SciencePG
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Conference Paper

The Impact of Implementing the Wiki Approach on Uncovering the Hidden Curriculum in the EFL Classes

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Abstract: In a world where conflicts prevail and immoral deeds are committed every day, the actual role of teachers must be regained by uncovering the hidden curriculum. To achieve this purpose, the EFL teachers should be able to engage their students in dialogues by which they accept the differences, practice tolerance and reflect morals in their interactions. Thus, citizenship is regarded as a competence and a lifestyle. The implementation of the civic values implied in the Hidden Curriculum cannot be left to chance; the EFL teachers should play their actual and vital roles by implementing the new suggested Wiki approach to highlight and practice these values in their attempts to uncover the Hidden Curriculum. The EFL classes provide an example to achieve the previous desired goals.

Keywords: Hidden Curriculum, Values, Moral Education, Collaborative Learning, Wiki Writing

1. Introduction

It is believed that the permanent role of schools is to educate students but currently this role has profound implications since the perception of the hidden equivalent curriculum is revealed.

The hidden curriculum is the one implied in the official curriculum; it includes the beliefs, morals, and values practiced in the school (Blumberg & Blumberg, 1994; Chi-Hou, 2004; Halstead & Taylor, 2000).

Sari and Doganay (2009) clarify that there are two approaches for the hidden curriculum: The functionalist perspective and the Neo-Marxist one. The first, which is the functionalists clarify that students acquire the needed skills and values in the school which prepares them to be responsive citizens in their society. The second, which is the Neo-Marxist perspective - as highlighted by Bourdieu and Passeron (2000) and Giroux and Giroux (2006) - clarifies how the social relations in the schools "reproduce" the "social inequalities".

In conclusion, the hidden curriculum -where values are implied- must be revealed in order to practice its values in our schools. This unofficial hidden curriculum should adopt the needed skills and values to create the civilized citizens.

Consequently, in one hand, students grow up as responsive citizens who reflect morals in their interactions and on the other hand, they acquire the skills and knowledge needed for their own real life while achieving the academic desired goals.

The writing class is the vehicle to achieve these desired goals.

2. Review of Literature

There are two dimensions for the theoretical review of this paper; the hidden curriculum and the wiki approach. The following is an illustration of them.

2.1. The Hidden Curriculum

Uncovering the Hidden Curriculum is considered a key aspect of any school curriculum and a one which prepares students for a productive and fulfilling life.

Research clarify the vital role that schools play in socializing students; issues such as "tolerance", "respecting human rights", "democracy" and "environmental conservation" can be practiced in the school (Carlin, 1996; Edwards & Fogelman, 1993; Meisels et. al., 2016).

The "Hidden Curriculum" is also called the "other

curriculum," in contrast to formal curriculum [14].

The interactive and reflective activities in the writing classes stimulate students' interest and learning and show how life and learning converge to reshape people's lives. Many of the practices and photographs in the writing class provide a good chance for students to reflect on the consequences of their choices.

Thus, the need is urgent to think of a way by which to uncover the Hidden Curriculum; a way that suits our crowded classes and helps students to work collaboratively and practice reflection at the same time. A method that copes with our global and network based communication; Wiki writing is the suggested solution as it integrates all these aspects.

This leads to the second part of the present theoretical review about the Wiki approach.

2.2. The Wiki Approach

In today's world students need to interact, cooperate and use the means of technology. Wiki writing enables students to interact, negotiate, and construct meaning with others in an interactive activity relying on the use of the internet.

The Wiki approach as clarified by Schmitt (2008) works with instruction in the cycle of the process writing (brainstorming, outlining, writing drafts, revision for content, revision for accuracy). At first, the writing instructor explains what is meant by Wikis to the students. Then, they are trained to use it in their writing. Each step of the Wiki writing process is practiced to allow students to develop. Thus, students start with a brainstorming the Wiki, where members of each group add ideas to a certain topic. The outline Wiki is then practiced by asking students to write a thesis statement and then the subtopics which are modeled in the topics introduced and brainstormed first in the class. After that, proceeding to the subsequent drafts through students' interactions. Consequently, the social approach is activated adopting the Wiki technology (Schmitt, 2006; Schmitt, 2008) by motivating students to negotiate the ideas and correct the structure through editing one single final draft.

Wiki writing gives a chance to every student to revise a draft not only by writing a comment, as in a blog, but also by having a chance of a continuous collaborative change. As Godwin-Jones (2003) clarifies, "Wikis are intensely collaborative." (P. 15)

Research in this field clarify that the participation of the students in the Wiki writing classes improves their skills of writing as well as motivates such students to write more (Mak & Coniam, 2008; Schmitt, 2006).

2.3. Implications Regarding Wiki Writing

The Wiki is not static as it changes -adopting different forms- while continuing as a process. The topics in Wiki writing are investigated fully by students in a non-threatening way. By introducing this updated approach in the writing class, interaction and group editing become a priority. The procedures of the Wiki writing are practiced under the writing instructor's guidance. Students of this suggested Wiki writing

class have the opportunity to learn from each other and negotiate their own understanding of the topics that imply "tolerance", "respecting human rights", and "environmental conservation". They increasingly take more responsibility for their final submitted draft. Moreover, students practice the pre mentioned values while interacting and cooperating in and outside this writing class. Consequently, students can use the Wiki to cooperate, explain, describe, argue, explore and interact. Finally, we- as writing instructors - can deepen the desired values in our students by adopting this approach of writing that helps them to investigate the different issues fully.

It should be noted that the Wiki parameters should be set by the writing instructor to motivate and evaluate, in a formative way, the students' drafts. S/he should provide her/his students with a Grading Rubric so that they know, from the beginning, how they will be evaluated.

In addition, s/he should also set guidelines for using the Wiki from the beginning so that students know the steps they are going to follow in class and in their writing assignments. This way, the Wiki assignments emphasize the students' research skills.

By adopting this Wiki writing approach, the comment of Ward Cunningham, who invented the Wiki, is revealed "The blogosphere is a community that might produce a work, whereas a Wiki is a work that might produce a community" [p.6].

It is the new community that reflects morals among its individuals that we- the writing instructors who play the role of educators- strive to achieve.

Following Gardner's (1983) multiple intelligence theory, students can interact with each other linguistically and logically, each bringing her/his own point of view and personality to the Wiki so they add a social dimension to it.

Moreover, students- in the suggested Wiki writing class- can infuse videos, photos and external web links to support the content of their writing and enrich it to make it more persuasive. In addition, any student, in the assigned group, can add to the writing draft. Consequently, the shared ownership of the Wiki in stressed.

Since the writing assignments are tackled this way, the writing topics are negotiated with open mindedness so the values can be revealed. Topics that imply "tolerance", "respecting human rights", "environmental conservation" and "democracy" can be investigated fully.

By adopting the Wiki approach in the writing class, the minds of the students can be reshaped as it is not acceptable to tell students- in our era of technology- to do this or stop doing that; they must be convinced and their awareness of these values must be enhanced to implant the needed morals in their hearts and souls.

Ultimately, we- as writing instructors- can deepen the desired morals in our students by adopting this approach of writing that not only helps students to write about values but also to practice them while interacting with others to fulfill the writing tasks.

It is an attempt to have more civilized citizens and consequently, live in a more civilized society.

This is the ultimate and desired goal of education.

3. Methodology

What is lacking is understanding how we - as educators - can examine the effect of wikis on uncovering the hidden curriculum while teaching writing.

The main question of the study is:

What is the effectiveness of implementing Wiki writing, as a tool for uncovering the Hidden Curriculum, on improving students' writing skill?

Two sub questions are derived from the previous main question:

1- Does Wiki writing, as a tool for uncovering the Hidden Curriculum, improve students' writing skill?
2- To what extent does the use of Wiki promote students' thinking of their writing?

3.1. Instruments of the Study

a- A pre/post writing test   (Prepared by the researcher)
b- A Questionnaire   (Prepared by the researcher)
c- Wiki Grading Rubric   (Prepared by the researcher)

3.1.1. Validity of the Instruments

The validity of the instruments is guaranteed by giving them to a group of TEFL specialists. The needed modification was implemented according to their comments.

3.1.2. Testing Stability

To determine the stability of the test, the researcher used the (Test R Test) which was applied on a sample of 16 students prior to the implementation of the experiment of the present study. The same sample had the same test after a week. The extracted correlation coefficient between the pre application and the post one was (0.96). This reveals a significant value of stability.

3.1.3. Equality of the Groups of the Study

To determine the equality of means and standard deviations of students' performance in the pre-test, the researcher applied the Independent Samples T Test. See Table (1) below:

Table 1. Independent sample T test results of students' writing performance in the Pre-Test.

Group	Mean	S. D	T	D. F	Sig.
Control Group	10.00	5.45	1.62-	55	0.11
Experimental Group	12.78	7.42			

The previous table clarifies that there were no significant differences in the pre-test between experimental group and their peers of the control one regarding students' writing performance. This indicates that the two groups of the present study were equivalent.

3.2. Participants

Two parallel groups participated in the present study with a total of 55 students; 28 for the experimental group and 27 for the control one. They were all enrolled in the preparation year of the English Department at Al-Imam Mohamed Ibn Saud University. The average age of the students was 19.9 years.

Students of the experimental group were capable of browsing the internet and using emails. None of them had used a Wiki prior to the study.

It should be noted that the experimental group class was divided into groups of four each.

3.3. Duration of the Study

A period of fourteen weeks of the second semester of the year 2014 is the duration of this study.

3.4. Procedure

To answer the first question:

Does Wiki writing improve students' writing skill?

Both the experimental group and the control one had a pre-test to decide their level in writing before implementing the experiment.

Since there was no significant difference in the writing of both groups, the experiment was conducted on the experimental group only.

The following procedures are applied with the experimental group:

At the beginning of the second week of the second semester of 2014, the experimental group writing instructor, with the help of the researcher as her coordinator, divided the experimental class into seven Wiki writing groups. They held a training session for a week to familiarize students with the Wikispace program. The experimental group students were also encouraged to view tutorial videos available in You Tube to be familiar with the Wikispace program.

During the fourteen weeks which were devoted to the experiment of the study, the writing instructor focused, in the writing assignments, on the themes that imply hidden values to be argued, and reflected upon. These themes allowed students to plan, explore, and organize their ideas. Moreover, students were provided with opportunities to negotiate both meaning (content) and form (grammar and spelling and punctuation).

The suggested used themes were:

"tolerance", "respecting human rights", "environmental conservation" and "democracy".

The experimental group students were provided with a Rubric to grade their Wiki writing from week two of the experiment [See appendix (2), Table (A2)]

It is worth mentioning that this grading rubric focuses on the individual accountability as well as the group accountability to attract the students' attention to the fact that their mark is affected by their academic interaction with their peers as well as by their individual serious work. Moreover, the writing instructor clarified to her students how this Grading Rubric stresses the importance of meaning (content) as well as form (grammar and spelling and punctuation) so that students paid more attention to the meaning and ideas. This helped them in the process of uncovering the Hidden

Curriculum.

The total grade of each student is determined by using this rubric. This mark constituted 40% of the final course grade.

Each group had one week to complete the required assignment. Students had a three hours writing lecture weekly.

Each Wiki writing had three stages: (a) drafting, (b) revising and editing, and finally (c) publishing.

The experimental group students had to focus on the content and ideas before they focus on mechanics by which they structure these ideas. Prior to the first stage of drafting, each group spent 25 minutes of the writing lecture in brainstorming and organizing their ideas. To ensure that the draft was posted in time, group members were assigned a specific date and time for the completion of their Wiki writing. Each group members wrote their drafts collaboratively, revised and edited each other's writing contributions. They had to view changes in the history page. Also, they had to use the discussion page to give their feedback on others' writing before they make their edits.

It is worth mentioning that the writing instructor of the experimental group played the role of a facilitator who attracted the experimental group students' attention to the language problems during the revision process to encourage peer scaffolding. After receiving the feedback and making the revision, the experimental group students had to publish their final Wiki writing product in the Wikispace publishing page of the writing course.

As for the control group, students were taught writing with the traditional way in their writing classes without using technology.

At the end of the semester, both groups had the post test which revealed that the results of the experimental group outperformed their peers of the control group in the same writing test.

To answer the second question, a questionnaire was submitted to the experimental group only at the end of the experiment. It consisted of 10 statements [See appendix (1), Table (A1)]

A 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) was adopted. It elicited responses in two areas: the effectiveness of Wikis for the collaborative learning of writing (statements 2, 4, 5, 7, 8), the role of Wikis for uncovering the Hidden Curriculum (statements 1, 3, 6, 9, 10)

Findings are revealed in the following part.

4. Findings of the Study

To answer the first question, statistical means and standard deviations for students' performance on the post-test were computed. The Independent Samples T. test was applied. The following table illustrates the results.

Table 2. The independent samples T. test results of students' performance in the Post-Test.

Group	Mean	S. D	T	D. F	Sig.
Control group	20.9	3.21	-6.21	55	0.00
Experimental Group	28.74	6.71			

The previous table clarifies that the T. value is (-6.21) by Sig. (0.00).

The results clarify that there were significant differences between students' means and standard deviations in the writing post-test. This indicates that there were significant differences between the control group and their peers of the experimental one in favor of the experimental group regarding their writing performance.

To answer the second question, A 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) was used to elicit students' views of the Wiki writing.

The questionnaire, which was prepared by the researcher, elicited the experimental group students' responses in two areas: The effectiveness of Wikis for the collaborative learning of writing, and the role of Wikis for uncovering the Hidden Curriculum.

Table (3) illustrates the mean score for each statement.

Table 3. Students views of the Wiki writing.

Statements	Mean
1. Wiki writing helps me to think deeply in the topics I write about.	4.5
2. I enjoy writing collaboratively with my colleagues using Wiki writing.	4.1
3. The discussion page of the Wiki writing is useful for writing comments.	4.4
4. The history page is useful for viewing changes before I edit the others' writing.	4.3
5. I like editing my colleagues' writings.	2.9
6. In Wiki writing, I not only write about values but I also practise them.	4.2
7. I prefer Wiki writing to the traditional way of writing as it gives a more space of interaction.	4.7
8. Wiki writing helps me to improve my writing skills.	4.5
9. I have a positive attitude towards Wiki writing as it helps me to negotiate meanings and ideas deeply.	4.6
10. The reflection stage helps me to reflect on the others' ideas as well as mine.	4.5

5. Discussion of the Findings

Concerning the first question of the study, the findings of table two (2) indicate that there were significant differences between the mean scores of the experimental group students and their peers of the control group in favor of the experimental group students attributed to the use of Wiki writing. It can be concluded that the implementation of Wiki writing has led to a distinguished progress in the total students' writing performance.

With respect to the second question of the study, the mean scores displayed in Table (3) records the students' views regarding the effectiveness of the Wiki for collaborative writing (statements 2, 4, 5, 7, 8), and also the role of Wikis for uncovering the Hidden Curriculum (statements 1, 3, 6, 9, 10).

These results cope with those of (Godwin, 2003; Schmitt, 2008) revealing that the students had a very fruitful experience with Wiki Writing.

To this end, it can be concluded that the Wiki approach for teaching writing improved the students' writing and encouraged the experimental group students to think critically

and negotiate each other's ideas. Moreover, it motivated students to reflect on the values implied in the writing content and practice them while interacting with their classmates. Thus, it helped in uncovering the Hidden Curriculum.

Results also clarify the students' preferences to adopt the new Wiki approach in their writing classes to being taught writing with the traditional way- without using the computer for interaction to fulfill the writing tasks. The rational is that the Wiki writing gives them more space for interaction and reflection (statement 7, 2, 3, 4).

Results reveal that the experimental group students' thinking improved by adopting the Wiki approach as they think deeply in the topics they write about, negotiate ideas with others, use the discussion page to write comments, and use history page to view changes before s/he edits the others' writing (statements 1, 3, 4).

It is worth mentioning that the experimental group students had good opportunities to write collaboratively following the guidelines set by the writing instructor who trained them to implement the Wiki writing procedures and who interfered, when needed, to guide those students who needed help throughout the experiment.

Thus, the Wiki writing class became a process of collaboration, interaction, exploration, and reflection; that is what we- as educators- need in today's global and network-based communication world.

It can also be concluded that the Wiki writing enhanced the reflective learning through the collaborative writing (statement 10).

Statements 2, 3, 4, and 8 are related to the positive effects of the Wiki writing. Although the final Wiki draft contained errors, students' responses clarify that the Wiki approach fostered collaborative scaffolding through which they helped each other correct the grammatical errors and spelling mistakes. Moreover, they managed to modify and organize the paragraphs.

On the other hand, results reveal that students were reluctant to edit their peers' writing (statement 5) as they preferred the instructor to do so. The researcher also noticed that while attending the lectures with the writing instructor. Consequently, she attracted the instructor's attention to give her students implicit feedback as "rewrite the two sentences of your introduction again" or "check the subject verb agreement in the last sentence".

This finding is consistent with the one found in Lund's study in (2008).

Finally, the previous findings reveal that by adopting the Wiki approach in the writing class, the experimental group students reflected on issues which revealed their thinking critically "to accept the other"; to practice tolerance and clarify morals and democracy in their interactions with each other in and outside the classroom while interacting to fulfill the writing assignments in their social activities.

To this end, it is evident that the present Wiki writing class offered a collective approach to EFL students' writing development. It was also adopted as a means for integrating social and linguistic processes of language learning to uncover the Hidden Curriculum in the writing class.

6. Conclusion

Confucius once noted that "ideas have to be turned into actions if they are to be of any worth". Thus, it is necessary for the teacher- as an educator- to find a way in order to take up ideas from the "Value-Theory" level to realize them in teaching and learning.

In the present Wiki writing class, students cooperate together, practice important life skills such as negotiation, tolerance and accept the differences under the teacher's guidance. In addition, by adopting the Wiki approach in the writing classes, students practice the democratic rules while cooperating and interacting with the others; every student has equal opportunity to add to the writing paragraph and edit it or even rewrite the ideas but with giving a rationale for doing so. They can also use videos, photos or links to demonstrate their ideas and support their views.

Moreover, there is an embodiment of the team work that we- the educators- aspire and there is a collaborative scaffolding effort.

In this Wiki writing class, meaning is constructed through interaction, negotiation and reflection as students should reflect on what is written before they react by continuing writing. In addition, the writing instructor not only stimulates her/his students to write about the implied values but also practice them while interacting with their peers to accomplish the writing tasks.

Finally, the Wiki approach adopts organized procedures for helping students to take responsibility for their own writing not only from a "form" perspective which focuses on grammar and spelling but also from the "content" perspective which explores ideas and express meanings that imply certain civic values.

Thus, the concept of Hidden Curriculum serves as a theoretical framework by which we- the educators- tackle the social function of education. Since today's learners tend to use technology, teachers should make advantages of the Wiki technology to utilize in their writing classes to uncover the Hidden Curriculum.

Appendices

Appendix (1)

Table A1. Students views of the wiki.

Statements	Strongly Agree	Agree	Un-certain	Dis-agree	Strongly disagree
1. Wiki writing helps me to think deeply in the topics I write about.					
2. I enjoy writing collaboratively with my colleagues using wiki writing.					
3. The discussion page of the wiki writing is useful for writing comments.					
4. The history page is useful for viewing changes before I edit the others' writing					
5. I like editing my colleagues' writings.					
6. In wiki writing, I not only write about values but I also practice them.					
7. I prefer wiki writing to the traditional way of writing as it gives a more space of interaction.					
8. Wiki writing helps me to improve my writing skills.					
9. I have a positive attitude towards wiki writing as it helps me to negotiate meanings and ideas.					
10. The reflection stage helps me to reflect on the others' ideas as well as mine.					

Appendix (2)

Table A2. Wiki Grading Rubric.

Individual	4-5 marks	2-3 marks	1mark
Content	Has a clearly defined central idea & Relevant vocabulary.	Ideas are loosely& Vocabulary is unrelated.	Ideas are not organized around a central topics & Vocab. is very limited.
Mechanics	Very few mistakes in: -Grammar -Spelling -Punctuation	Some mistakes in: -Grammar -spelling -Punctuation.	Many mistakes in: -Grammar -spelling -Punctuation
Style	Coherent and well organized; ideas fully developed	Ideas somewhat developed.	Undeveloped ideas.
Revision	Active Participation	Some Participation.	Very little Participation
Organization	Sentences are connected and presented in a clear, logical order.	Sentences are somewhat connected but order disrupts the reader.	Sentences are not connected and writing does not have a logical order.
Group	4-5 marks	2-3 marks	1 mark
Collaboration in Wiki writing.	There is evidence of active collaboration.	Some evidence of collaboration.	Little evidence of collaboration.

Appendix (3)

The pre/post test

Time of the test: Two hours.

Write a paragraph of about 900 words, in ALL of the following three topics:

1- "My amazing holiday"

Illustrate why you enjoyed visiting a certain place.

Describe that place and clarify how it looks.

2- Imagine you were a coin.

Write a letter to the editor of the national newspaper explaining how you can be used as a blessing or a curse and hence become the root of all evil.

3- The role model

Write about your role person and give your reasons for choosing him or her.

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Biography

Doctor Kholood Alakawi is currently a university professor with thirty years of experience in the field of Teaching English as a Foreign Language. She worked as the Director of Undergraduate Studies and the Coordinator of Language Skills at Al-Imam University, Quality Assurance and Development Unit from 2009 till 2014. She also worked as the Coordinator of the University Creativity Club. She is currently the Coordinator of Practicum at Al-Imam University (2016). Dr. Kholood has worked in several curriculum and instruction projects and workshops for the Ministry of Education and Higher Studies in Egypt. Dr. kholood is a trainer of trainers (T. O. T) in Egypt, K. S. A and Oman and was a scholar to Maryland State University, Baltimore County, Washington, D. C (1999) and Georgia State University, Atlanta, U. S. A (2002).