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Ph.D. Dissertation Defense

Entitled

*“CONTEXTUALIZING THE EMOTIVE TRAJECTORIES OF ARAB BILINGUAL-BILITERATES IN HIGHER
EDUCATION” AN EXPLORATORY SEQUENTIAL MIXED METHODS STUDY*

By

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Abstract

This study aimed to explore the emotive and experiential trajectory of becoming bilingual-biliterate for academic purposes. The study focused on native Arabic-speaking Ph.D. students conducting an academic study in the second language of English. An exploratory sequential mixed method design was used to first gauge through semi-structured interviews (n=11) detailed reflections on pedagogical experiences and second language learning histories. The intricate recollections that emerged specified varied academic stages infused with language appraisal. Therefore, the study's second phase focused on Ph.D. students from the college of education (n=91) to unearth the critical view from this pinnacle stage of academic study. The results of the study revealed a subsequent inclusion of appraisal and adaption tied to English language acquisition as it underlies with entry into Higher Education, thereby establishing academic study conducted in a second language as emotion-laden. The findings revealed the emotionality of becoming Bilingual-Biliterate for native Arabic speakers, with the impasse of English competency for Higher Education study. Specifically, the findings indicated predictable patterns tied to language learning stages that incite language appraisal, language choice, and notions of personal transformation. The study recommends that Higher Education Institutions reconceptualize English Medium Instruction as embodying effect on scholars and recommends that lingual, pedagogical, and curricular designs hold space for Bilinguals' emotions and academic well-being.

Keywords: Affective Impact, Bilingualism, Bilingual Memory, Emotion, English Medium Instruction, Valance, Situated valance, Language Competence, Translanguaging