the Center for Excellence in Learning and Teaching.
2008 – Dec.2013	**Researcher.** King Saud University, College of Arts. An MA student. *I was also involved in administrative duties, such as Exams Committees, Practicum Committee and Graduate Study Committee.*
2009 – 2012	**English Teacher** (part time). King Saud University, Dept. of English. Courses taught: Translation (from English into Arabic), Vocabulary Building, Listening and Speaking 2, Listening and Speaking 1, Grammar, Reading Comprehension 1, Reading and Writing.
Jan. 2011- Feb. 2013	**Language Instructor** (part-time). Prince Salman University, PYP. Teaching language skills courses (Reading Comprehension, Listening Comprehension and Writing)
2012 – Dec.2013	**Language Instructor** (part-time). Imam University, College of Languages and Translation. *Courses taught:* Language skills courses (Listening, Speaking, Reading and Writing), and Grammar.

- ## EDUCATION

2014 – 2018   **Doctor of Philosophy in Applied Linguistics**. Al-Imam Mohammed Bin Saud Islamic University, Riyadh, Saudi Arabia

            Grade: Excellent with First Class Honors   **GPA**: 4.96 / 5.00

            Thesis title: Acquisition of Tense-Aspect System by Arabic and English L2 Learners: A Comparative Study

            Related coursework:

            Psycholinguistics, Technology in Linguistic Research, Bilingualism, Semantics, Pragmatics, Statistics in Linguistic Research, Language Acquisition and Learning, Language Testing and Evaluation, Methods of Language Teaching, Designing and Evaluating Language Programs, Advanced Topics in Applied Linguistics, and Computer Applications in Applied Linguistics.

2009 – 2013   **Master of Arts in Applied Linguistics**. King Saud University.

            Grade: Excellent with Class Honors.   **GPA**: 4.70 / 5.00

            Thesis title: The Role of the Lexical Aspect in the Acquisition of English Temporal Morphology by Saudi Undergraduate Learners.

            Related coursework:

            Introduction to Linguistics, Structure of English I, Bibliography and Research Methods, Semantics, Structure of English II, Introduction to Generative Grammar, Modern Theories of Linguistics, Educational Linguistics, Contrastive and Error Analysis, Language Assessment, Technology and Language Teaching, Research in Educational Linguistics, Practicum, Trends in Educational Linguistics, Language Teaching Materials, and Seminar.

2003 – 2007   **Bachelor of Arts in TEFL.** King Saud University.

            Grade: Excellent with First Class Honors.   **GPA**: 4.87 / 5.00

2002 – 2003   **The American Institute in Sana'a (Yale)**, studying English for one year.

- ## SCOPUS-INDEXED & WoS PUBLICATINS

- **Almakrob, A.** Y. (in Process). How do Arab writers interact with their writers? An analysis of the use of meta-discourse markers
- **Almakrob, A**.Y. (2022). Saudi EFL Learners' use of Alternative Forms to the English Past Tense: An Aspectual Analysis. *World Journal of English Language, 12, 157-165*
- **Almakrob**, A.Y. (2020). Native versus nonnative English writers' use of hedging in linguistics dissertations. *The Asian EFL journal,* 27 (4.2), 360-381.
- **Almakrob**, A. Y. and Al-Ahdal, A.A.M.H. (2020). An Investigation of the near-synonyms in the Quran: A collocational analysis. *The Asian ESP Journal,* 16(5.1), 327-341
- **Almakrob**, A.Y. & Alotiabi, N.S. (2020). Lexical aspect and the L2 acquisition of English past tense morphology by Saudi EFL learners. *TESOL International Journal,* 15 (3), 58-82
- **Almakrob**, A. Y. & Al-Ahdal, A.A.M.H. (2020). Culture-Specific Aspects of Turn-taking: An Analysis of Conversations in a Saudi Context. *The Asian ESP journal, 16 (2.1),* 50-69
- **Almakrob**, A. Y. & Al-Ahdal, A.A.M.H. (2020). Exploring Research Engagement of Saudi University EFL Teachers: Capabilities and Challenges. *International Journal of Innovation, Creativity and Change, 14 (3),* 985-100.

- **RESEARCH INTERSETS**

L2 acquisition of English modality & L2 discourse analysis

- **COMMITTEE MEMBERSHIPS**

  - Community Service Committee, Head, 2020-Now
  - Blackboard Exams Content Review Committee, member, 2020 - Now
  - Research Projects, coordinator, 2019 – Now
  - Study Plan committee, member, 2019 – 2021
  - Alumni and Recruitment Committee, member, 2019 –Now
  - College of Arts General Exams Committee, King Saud University, College of Arts, 2010-2013
  - English Department Final Examinations Committee, 2010-2013
  - English Practicum Committee, 2010-2013

- **SCHOLARSHIPS AND AWARDS**
  - Imam University Research Excellence Award for My Ph.D. Thesis (2019).
  - Imam University, a PhD scholarship in Applied Linguistics (2014-2018)
  - King Saud University, a research assistantship for MA in Applied Linguistics (2009- 2013).
  - Ministry of Higher Education in Yemen, a financial scholarship for the M.A degree (2009- 2013).
  - Ministry of Education in Yemen, a B.A scholarship to King Saud University, Riyadh Teachers' College (2003-2007).
  - Ministry of Planning and Development in Yemen, a one-year- financial scholarship to the American Institute in Sana'a (Yale) (2002-2003).
  - Spelling Contest Award, Riyadh Teachers' college (2004).
  - Fluency and Presentation Awards, the English week in Al-Madina Teachers' College (2004).
  - The Dean's list Award, Riyadh Teachers' College (of all students in the College, I got the highest GPA).

- **LANGUAES**

  - Arabic (native)
  - English (professional)

- **SKILLS**

  - Using Blackboard in teaching and assessment.
  - Using Classroom Response Systems (Clickers) in teaching and assessment.
  - Sufficient knowledge about Microsoft office.

- **REFERENCES:**   Prof. Mahmoud Saleh   KSU   Email: profmisaleh@gmail.com
  Allan Depp   Riyadh Schools   Email: adepp@pts-sa.net
  Prof. Hassan Al-hazimi   Imam University   Email: hgalhazemi@gmail.com

TEACHING PHILOSOPHY

In a rapidly changing world, traditional teaching of language, i.e., teacher-based approach, is no longer effective. Thus, preparing students with the 21st century skills requires using innovative and effective teaching methods as employers nowadays look for graduates who have soft skills, such as communication, problem-solving, critical thinking, and creativity. Developing such skills requires adopting teaching methods that focus on the learners (student-centered learning), not on the teachers. I believe that learning takes place through real-world activities, meaningful interaction, and communication.

My experiences of teaching (I have more than twelve years of university-level teaching experience in Saudi Arabia) and research have constituted my philosophy of teaching which is based on the idea that learners are the center of the learning process, and learning takes place inside and outside the classroom.

I believe that the goal of second/foreign language teaching is to develop the students' ability to communicate in the target language. To this end, I adopt the learner-centered approach to second language teaching, taking into my consideration that students have different needs and learning styles. Student-centered classrooms help them be actively engaged in using the target language. Learners' communicative competence can be promoted through using authentic activities where students negotiate the meaning rather than the form by themselves. Thus, my role is just a facilitator; I am not the only source of information because students can get information easily whenever they want.

Accordingly, I believe that there is not a single best way for teaching because students have different needs and different learning styles. Hence, a teacher should be eclectic, using what is known as differentiated instruction. Such teaching methods help students discover concepts and communicate ideas. For students to ultimately acquire a second/foreign language, they should be exposed to it naturally as they learn it in a context where it is not widely spoken.

During my Ph.D. study (I received the University Research Excellence Award for my Dissertation, 2019), I was also fortunate enough to have served as a Language Instructor (full-time). This experience, although it was very tough, other than the academic gains, has taught me how to be self-disciplined and how to efficiently achieve different tasks under pressure. Further, the coursework of the Ph.D., in particular the Computer Applications in Applied Linguistics course, has perfectively fostered my skills for designing and sharing learning materials online with students, and monitoring and assessing their progress, using different Learning Management Systems.

At the level of research, I believe that the primary purpose of research is to provide instructors, students, curriculum designers and administrators with evidence-based data that can be utilized inside the classroom. Thus, my current research interests focus on the L2 acquisition of English/Arabic. For example, I am working on a project (I have already collected data from over 100 learners) that investigates the size of vocabulary L2 learners of Arabic need to speak fluently. This quantitative research employs vocabulary size tests that will gauge the number of words Arabic L2 learners know. In a similar line of research, in my Ph.D. dissertation, which comprised two studies, I comparatively investigated the acquisition of the tense-aspect (TA) morphology in L2 Arabic and L2 English, with a particular reference to the Aspect Hypothesis. I designed three research instruments (a mixed-method approach) to collect data from 98 Arabic L2 learners. A meta-analyzed technique was used to investigate the L2 acquisition of the English tense-aspect system. My research interests also center around discourse analysis (written and spoken). For instance, two of my past articles were based on written corpora.

Sincerely,

Ahmed Almakrob