College of Social Sciences and International Studies
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Web-Based New Literacies and EFL Curriculum Design in Teacher Education: A Design Study for Expanding EFL Student Teachers' Language-Related Literacy Practices in an Egyptian Pre-service Teacher Education Programme

Volume 1 of 2

Submitted by **Mahmoud Mohammad Sayed Abdallah**, to the University of Exeter as a thesis for the degree of Doctor of Philosophy in Education, April, 2011.

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I certify that all material in this thesis which is not my own work has been identified and that no material has previously been submitted and approved for the award of a degree by this or any other University.

Mahmoud Abdallah

Signature: ……

Dedication

I dedicate this work to

-My wife, Gehan, and the three shining stars in my life, my sons: Hazem, Noureddin, and Yousef, the new-born baby who came to life on Friday, 28-1-2011, a historical and memorable day in the Egyptian history…

-Bassuni, my elder brother and first English-language teacher…

-The honourable young men who made the Egyptian revolution of the 25th of January 2011, and the martyrs (al-shohadaa) who sacrificed their blood and souls for the sake of our beloved Egypt …Their chaste blood that was shed in Al-Tahrir Square in the centre of Cairo caused the re-birth of a new Egypt that we have been dreaming of for a quite long time. This is a very small thing dedicated to them: http://www.youtube.com/watch?v=oNQYcsokQVA

-The souls of: my father (who passed away in October 2007, just a few days after my arrival in the UK); and my mother (who passed away in August 1998), both of whom always wished to see me in the best academic position…and

-To all the English language and Internet lovers who share with me this attitude:

"Every morning, and as soon as I get up and open my eyes to realise that I'm still alive, I thank God that I was born to witness the age of the Internet, and then go to my beloved laptop to continue a dialogue that never ceases!" Mahmoud Abdallah 2010 www.mabdallah.bravehost.com and msayed40@yahoo.com

ABSTRACT

With the dominance of the Web in education and English language learning, new literacies have emerged. This thesis is motivated by the assumption that these literacies need to be integrated into the Egyptian pre-service EFL teacher education programmes so that EFL student teachers can cope with the new reality of language teaching/learning. Therefore, the main objective of the present study is to develop a theoretical understanding of the relationship between Web-based new literacies and the teaching of TESOL in a way that supports the possibility of expanding Egyptian pre-service EFL student teachers' language-related literacy practices by integrating some Web-based new literacies into their education programme, with specific reference to the context of Assiut University College of Education (AUCOE). This requires accomplishing minor objectives represented in: (1) identifying the range of those Web-based new literacies that Egyptian EFL student teachers need in this ICT-dominated age; (2) identifying those Web-based facilities beneficial to them, and why and how they can be beneficial; and (3) generating framework for EFL curriculum design based on both literature and empirical data.

To accomplish this, a design-based research (DBR) methodology drawing on a pragmatic epistemology is developed and employed as the main research paradigm informing this design study. Thus, the research design involves a flexible three-stage research framework: (1) the preliminary phase, which acts as a theoretical and empirical foundation for the whole study, and informs a preliminary design framework; it involves reviewing relevant literature and obtaining empirical data through documentary analysis (100 documents), online questionnaire (n=50), and semi-structured interviews (n=19); (2) the prototyping phase that involves two iterations (36 participants in the first iteration, and 30 in the second) conducted in the Egyptian context to test the proposed design framework. Each iteration acts as a micro-cycle of the whole design study, and thus involves its own objectives, learning design, research methodology and procedures (in line with the main DBR methodology), and results; (3) the assessment/reflective phase which, based on the prototyping phase results, presents a final design framework for expanding EFL student teachers' language-related literacy

practices. This has implications for the EFL curriculum design process within the Egyptian context in general, and AUCOE in particular.

Results indicate that throughout the two iterations, it has become evident that the process of expanding EFL student teachers' language-related literacy practices by integrating some Web-based new literacies into the AUCOE pre-service programme is quite feasible once some design principles are considered. Some significant conclusions and educational implications are provided, along with some main contributions to knowledge in TESOL/TEFL, language-learning theory, research methodology, and educational practice as far as the Egyptian context of pre-service EFL teacher education is concerned.

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ABBREVIATIONS

AUCOE	Assiut University College of Education (Egypt)
CALL	Computer-Assisted Language Learning
CoP	Community of Practice
DBR	Design-Based Research
EFL	English as a Foreign Language
EFL Student Teachers	Those university undergraduate students enrolled in the English section at the Egyptian colleges of education who are also known as 'prospective teachers of English'
ELL	English Language Learning
ELT	English Language Teaching
ICTs	Information and Communication Technologies
L1	First Language
L2	Second Language
TE	Teacher Education
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English to Speakers of Other Languages
WBL	Web-Based Learning
WML	Web-Mediated Learning
WMLL	Web-Mediated Language Learning
ZPD	Zone of Proximal Development (a Vygotskian concept)