

Editor's introduction

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The first paper in this issue of *LTHE*, by Coombridge and Alansari, discusses the important issue of recognition of prior learning (RPL) in students who receive education in more than one higher education institution. The authors suggest a process for evaluating and accommodating such prior learning in an appropriate way.

The following two papers take a critical perspective on learning and teaching in higher education; that is, they identify ways in which their educational context (overtly or covertly) may disadvantage certain groups, and they work with these situations to suggest ways forward. Alhazmi's study takes an institutional perspective on complaints from students, faculty and other stakeholders in a university in Saudi Arabia. He approaches these issues as an unofficial 'detective', considering the positions of 'plaintiff' and 'defendant' and how these are strengthened or weakened by the relative power that people have in the institution. Waterman's paper, on the other hand, focuses on the classroom level, reflecting on an effort by the author to give students a sense of ownership which may be threatened by changes imposed from powerful actors in the broader context.

Bensalem's paper looks at Saudi learners of English who are not only bilingual (in Arabic and English), but multilingual because they have studied a third language (French). The study examines these students' anxiety about using and learning foreign languages, and identifies differences in anxiety between females and males in this particular context. Finally, the paper by Siraj K.K. and Azzah Al Maskari investigates Omani students' attitudes to a blended learning course.

We would like to thank *LTHE* peer reviewers for their valuable insights and contributions to the papers in every issue. Reviewers for this issue include Abeer Bar, Allyson Noble, CJ Davison, David Gallacher, Fakieh Alrabai, Gail Alhafidh, Jane Hislop, Laila Mohebi and Martina Dickson.

To conclude this issue, faculty review three books on different aspects of learning and teaching in higher education, as usual relating these to the Gulf context. The reviews in this issue were all written as part of a Faculty Book Club at Zayed University, UAE, which inspired and supported faculty to discuss and evaluate books in their particular context.

We look forward to receiving submissions to *LTHE* presenting original work with data and experience from Gulf higher education contexts. Before submitting a paper, please review the information in the ABOUT section of our website <http://lthe.zu.ac.ae> to understand the scope and policies of the journal; then register as an Author, log in and select *New submission*. *LTHE* also informs readers and Twitter followers about events related to the scope of the journal; if you would like to circulate information about such an event (or raise any other matter), please contact us using the contact links in our website or via Twitter ([@LTHEgulf](https://twitter.com/LTHEgulf)). Following our Twitter feed will enable you to receive up to date information about the journal and relevant events.