



ALLT

APPLIED LINGUISTICS & LANGUAGE TEACHING INTERNATIONAL CONFERENCE AND EXHIBITION

8 - 10 March 2018 | Zayed University Convention Center - Dubai - UAE

CONFERENCE BOOK

www.allt-uae.org



جامعة زايد
ZAYED UNIVERSITY

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On behalf of the organizing committee for the **ALLT 2018**, it is my great pleasure to welcome you to the Inaugural Applied Linguistics and Language Teaching International Conference and Exhibition, here in Dubai, UAE. We are indeed proud to have the privilege of hosting this major event for language professionals, researchers and students, together with Zayed University, here in Dubai.

Dubai is fast becoming the leading city for international events from around the world, while the conference venue, the Zayed University Convention & Exhibition Centre, is a purpose-built venue renowned for its operational and service excellence.

In this conference, we have the pleasure to welcome delegates from 30 countries around the world making this event truly international. The theme of the conference, Language Teaching and Learning in a Globalized World, has encouraged a large number of colleagues to submit over 500 proposals for papers, posters and workshops. Of these a total of 405 oral papers, posters, and workshops were carefully selected by means of an elaborate review process that involved 23 international reviewers. Presentations have been carefully organised in strands in the program in a way that we hope you will find is focused and helpful for you in following your interests. We would like to especially welcome our 460 presenters of whom many travelled long distances to join us here in Dubai. We would also like to express our sincere gratitude to our plenary speakers, the featured speakers and the specialists who will be conducting the Professional Development Courses. They have gracefully accepted to come to Dubai and help set the foundation for an extremely stimulating and intellectually rewarding academic program.

It almost goes without saying that it is impossible to organize such a major academic event without the help and support of a team of staff, academic institutions, sponsors and exhibitors. Special thanks are also due to the University College and Zayed University for their support with the event logistics. We are deeply grateful to the commitment of the **ALLT2018** organizing team, and the multitude of benefactors who once again have shown that applied linguistics and language teaching are academic disciplines that encompasses areas of study and research that are integral to everyday and professional life and particularly relevant in today's globalized world.

Finally, we would like to thank you all for attending. We have done our best to provide a stimulating and wide-ranging program where participants have an opportunity to discuss their work and their interests. Keep in mind that conferences are also important for the more personal contacts and interactions that we make with our colleagues, and the community of scholars that that helps us to create. A special thank you to the group of student volunteers without whose help this congress would not have been possible.

I wish you an enjoyable, fulfilling and stimulating conference over the course of the next three days.

Dr. Wafa Zoghbor

Assistant Dean for Research and Outreach,
University College
Zayed University





Dear **ALLT 2018** Participants

It is my honor and pleasure to welcome you to the 2018 Applied Linguistics and Language Teaching International Conference and Exhibition.

ALLT 2018 is the premier academic event for language teaching professionals. The Conference aims to enhance the professional and knowledge levels of the applied linguists and language teachers through exchanging knowledge and experiences. In “Applied Linguistics and Language Teaching” we are focusing not just on English language use but on use of language and language teaching and learning in general, including the Arabic language.

I would like to thank all the presenters who took time out of their busy schedules to be with us and share their professional experiences and research findings with us. I also appreciate the very effective contribution of our valuable sponsors and exhibitors. Special thanks are due to the conference organizers at Zayed University (ZU) lead by the University College, the Higher Colleges of Technology (HCT), and all concerned offices and staff who in one way or another assisted in making this conference possible.

I wish you an enjoyable and stimulating conference.

Prof. Reyadh AlMehaideb

Vice President
Zayed University

Dear Colleagues,

Welcome to the first International Conference on Applied Linguistics and Language Teaching held at Zayed University. As Dean of University College where Zayed University students receive their General Education baccalaureate instruction in building their English writing skills, I am excited about the opportunity in bringing expert language researchers and practitioners together to discuss how best to teach and help students learn language skills. It is hoped that by working together, academics and practitioners can develop innovative methods in reaching students and redesigning the language classroom. With strong speaking, reading, and writing skills required of all students, the better we are at understanding how best students learn, the more engaged and successful they will be in accessing the world.

The conference is a valuable resource for all teachers. No matter what discipline we teach within University College, we constantly tell our faculty that we are all language teachers. We need to be able to help students access the written material we expect of them in our courses and to engage with the material in a critical and informed way. To do this effectively, we must meet students where they are at linguistically and scaffold their skills developmentally. All courses within the College are reviewed by language experts to ensure readings and assessments are pitched at the right levels; when discrepancies are found, we quickly address these to maximize student success.

In addition to having qualified teachers who care about their students and put in time and effort to support their language needs, University College offers additional support in writing and reading in the Al Waha Academic Support Zone where faculty tutor students individually on specific writing and reading comprehension goals. Workshops also are offered on topics relevant to students such as academic integrity, time management, the writing process, and taking apart texts to name just a few titles. Zayed University also has student peer tutoring where student leaders who have done well in courses tutor those who seek out additional out-of-class assistance.

I am privileged to be part of the conference and hope that the experience is one that enriches you professionally and personally. I hope the information gain from the conference is meaningful to you and taken back to help your students and that your professional contacts gained can further our collective efforts in enhancing language teaching globally.

Best wishes for a successful conference,

Dr. Belkeis Altareb
Dean, University College
Zayed University



Organising Committee

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Zayed University
UAE

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Zayed University
UAE

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Higher Colleges of Technology
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Higher Colleges of Technology
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Zayed University
UAE

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www.americanenglish.state.gov



U.S. Consulate
General Dubai

The American English website, designed for English learners and their teachers worldwide, is a fantastic resource on English language, American culture, and teacher development. Highlights include the super-fun Trace Effects Interactive 3D English learning program (available in DVD format for teachers and students) and the highly regarded English Teaching Forum, a quarterly journal for and by classroom teachers of English as a foreign or second language.

The U.S Embassy in Abu Dhabi and the Consulate General in Dubai have a wide range of educational and cultural programs, including English language teaching and learning programs. We are also pleased to promote educational opportunities at key events and fairs throughout the UAE, as well as to offer other educational and cultural programs.

Follow along with our programming on our social media or our website



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U.S. Consulate General Dubai



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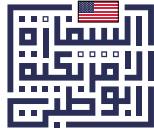


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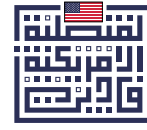


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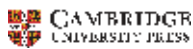
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RECRUITERS



About the University



مركز المؤتمرات بجامعة زايد
ZAYED UNIVERSITY CONVENTION CENTER

Zayed University is a national and regional leader in educational innovation. Founded in 1998 and proudly bearing the name of the Founder of the Nation – the late Sheikh Zayed bin Sultan Al Nahyan, this flagship institution has met the President’s high expectations. Today, Zayed University has two modern campuses in Dubai and Abu Dhabi that welcome both national and international students.



Direction & Location Map



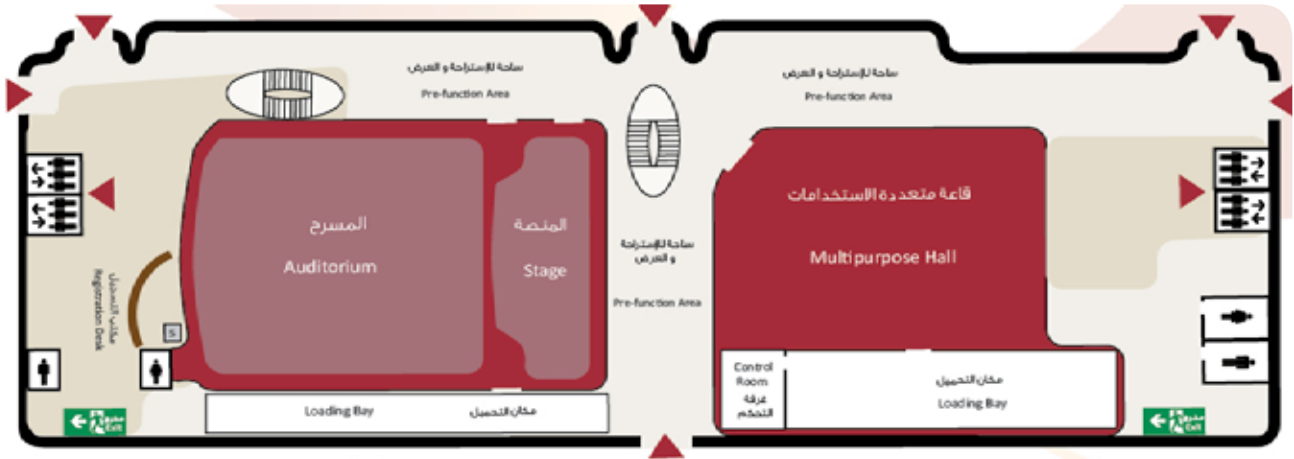
How to Get to Zayed University Convention Center

Situated at Dubai Academic City, Zayed University Convention Center is only 20 minutes from Dubai International Airport and Dubai Festival City. Dubai International Financial Centre is only 15 minutes and the offices of SZR 20 minutes. Additionally being just off the new Dubai Bypass Road, Sharjah is only 20 minutes and Al Ain 60 minutes.

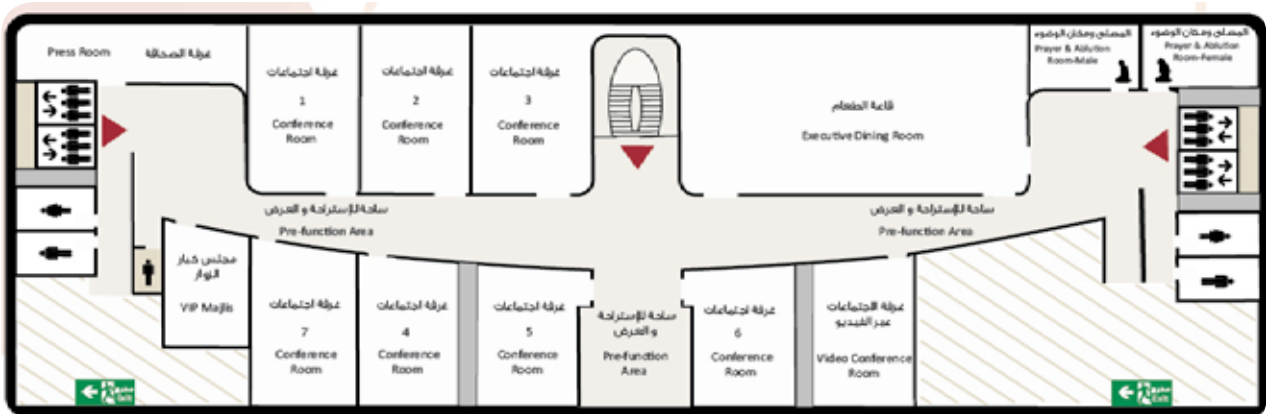
<https://www.google.com/maps/dir//25.1021392,55.3864873/@25.102387,55.387249,18z?hl=en-US>

Zayed University Convention Center - Venue Layout

Ground Floor



1st Floor



Note:

Please follow the signs onsite to reach F-Wing and E-Wing

Parking

Zayed University convention centre contains appropriate parking facility at the venue and additional parking facilities available in Zayed University – Male Campus.

Convention Centre Parking



Male Campus Parking





Christina Gitsaki
Center for Educational Innovation
Zayed University, Dubai, UAE

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Language Education: Making Change Happen

Thursday, March 8 – from 11:00am to 12:00pm

Room : Auditorium | Convention Center

The field of Education in general and language education in particular has long been criticized for being too slow in adopting much needed changes commensurate with the sweeping social changes brought on by globalization in the information age. This session will first discuss change in Education from a number of different perspectives highlighting factors that in the past have inhibited long and short-term change in the field. Following that, the session will address key points relevant to Language Education in the Gulf, will explore the role of research and technology in improving human learning potential, and provide a set of concrete recommendations and guidelines for major stakeholders, such as educators, educational leaders and policy makers, in an effort to successfully plan and implement small and large-scale projects that can bring about change in the field.

Bio

Dr. Christina Gitsaki is a Professor and Research Coordinator at the Center for Educational Innovation, Zayed University, UAE. During her 20-year career in higher education she has contributed to the field in a number of different capacities such as English language teacher, applied linguistics lecturer, pre-service teacher educator, in-service teacher trainer, editor, and researcher. At the CEI, Dr. Gitsaki oversees the Mobile Learning Research Fund, the SoTL Certification Course, the development of resources for research and she provides advice and mentorship to faculty who are interested in engaging in research on teaching and learning.



Greg Kessler
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Preparing teachers for the future: Social media and intelligent tools in a globalized world

Friday March 9 – from 01:30pm to 02:30pm

Room : Auditorium | Convention Center

The emergence of social media and the participatory culture that it promotes has become ubiquitous throughout society. There are also numerous automated linguistic tools that provide feedback in varied and meaningful ways. Along with other trends such as crowdsourcing, data aggregation and the use of geo-location technologies, these developments create interesting and wholly unique opportunities for language teaching and learning. In many ways these emerging technologies and the social practices they support are changing the ways we communicate across society. The presenter suggests that these changes have been so dramatic (and are likely to be even more so in the future) that they warrant significant alterations to the way that we think about, create and utilize learning materials, activities and spaces. As language education professionals, we should be conscious of these developments and reflect on how they inform future authentic, engaging global language learning experiences.

Bio

Greg Kessler is the director of the Language Resource Center and associate professor of computer-assisted language learning (CALL) in the Department of Linguistics at Ohio University. He is also an affiliated faculty member in instructional technology in the Patton College of Education, also at Ohio University. His research addresses instructional technology, teacher preparation, language teaching, language learning, and associated human behavior. He was an author of the TESOL Technology Standards and has served as the chair of the TESOL CALL Interest Section. He has also been president of Ohio TESOL and the Computer Assisted Language Instruction Consortium (CALICO). He has published widely and been a featured speaker around the world.



Sarah Mercer
 University of Graz
 Austria

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Engaging Globalized Language Learners in the here and now of Their Classrooms

Friday March 9 – from 05:00pm to 06:00pm
Room : Auditorium | Convention Center

In a world of distractions, it is becoming increasingly difficult to get learners to focus and concentrate on classroom tasks and life. Yet, what every teacher wants is to have learners who are cognitively, affectively and behaviourally engaged in their language learning in class. In this talk, I explore the concept of language learner engagement and consider why this is so important for us to understand as contemporary language educators. I discuss a range of practical strategies we can use to gain and retain our learners' attention and commitment to their language learning in the here and now. In addition, I reflect on the foundations on which all engagement strategies rest, namely, the sense of identity and belonging that the student forms to their language learning contexts and communities, in particular in relational terms.

Bio

Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz, Austria, where she is Head of ELT methodology and Deputy Head of the Centre for Teaching and Learning in Arts and Humanities. Her research interests include all aspects of the psychology surrounding the foreign language learning experience. She is the author, co-author and co-editor of several books in this area including, 'Towards an Understanding of Language Learner Self-Concept', 'Psychology for Language Learning', 'Multiple Perspectives on the Self' in SLA', 'New Directions in Language Learning Psychology', 'Positive Psychology in SLA', 'Exploring Psychology for Language Teachers' (Winner of the IH Ben Warren Prize), and 'Language Teacher Psychology'



Margit Szesztay
 University of Hungary
 Hungary

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Discussion, Debate, Dialogue in the ELT Classroom

Saturday, March 10 – From 09:00am to 10:00am
Room : Auditorium | Convention Center

As a language teacher, I have always wanted my students to communicate in English - beyond the ability to buy a ticket, order a meal, or refuse an invitation politely. A deeper dimension of talk involves exploring ideas creatively, appreciating a richness of perspectives, and at times questioning your own beliefs and assumptions. Engaging in discussion and dialogue is definitely a life skill which requires language skills, as well as personal qualities such as open-mindedness and the ability to listen attentively. This plenary will explore what language teachers can do to help prepare learners of English for meaningful discussion, debate and dialogue outside the classroom.

Bio

Margit Szesztay had been involved in teacher education for the past 25 years. Her professional interests include: learning through discussion, creativity in English Language Teaching, the teacher as facilitator, and building professional communities. Currently she is working at the Department of English Language Pedagogy at ELTE University in Budapest. She regularly runs international training courses for beginner teachers, as well as for experienced professionals. She has designed and run courses on communicative language teaching, cooperative learning, learner autonomy, and trainer training. She has an MA in Teacher Training and a PhD in Education. She is currently the President of IATEFL.



Patti Drapeau

University of Southern Maine
USA

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Creativity: A Universal Language for Global Classrooms

Thursday March 8 - from 02:30pm – 03:30pm

Room : Auditorium | Convention Center

A global call to action resonates worldwide as educators look for ways to promote creativity and innovation with all learners. For ESL students to be well prepared for success in this age of creativity and globalization, they must acquire the tools and resources for 21st century ways of advanced thinking and learning. Today's classroom must be designed not to "fill up" students with existing knowledge, but rather to increase their ability to learn independently and to produce new knowledge. This requires students to engage in forward thinking ignited by their curiosity, imagination and their ability to envision. This session addresses the following topics:

- Creativity rationale
- Creativity & the standards
- Creativity research
- Creativity and ESL learners
- Creativity and practical applications

The presenter translates neuroscience findings into a pedagogical framework that articulates a step-by-step "how to" shift instructional practice to one that encourages creativity.

Bio

Patti Drapeau is an educational consultant, internationally known presenter and author. Patti is a presenter in the United States and abroad where she presents keynote and break out conference sessions as well as short and long-term workshops. Her presentation topics include: creativity, differentiation, personalized learning, engagement strategies, student empowerment and meeting the needs of special populations. Patti is on the part time faculty at the University of Southern Maine where she teaches courses in gifted education. She is also a consultant for the Maine Department of Education. Patti is the author of *Sparking Student Creativity Practical Ways to Promote Innovative Thinking and Problem Solving* (ASCD, 2014), *Great Teaching with Graphic Organizers 2nd edition revised and updated* (Hawker Brownlow, 2010), *Differentiating with Graphic Organizers Tools to Foster Critical and Creative Thinking* (Corwin Press, 2008), *Differentiated Instruction: Making It Work* (Scholastic, 2004) and *Great Teaching with Graphic Organizers* (Scholastic, 1998). She authored a variety of articles for the *Maine Exchange*, *Teaching Matters*, and *Understanding our Gifted*. Patti has over twenty-five years of classroom experience teaching students and coordinating programs in Freeport, Maine. She coached Odyssey of the Mind, Future Problem Solving, Explorer Vision, and math teams. Patti received the New England Region Gifted and Talented award for outstanding contributions in gifted education and the Maine Educators of the Gifted and Talented award for exemplary service.



R. Malatesha (Malt) Joshi

Texas A&M University
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Solving Literacy Problems: A Global Issue

Thursday, March 8 - from 05:30pm – 06:30pm
Room : Auditorium | Convention Center

In 2015, UNESCO, highlighted the importance of literacy to eradicate poverty, reduce child mortality, and ensure peace, and reported that there are approximately one billion people classified as being illiterate – defined loosely as unable to read, write, or sign their names. Illiteracy has serious consequences for the individual, society, and the nation. For example, in the United States, the National Institute of Health (NIH) has indicated that more than 50% of adolescents with criminal problems, people with history of substance abuse, and people living on welfare have reading problems. In addition, 85% of the inmates in the juvenile court system are functionally illiterate and more than 70% prison inmates cannot read above the 4th grade level. These correlations, while not indicating causality, are nonetheless alarming, and highlight the urgent need to improve literacy skills in contexts where there is a widespread illiteracy. Fortunately, the National Reading Panel has outlined systematic and explicit instruction to improve reading skills but unfortunately, classroom teachers are not provided with this information. In this presentation, I plan to provide current research findings on how the literacy situation can be improved globally.

Bio

R. Malatesha (Malt) Joshi, Ph.D., is a Professor of Reading/Language Arts Education, ESL and Educational Psychology at Texas A&M University, where he teaches and conducts research in literacy development and literacy problems among monolinguals and bilinguals in different orthographies. Dr. Joshi is the Editor of *Reading and Writing: An Interdisciplinary Journal* and the monograph series titled *Literacy Studies: Perspectives from Cognitive Neurosciences, Linguistics, Psychology and Education*. From 1980-2002, Joshi directed six highly successful NATO Advanced Study Institutes which helped to bring various fields together to study literacy. He has published numerous books and scientific papers and has received several awards, such as Erasmus Mundus Visiting Scholar, Germany, and visiting research scholar from Beijing Normal University, China, Goethe Universitat, Germany, and National Cheng Chung University, Taiwan. He has received several grants and also has served on the review panels for Institute of Educational Sciences as well as the National Institute for Child Health and Human Development. At the present time, he serves as CO-PI of two grants: COST Action grant to establish European Literacy Network (about 1 million Euros) and an IES grant to study use of technology in improving comprehension in grades 4 & 5 (3.5 million US dollars). Dr. Joshi has published about 20 books and 120 chapters and papers and has been involved in about 400 professional presentations. Recently, Dr. Joshi was selected as the 2017 Fellow of the American Educational Research Association (AERA) that exemplifies the highest standards of research excellence through accomplishment, professionalism, and commitment.

Dr. Joshi, in addition to editing the an high-impact journal, *Reading and Writing*, has published numerous studies relating to spelling and writing not only among monolingual English speaking children but also on children who are learning English as a second language from different first language background such as Chinese, Korean, and Arabic.



Nicos C. Sifakis

Hellenic Open University
Greece

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Toward Global English Critical Literacy: What, Why and How

Friday March 9 – from 09:00am to 10:00am
Room : Auditorium | Convention Center

In this presentation I put forward a framework for integrating research in the fields of ELF (English as a Lingua Franca), EIL (English as an international language) and WE (World Englishes) in English language teaching (ELT). I propose a set of criteria for pedagogy, and also, by extension, for teacher education, materials development and evaluation, policy design and planning, assessment and testing. The main concept here is “Global English Critical Literacy” (GECL), which orientates a set of principles that refer to the knowledge, attitudes and skillset of ELT stakeholders and ELT products with regard to issues and concerns raised in the ELF, EIL and WE research literatures, and the extent to which they have relevance for local ELT contexts. I make the case that GECL does not characterise a unique instructional approach to teaching and learning, but integrates the learner- and learning- centred “ESP approach” put forward by ESP (English for specific purposes) scholars in the 1980s and widely accepted subsequently in ELT. Furthermore, GECL is viewed as a continuum that depicts the gradual transformation of stakeholders’ attitudes, to the extent that local contexts, and stakeholders’ needs and wants allow

Bio

Nicos C. Sifakis is a tenured associate professor in the School of Humanities of the Hellenic Open University (HOU) in Greece. He holds a B.A. (first class honours) in Computational Linguistics and a Ph.D. in language and linguistics from the University of Essex, UK. He is director of the Master’s in Education (M.Ed.) in TESOL programme of the HOU and has been involved in it since its inception in 1998, also being involved in the production of educational materials as a distance education methodology advisor, and is the author and co-author of the study guides for the language skills and English for specific purposes (ESP) modules used in that programme. He is founder and editor-in-chief of Research Papers in Language Teaching and Learning (<http://rpltl.eap.gr/>). He has published more than 70 research papers, which appear in various international refereed journals (among others, TESOL Quarterly, ELT Journal, ESP Journal, International Journal of Applied Linguistics, Language and Education, System), edited collections and conference proceedings. He acts as a regular external referee for Applied Linguistics, TESOL Quarterly, ESP Journal, International Journal of Applied Linguistics, System, Open Education and Adult Education. His research interests include intercultural communication and pedagogy, teaching and researching English as an international lingua franca, language teaching methodology, distance education, adult education and teacher education. His book *The English Language and Globalisation: Facets of present-day reality in Greece, Europe and the rest of the world.* (Athens: Herodotus) was published in February 2012.



Robinah Kyeyune

Makerere University
Uganda

robinahkyeyune@yahoo.com

Making Lifelong Learning a Reality in the English Classroom

Saturday, March 10 – from 01:30pm to 02:30pm
Room : Auditorium | Convention Center

In many of our classrooms teachers tell learners that English is for use in real-life situations. However, they often teach with little demonstration of this claimed value, introducing and explaining language content without context and being evidently much more mindful of the content and format of examinations than of the language needs that learners will have to cope with in the personal, social and academic lives after school. Thus shortchanged, school leavers are found declared incompetent when required to perform functions such as inquiring, inviting, requesting, complaining, regretting an action, agreeing or disagreeing, persuading and others. And the result has been society's mistrust of the school curriculum and its delivery. Using the scenario of a youth mentorship programme as an example, this presentation illustrates the value that teachers of English can add to learning experiences by bringing the real world of the youth into the classroom. It shows how teachers can engage learners in language practice with those who use it outside the classroom for the learning purposes often described to them in the classroom.

Bio

Robinah Kyeyune trained at Makerere University, Kampala, Uganda, as a secondary teacher of English language and literature in English, going on to practice in a peri-urban girls-only boarding school, which she herself had attended as a student, and a large metropolitan co-sex boarding school. She describes her teaching experience as the understanding of varied learner interests and abilities that are directly linked to what parents, teachers, and political leaders tell learners, often indirectly, about the value of language in education and in life after school. Her teaching and research passion is in what learners and teachers do with language, and what language education policies do to learners, their teachers, and entire societies. She has written on English as a language of instruction in secondary school and on the bilingual instruction policies. From a background of training secondary language teachers at Makerere University, she is the senior education technical advisor at the USAID/Uganda School Health and Reading Program implemented by RTI International with Uganda's Ministry of Education and Sports. The program aims to improve the reading abilities of early grade learners and the health seeking behaviors of youth. Dr. Kyeyune holds a bachelor of arts degree with a concurrent diploma in education, and a master of education (teaching English language and literature) both from Makerere University; a master of education (TESOL) from University of Leeds, UK, and a doctorate (managing change in education) from University of Kent, UK.

**Cindy Gunn**American University of Sharjah
UAECindy.gunn@aus.ac.ae

Reflecting on our changing roles as language teachers in a globalized world

Friday, March 9 – from 02:30pm to 03:30pm
Room : Auditorium | Convention Center

Reflecting on our teaching is a powerful tool to help us grow as language teachers as well as help our students succeed. In addition to giving an overview of reflective teaching, this presentation will focus on the impact new technology and globalization has had on our roles as language teachers. The presenter believes that reflecting on what is working in our classes and what is not can better prepare us to meet these new challenges and will offer practical tips to become a reflective practitioner.

Bio

Dr. Cindy Gunn is the Director of the Faculty Development Center and Professor of TESOL in the Department of English at American University of Sharjah (AUS). Her main research interests are effective technology use in education, reflective teaching and learning and materials development. She is the author and editor of three books on classroom research and has published more than 30 peer reviewed journal articles and book chapters. She has presented her research both internationally and locally in the UAE at conferences with a focus on Educational Technology, TESOL, Classroom Research and Educational Leadership.

**David M. Palfreyman**Zayed University
UAEDavid.Palfreyman@zu.ac.ae

Biliteracy and education: double the learning?

Friday, March 9 from 11:30am to 12:00pm
F-GF-034 | F Wing

Biliteracy has been defined as “the use of two or more languages in or around written text” (Hornberger, 1990). Biliteracy is ubiquitous in the modern world, but its place in society and in education varies greatly. Biliteracy may be viewed as providing greater educational opportunities; it may also be viewed as putting an unnecessary extra load on learners and teachers, and as a barrier to learning. In this session I will review research on biliteracy in various contexts, considering examples and evidence of what biliteracy involves and how it can be accommodated or promoted at various levels of education in the interest of ‘learning to write’ and ‘writing to learn’.

Bio

Dr. David M. Palfreyman is an Associate Professor in the Department of English and Writing Studies at Zayed University, Dubai. He holds a PhD in Language Studies and is an active researcher in language, learning and teaching. As well as publishing work in international journals, he is the editor of three books: *Learner Autonomy Across Cultures* (with Richard C. Smith), *Learning and Teaching Across Cultures in Higher Education* (with Dawn L. McBride) and *Academic Biliteracies* (with Christa van der Walt). He also teaches, supervises research and assesses work in postgraduate study and educational development.



Matthew A. Robby
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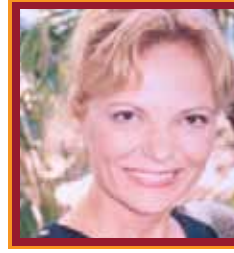
Formative evaluation practices to promote program development, innovation, and effectiveness.

Friday, March 9 - from 03:30 to 04:30pm
Room : Auditorium | Convention Center

The workshop will enlighten participants about the value in using formative evaluation methods in education, health sciences, and public and private organizations for promoting development, innovation, and effectiveness of programs, interventions, processes, products, and systems. A helpful overview will be provided about important UAE policies, strategies, and priority areas of focus identified and evolving for applied research and strategic and creative thinking to promote innovation. The workshop will also enhance basic understanding about formative and summative evaluations, logic models, and research designs to answer normative, descriptive, and causal questions. It will highlight key international standards and best practices for performing formative evaluations

Bio

Matthew A. Robby is an academic scholar with expertise in organizational leadership, applied research and program evaluation (process/impact studies), SPSS-statistics, surveys, assessments, and data-driven planning to enhance the development, quality, efficiency, and effectiveness of systems, programs, and interventions in education, health sciences, public agencies, and the community. Dr. Robby has 20 years of experience as a program evaluator and two decades in education in leadership / management positions as follows: Research Associate (1997-2000) at California State University; District Evaluator for Riverside County Public Schools (2000-2010); Chair of Applied Research and Quality Improvement, Office of the Provost, Higher Colleges of Technology; UNESCO Chair of Applied research for the Sharjah Higher Colleges of Technology and Education Zone (2013-2015); and Program Chair of the Daman Institute of Health Economics for the HCT (2015-2107). He is currently Co-Chair of the HCT Applied Research Ethics Panel, Vice Chair of the Sharjah Applied Research Committee, and Assistant Professor in the Health Sciences Department in Sharjah-HCT. Dr. Robby is a member of the American Evaluation Association, Canadian Evaluation Society, and International Development Evaluation Association.



Thomaï Alexiou
 Aristotle University
 Greece

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Devising CLIL materials: The recipe of success

Saturday, March 10 - from 11:30am to 12:30pm
Room : Auditorium | Convention Center

In this talk we will present the benefits of CLIL along with a description of the main characteristics of CLIL. We will provide an overview of the importance of designing and developing appropriate materials in this approach. Then, we will thoroughly discuss the principles that govern CLIL materials, the main criteria we need to consider while creating these materials and we will argue the rationale behind the design of CLIL activities. At the end, we will suggest particular activities that integrate content and language skills and we will propose assessment methods appropriate for the CLIL context.

Bio

Dr Thomaï Alexiou is an Assistant Professor at the Department of Theoretical and Applied Linguistics, School of English, Aristotle University of Thessaloniki, Greece. Her expertise is on early foreign language learning, methodology of teaching languages and material development for very young learners. She has been invited to give teacher training seminars and she has published several papers throughout Europe (books, journals and conference proceedings). She has also authored and edited textbooks for children learning English as a foreign language. One of these books, Magic Book 2 has been shortlisted for the MacMillan Education Award for New Talent in Writing (ELTons 2014).



Lavinia Tamarua
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Maria Brown
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Action Research is Teachers' Theorisation of their Practice

Saturday, March 10 - from 03:00pm to 04:00pm
Room : Auditorium | Convention Center

For teachers, action research arises from and is embedded in their everyday interactions with their students. It represents their structured, considered investigation of issues they identify in their everyday experience. It is a 'participatory and inquisitive enquiry (that) enables practitioners to get as close as possible to their action.' (Cresswell, 2013). Mc Niff (2013) defines it even more appropriately as a 'living practice' of subjective experiences that teachers want to make sense of. It is a case where 'the knowing body comes before the body of knowledge' (James, 1978). Do the issues teachers identify depend on their cumulative experience? The presenters have considered this and share their results. Turning attention to the tools, a number of paradigms of action research models exist, ranging from PIE to ART (Chevalier and Buckles, 2013). A selection will be introduced to frame the question: Given the variety, what makes teachers opt for the paradigm they do? Three presenters - a novice teacher and two more experienced colleagues - preferred different models and will share their reasons. What was their research question and what did they find? Concluding, the lessons this session highlights are that action research promotes inquisitiveness as an integral part of action and thus empowers both the researched and the researcher.

Bio

Dr. Lavinia Tamarua is an Assistant Professor in Education at Dubai Women's, HCT, UAE. Her qualifications include a BA in Education and Psychology, an MA in Education, and a PhD in Education, specialising in Child Development from The University of Auckland, NZ. Her teaching experience both in New Zealand and internationally has been in mainstream university, college and Indigenous educational settings. Her research interest areas are Early Childhood Education, action research, transitions, and processes of teaching and learning. She has presented extensively at both national and international conferences on a variety of themes in Early Childhood Education.

Bio

Languages have always fascinated Maria. In fact, she started as a French teacher. She later became interested in child language acquisition and bilingualism at the interface between language and thinking. She is also interested in Ethnolinguistics. Nowadays, she is a lecturer in the Education Department, Dubai Women's and specialises in language acquisition, child development theories, language teaching methods and assessment. More recently, she has become interested in Content Area Literacy and how questioning promotes Higher Order Thinking even in primary learners. Maria has a BA Hons and a M.Ed. She enjoys presenting at regional and international conferences both in the UAE and abroad.

**Gary Pathare**Higher Colleges of Technology
UAE

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Bit by Bit: Digitizing English language and skills**Saturday, March 10 - from 02:30 to 03:00pm****Room : Auditorium | Convention Center**

Despite steady progress in our understanding of the English language and how to teach it, significant numbers of learners of English in the region still struggle to achieve their full linguistic potential. Many have to attend college pre-sessional programs, even after years of studying English at schools located in English-rich environments. How can this be? Fossilized grammatical inaccuracy, uncertain literacy skills, and low confidence and motivation are some of the obstacles that some learners may be contending with. In this session, the presenter will argue that all of these factors can be addressed by prioritizing a single teaching strategy; lowering the cognitive load on learners. To achieve this, language learning can be 'digitized'; that is, deconstructed into smaller, sequential 'bits'. Activities planned in this way allow learners to master each stage 'bit by bit'. When teachers ensure that demands on cognition are manageable, learners focus more fully and become increasingly active and positive as they observe their own systematic progress. In contrast, when cognitive demands are too great, most learners simply 'switch off'. Original materials and activities will be demonstrated to show how such digitization can be usefully applied in this or any other context, in a confidence-boosting, time-efficient way.

Bio

Gary Pathare (M.Ed. TESOL, Newcastle), a Foundations English teacher at Dubai Men's College since 2001, is an experienced teacher trainer (CELTA and Trinity) and national and international presenter. He is author and co-author of many course books and materials, including Headway Academic Skills and Headway Plus writing components, (Oxford University Press), Milestones (OUP), Unlock Basic Literacy (Cambridge University Press), and Skillful (MacMillan), as well as in-house sets of materials for the Higher Colleges of Technology. Gary also has many years of experience as an IELTS, CEPA and EmSAT marker and exam item writer for CEPA and the British Council.

An Arts Integrated Curriculum in Action: Options in Engaged Learning

Thursday 8 March, 2018 – from 12:00pm to 12:30pm - Auditorium | Convention Center

Karen Konnerth, Calliope Puppets
karen@karenkonnerth.com

Abstract:

When the arts are utilized to teach across the curriculum, imagination and creativity are nurtured, learners in various styles are accommodated, and children are highly engaged in active learning. Karen Konnerth, international arts integration specialist and puppeteer, shares classroom developed projects, themes, and ideas to inspire primary level teachers to bring creative writing, visual art, and puppetry into the classroom for memorable student learning.

Fulbright in the UAE: An Overview of Fulbright Teaching Assistantships to the U.S. and Graduate/Post-Graduate Study Opportunities

Thursday 8 March, 2018 – from 12:30pm to 13:00pm - Auditorium | Convention Center

Charlotte Young Fadare, U.S. Embassy, Abu Dhabi, UAE
Abu Dhabi Center: educationusaAD@state.gov

Abstract:

The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government and is designed to increase mutual understanding between the people of the United States and the people of other countries. The Fulbright Program offers grants to qualified Emirati graduate students to study at the graduate level in the United States. Emirati scholars may apply to conduct post-doctoral research at U.S. institutions and are eligible for Fulbright Scholar-in-Residence Grants. The Fulbright Foreign Language Teaching Assistant Program (FLTA) is designed to develop Americans' knowledge of foreign cultures and languages by supporting teaching assistantships in Arabic at hundreds of U.S. institutions of higher education. The program offers educators from over 50 countries the opportunity to develop their professional skills and gain first-hand knowledge of the U.S., its culture and its people. This session will discuss the opportunities available with the Fulbright program in depth and address any questions or concerns those interested may have.

EducationUSA Advising Centers in the UAE: Advice/Guidance for Students Interested in Pursuing Higher Education in the USA

Thursday 8 March, 2018 – from 01:00pm to 13:30pm - Auditorium | Convention Center

Nadia Ibrahim, U.S. Embassy, Abu Dhabi, UAE
Abu Dhabi Center: educationusaAD@state.gov

Abstract:

The number of international students at US colleges and universities is almost one million. The U.S. is keen on hosting these students to enhance the global aspect/feature of U.S. colleges and students. Thus the Department of State, through 400 EducationUSA Advising Centers at U.S. embassies worldwide, aim to provide a free, objective, and timely information to students interested in studying in the U.S. The advisers at these centers provide information on accreditation, selection of the right school, the application process as well as the steps to successful admissions. Services to international students include one-on-one advising, group sessions and workshops, pre-departure orientations, in addition to hosting US colleges visiting in the country through numerous education fairs. The advisers conduct specialized information sessions, bulletins, livestream webinars, as well as continuous updates on local events and visits to students and professionals on E-lists. The centers also serve a network of college and career guidance counselors through providing professional development opportunities

Panel: Language Education in the UAE: Curriculum Reforms and Innovation Supported by Research

Thursday, 8 March, 15:30-17:00pm - Auditorium | Convention Center

Moderator: Christina Gitsaki, Center for Educational Innovation, Zayed University

Abu Dhabi Center: educationusaAD@state.gov

Panelist: Hayley Holuj, English Curriculum Lead Specialist, UAE Ministry of Education

Shamsa Sarhan Amer Al Sawafi, ADEC, UAE

Radek (Radoslaw) Janik, Head of Research Development Unit, Ministry of Education

Abstract:

TAs as a response to the sweeping social changes brought on by globalization, educational institutions, across all educational sectors, are expected to implement reforms commensurate with 21st century educational needs and reinvent educational programs and curricula that are innovative. In the UAE, language education has always been the subject of educational reforms as the country aspires to become a knowledge economy built on bilingual citizens with a strong national identity ready to contribute in the multicultural and plurilingual context of the UAE. This panel of experts will first discuss the most recent changes in language education in public schools in the UAE with a special focus on English and Arabic language programs. Following that, the panelists will address the role of research in effecting long term reform and innovation in language education and, finally, each member of the panel will provide a set of concrete recommendations and guidelines for major stakeholders on how to support the successful implementation of reform efforts in the UAE and other Gulf countries facing similar issues.

Puppetry: An Engaging Tool for Language Learners

Friday March 9, from 02:30pm to 04:30pm - F-GF-034 | F Wing

Karen Konnerth, Calliope Puppets

karen@karenkonnerth.com

Abstract:

Through hands on, collaborative projects, participants will seek out elements of “story” across the curriculum to bring to life with very simple, yet engaging, puppets made of every day materials. The workshop emphasis is on the opportunity to experience the implementation of the sequential process from introduction, through collaborative writing, puppet making, peer performance, critique and learning assessment. The workshop leads participants through a complete process from writing to performance using shadow puppetry, and includes demonstration and hands-on experience with other options in puppetry techniques. The workshop includes a power point presentation on a brief history of the art form as well as showcasing various curriculum-centered projects the artist has implemented.

TARGET AUDIENCE: Language teachers of grades one through six (approx. ages 6 – 12)

Objectives:

Teachers will know that the art form of puppetry must incorporate expression through story, visual art, and drama. Teachers will be able to create or adapt a puppetry centered project for student learning. Teachers will appreciate that puppetry is an accessible and multifaceted art form which can engage students in more fully connecting to text.

Teacher Knowledge of Language Constructs in Teaching Reading

Friday, 9 March 2018, 10:30 – 11:30 am - Auditorium | Convention Center

R. Malatesha (Malt) Joshi, Texas A&M University, USA

mjoshi@tamu.edu

Abstract:

Various studies have shown that systematic and explicit instruction of literacy skills based on English language constructs can help in becoming literate. However, studies also have shown that many teachers may lack the knowledge of these constructs. In this presentation, I shall show some of our research findings related to teacher knowledge in the ESL context and suggest how the situation can be rectified.

They Can't Teach Critical Thinking Lacking the Skill Themselves

Friday, 9 March 2018, 11:30-12:30 am - Auditorium | Convention Center

Robinah Kyeyune, Makerere University, Uganda
robinahkyeyune@yahoo.com

Abstract:

Current efforts by teachers of English to emulate good practice are seen partly in their citation of development of much needed skills including critical thinking, analysis and evaluation, which are abundant in both primary and secondary teachers' lesson plans. However, the constant criticism of learners' inability to comprehend text, express their opinions in judgement of situations, or organise ideas to communicate about commonplace issues signifies important gaps in learning outcomes. While teachers are bound to blame the failure on learners, citing lack of interest in learning English and poor learning backgrounds, there is outstanding evidence that the most widely available instructional materials in many of our schools cannot support much beyond the accumulation of facts in the name of learning. This paper describes some popularly used textbooks to illustrate how their factual presentation of subject content knowledge is quiet yet very effective encouragement of the cramming of facts. It argues that the teachers' dependence of textbooks without moderation between them and the purpose of learning is the source of learning failure. It recommends remedial action in the areas of curriculum review and teacher training that address the design, selection and use of instructional materials. the ESL context and suggest how the situation can be rectified.

ELF-aware Pedagogy and Teacher Education: The Nuts and Bolts Towards ELT Transformation

Saturday, 10 March 2018, 10:30 - 11:30 - Auditorium | Convention Center

Nicos C. Sifakis, Hellenic Open University, Greece
sifakisnicos@gmail.com

Abstract:

Research in English as a Lingua Franca (ELF) has provided some really interesting insights in and analyses of interactions involving non-native users of English. However, these developments have yet to be communicated to teachers working in English as a foreign language (EFL) contexts and "translated" into a comprehensive pedagogical orientation. In this workshop, I will examine the reasons why this has been so. I will also present the new concept of "ELF awareness", and analyse the different ways in which it can impact teaching, learning, assessment, curriculum and syllabus development, textbook design and policy making. I will also present data and insights from a four-year project that I and Professor Yasemin Bayyurt of Bogazici University have been running with teachers from Turkey, Greece and other countries. By the end of the workshop, I hope to have provided participants with a comprehensive, hands-on understanding of how ELF awareness can contribute to EFL pedagogy and to teacher development. teachers to bring creative writing, visual art, and puppetry into the classroom for memorable student learning.

Course 1: Creativity and Innovations in ESL

Course Description

We are all looking for something new to stimulate the language learning classroom. This course will show participants how to design creative tasks that motivate students, how teachers can prepare students for life outside the classroom, creative ways of starting lessons that engage students, and innovations in teaching spelling to ESL learners.

Session 1.1:

Friday, 9 March 2018 | 10:30-11:30 AM | F-GF-036 | F Wing

Creative Ways of Starting Lessons

Margit Szesztay, University of Hungary, Hungary

The first few minutes of a lesson can make a big difference to its success. An energetic start can create focus and help the learners to pay attention. Focusing and sustaining attention is becoming increasingly more difficult in a world of information overload and constant distractions. During the session we will try out and reflect on different ways of starting a lesson bringing in an element of surprise, creativity, and helping everyone move into English and into 'group mode'. We will also discuss how the activities we try out can be adapted to the participants' own teaching context.

Session 1.2:

Friday, 9 March 2018 | 11:30 AM-12:30 PM | F-GF-036 | F Wing

Designing Creative Tasks that Interest, Engage and Motivate Students

Patti Drapeau, University of Southern Maine, USA.

Industry leaders identify creativity as a necessary component that is imperative to continuing innovation and future societal growth. While some deem creativity as important, studies today outline an alarming decrease in student creativity and standardized testing mandates threaten to impair creative thinking even further. In addition, some societies and cultures define creativity differently. There is no one universal way to teach creativity; however, teachers should know how to design or revise tasks in order to interest, engage or motivate ESL students. Learning strategies are the keys to academic success. The presenter will demonstrate different creative thinking "grab and go" strategies that are applicable across content and grade levels and can be used immediately in the classroom. Strategies include sound effects, artist trading cards, plus/minus assumptions, visualize /draw /write, and be the thing. These strategies have been successfully tried and tested globally.

Session 1.3:

Friday, 9 March 2018 | 2:30-3:30 PM | F-GF-036 | F Wing

Innovations in Teaching Spelling to ESL

R. Malatesha (Malt) Joshi, Texas A&M University, USA

Spelling is an important aspect of becoming literate and many ESL students have difficulty mastering spelling. In this presentation, I shall outline recent research on spelling development and instruction and show some examples of spelling instruction based on research. The presentation will be interactive with participation from the participants. have been successfully tried and tested globally.

Session 1.4:

Friday, 9 March 2018 | 3:30-4:30 PM | F-GF-036 | F Wing

Using Visuals Creatively

Margit Szesztay, University of Hungary, Hungary

This workshop will focus on activating learners by making communication activities creative and fun. We will start out with some energizing and focusing activities aimed at getting students 'in the mood' to communicate in English. We will also try out a number of controlled speaking and writing tasks, as well as activities which require more extended and sophisticated communication. All activities will involve the use of visuals and images. We will also discuss where such images and visuals can be found on the internet, or made by teachers and students themselves.

Course 2: Research Skills for Classroom-Based Research

Course Description

The trends of professional development shifted from focusing only on enhancing teachers' teaching skills to research skills. The importance of this stems from the fact that a teacher who is also a researcher has the potential to self-reflect and share experiences based on evidence from researching teaching and learning. This course introduces the key aspects that a teacher, who is interested in research, needs to consider to design and conduct his/her own research activity. The course starts with possible quantitative and qualitative research designs for classroom environment, it then introduces the most common ways to analyze each type of data, and provides teachers with tips for writing-up their research projects and getting published.

Session 2.1:

Friday, 9 March 2018 | 10:30-11:30 AM | F-GF-037 | F Wing

Research Design for the Language Learning Classroom

Cindy Gunn, American University of Sharjah, UAE

On-going evaluation of their own teaching and their students' learning is something that most teachers do, whether engaged in formal research or not. However, engaging in classroom research and ultimately publishing it allows teacher practitioners to share their findings with a wider audience to improve teaching and learning. In this hands-on workshop, participants will discuss and debate the merits of various approaches to classroom research, for example reflective investigations, action research and exploratory practice, to determine which is the best approach for their context. The presenter will also offer practical tips on how to follow through and publish classroom research.

Session 2.2:

Friday, 9 March 2018 | 11:30 AM-12:30 PM | F-GF-037 | F Wing

Using SPSS for data analysis

Matthew Robby, Sharjah Women's Campus, Higher Colleges of Technology, UAE

This session will provide an overview of IBM-SPSS software, focusing on the process of preparing variables and generating key non-parametric and parametric statistics for analysis. It will highlight best practices for analysis and use of SPSS for faculty applied research projects and achieving publications. The presentation will emphasize the appropriate use of SPSS statistics based on meeting necessary assumptions. The presentation will place in context use of SPSS with important applied research designs, processes, and methods. The presentation is designed to support faculty applied research projects.

Session 2.3:

Friday, 9 March 2018 | 2:30-3:30 PM | F-GF-037 | F Wing

Using software to analyze qualitative data

David Palfreyman, Zayed University, UAE

There is a strong tradition in educational research of using qualitative data (from lessons or other learning activities, interviews or materials) to understand the complex processes of learning and teaching. This session shows how qualitative analysis software such as NVivo can help you to manage large amounts of qualitative data, to build up a rich picture of educational experiences, to identify patterns in the data and to generate questions that can lead to greater insight into teaching and learning. We will look at various kinds of qualitative data and demonstrate some of the capabilities of this software.

Session 2.4:

Friday, 9 March 2018 | 3:30 -4:30 PM | F-GF-037 | F Wing

Writing a Research Paper

Christina Gitsaki, Zayed University, UAE

This session will take participants through the process of writing a research paper for publication. The presenter will first look at the structure of a research paper and then proceed to provide specific guidance and advice on writing each section of the research paper. Models of best practice will be shared with the participants who will also be given information and advice on where to publish their papers as well as the review and publication process.

Course 3: Teaching and Learning in the K-12 Classroom

Course Description

The series of sessions under this theme addresses some of the most critical matters which K-12 teachers are recommended to handle across the K-12 spectrum to understand how learners respond to the teaching and learning environment, and why they respond in such ways. Comprehending this relies on a substantive amount of self-reflection, effective classroom management, planning and profound thinking from the teacher. To address these matters, the course starts with managing possible ways to break writing skills into learnable steps, followed by ways to adapt teaching material to help children with dyslexia. At generic level, the effectiveness of classroom instructions is discussed through critical evaluation of the participants' current practice. The course concludes with the involvement of the participants in developing hands-on strategies for encouraging critical skills among young learners.

Session 3.1:

Friday, 9 March 2018 | 10:30-11:30 AM | F-GF-038 | F Wing

Writing step by step

Gary Pathare, Higher College of Technology, UAE

In this session, Gary will demonstrate how the writing skill can be effectively deconstructed, or broken down, into learnable steps. This highly effective and efficient method combines product and process approaches, enabling students to write structured, coherent essays such as those required by exams like the EmSAT. Students using this approach become visibly more motivated and confident. Gary will also share ideas for basic literacy activities for students struggling with reading and writing.

Session 3.2:

Friday, 9 March 2018 | 11:30 AM-12:30 PM | F-GF-038 | F Wing

Developing activities for explicit strategy instruction in primary schools –

Thomaï Alexiou, Aristotle University, Greece

Current studies show the effectiveness of strategy instruction when a combination of multiple strategies is taught in the classroom (Duke & Pearson, 2002; Pressley, 2006). The workshop will inform teachers of the strategies required for successful EFL learning at the primary level. First, we will present the main strategies according to SILL (Oxford 1990) and discuss the ones that appear to impact greatly on language learning at the primary level. Then the goals and practicalities of certain activities that aim at explicit strategy instruction will be explained (description of the activity, stages of the instruction, duration, materials and skills practiced) and we will test these activities in the workshop. We will identify the strategies emerging from the activities (cognitive, metacognitive, memory, compensatory, affective or social), reflect on their effectiveness and offer alternative practices and ideas for evaluation. At the end of the workshop teachers will be able to identify and instruct appropriate strategies for their primary EFL learners according to their needs.

Session 3.3:

Friday, 9 March 2018 | 2:30-3:30 PM | F-GF-038 | F Wing

Dyslexia in the foreign language classroom: Challenge accepted

Thomaï Alexiou, Aristotle University, Greece

The workshop will inform teachers of the common symptoms that occur when teaching English to children with dyslexia. We will delve into the learners' characteristics and the difficulties they face when learning English as a foreign language and we will propose methods and techniques to deal with these difficulties. We will also show ways of adapting the teaching material to help children with dyslexia in order to successfully accommodate them in the foreign language classroom. At the end of the workshop teachers will modify teaching materials to suit the needs of learners with dyslexia and they will also be asked to propose appropriate assessment methods.

Session 3.4:

Friday, 9 March 2018 | 3:30-4:30 PM | F-GF-038 | F Wing

How Young Is Too Young to Start Encouraging Critical Thinking?

Maria Brown, Higher Colleges of Technology, UAE

Lavinia Tamarua, Higher Colleges of Technology, UAE

In the 21st century classroom, inquisitive students are every teacher's ideal. Their most common verbal device is questioning. Yet, despite its universality, this essential skill is often over-looked. Research confirms that when teachers systematically use sequentially-developed questions, these tend to promote not only a more dynamic learning environment but also critical thinking and enhanced student learning - even at KG level. (Bay & Hartman, 2015). However, this is only so when teachers know how to devise progressive, logical, sequential questions. Such systematic classification also reveals the cognitive or affective level that the class is working at and suggests appropriate adjustments. So, how young is too young to start developing these skills? Inquisitiveness can and should be promoted from KG onwards. In this workshop, after briefly reviewing principles and research, participants will develop hands-on strategies

Course 4: English Language Teacher Efficiency & Effectiveness

Course Description

This pre-conference course is designed to train, motivate and nurture a reflective teacher. The elements of this course focus on specialist skills that an ESL teacher requires for efficiency and effectiveness..

Session 4.1:

Saturday, 10 March 2018 | 10:30-11:30 AM | F-GF-036 | F Wing

Traits of an Effective English Language Teacher

Christine Coombe, Higher Colleges of Technology, UAE

As language and content area practitioners face the pressures of an increased workload, institutional accountability and continual change in curricula and assessment, the need for effective foreign/second language teachers has never been more important. In this presentation, Christine will explore the characteristics that she finds essential for success in the foreign and second classroom and in educational institutions around the world.

Session 4.2:

Saturday, 10 March 2018 | 11:30 AM-12:30 PM | F-GF-036 | F Wing

Plan Your Lessons Like a Pro

Bushra Latif, Master English Education & Training, KSA

A teachers' lack of confidence can turn teaching into frustration. Having a carefully constructed lesson plan in hand enables a teacher to walk into the classroom with more confidence and poise. Effective lesson planning, especially during the initial days of teaching, rests heavily on good habits such as setting aside quality time for planning and putting the plan into writing. Incorporating a sensible and practical ESL lesson plan into a lesson allows learning and teaching to be effective and creative. During the session, the participants will learn how to write an EFL lesson with various hands-on activities.

Session 4.3:

Saturday, 10 March 2018 | 02:30-03:30 PM | F-GF-036 | F Wing

Creative Teaching & You

Bushra Latif, Master English Education & Training, KSA

Using communicative approach and Task-based learning inside the classroom, the emphasis is on interaction and the communication of real meaning that helps to bring the class to life. The use of authentic contexts in which to practise lexis and grammar results in genuine interest from the learners. It will enable you to efficiently bring the approach and "life" to your classroom. And further, implement a TBL learning segment which will hold significant value for learners, motivate learners with "interactive" learning and measure learning results instantly

Session 4.4:

Saturday, 10 March 2018 | 03:30-04:30 PM | F-GF-036 | F Wing

The Reflective Teacher

Fatmah Ali, Master English Education & Training, KSA

Reflection is crucial for a professional teacher. It is a contemporary education practice that allows a teacher to grow personally and professionally in his or her field of practice and life. In this session, teachers will learn how to use the different means of reflection to assist in their own development. They will devise a PD plan based on the reflection and will also learn about sharing their experience in different ways.

Course 5: Psychology in the Language Classroom

Course Description

Teachers today are faced with a challenge in the classroom where we often teach students of different levels, different aptitudes, and different motivations. In this course, participants will learn how best to secure differentiated instruction, how to use graphic organizers to visually stimulate students' cognitive abilities, how to prepare ourselves to be engaged with our profession and students, how to best facilitate our learners becoming literate in the target language.

Session 5.1:

Saturday, 10 March 2018 | 10:30-11:30 AM | F-GF-037 | F Wing

Unleashing the Power of Cognitive Graphic Organizer

Patti Drapeau, University of Southern Maine, USA

Cognitive graphic organizers are effective tools to use with students because they foster critical and creative thinking, guide students to prevent faulty reasoning and help ESL students organize their thinking using minimal amount of words. In this interactive session, teachers see how to use and will compare the use of two and three -dimensional high level thinking graphic organizers. Graphic organizers will focus on the use of vocabulary as well as critical thinking verbs such as prioritize and judge, and creative thinking verbs such as connect and brainstorm. Topics include:

- Six purposes for using graphic organizers
- Six specific ways to use graphic organizers
- Shared procedural language that targets each graphic organizer verb
- Examples of critical and creative thinking graphic organizers with simple or abstract content.

These graphic organizers can be applied to most content and across most grade levels.

Session 5.2:

Saturday, 10 March 2018 | 11:30 AM-12:30 PM | F-GF-037 | F Wing

Prioritizing professional wellbeing because 'It's not just how I teach, it is who I am'

Sarah Mercer, University of Graz, Austria

The premise of this workshop rests on the notion that "we teach who we are" (Palmer, 2007). Our attitudes, emotions, and motivations define how we teach and interact in our classrooms and are critical to our professional behaviours. This means that to teach to the best of our abilities, we need to nurture our professional wellbeing. Indeed, research suggests that attending to the welfare of teachers is not only good for the teachers themselves, but also for their learners psychologically and academically as well as the institution as a whole. Therefore, I suggest that all professional development needs to begin by examining teacher psychology ensuring we are in the right place to develop as teachers and people. Through a series of interactive activities and reflection tasks, we will consider why language teacher psychology is so important, why it has perhaps been somewhat neglected, and what we can do in terms of research as well as practical interventions for individuals and organizations to promote language teacher wellbeing.

Session 5.3:

Saturday, 10 March 2018 | 02:30-03:30 PM | F-GF-037 | F Wing

Differentiated Instruction for English Language Teachers: A Means of Empowering Learners and Teachers Alike

Nicos Sifakis, Hellenic Open University, Greece

Differentiated instruction is an approach to teaching that advocates active planning for and attention to learners' differences in classrooms, in the context of high quality curricula. In this talk, I review the essential underpinnings of differentiated instruction and then go on to look into (a) practical aspects of going beyond the one-size-fits-all delivery system and (b) ways in which ESOL teachers can reflect on and evaluate the impact of their own practice in the differentiated classroom context. In this light, I also present evidence for highlighting the central role appropriately trained English language teachers can play in developing core skills for work and life (as defined by world-renowned institutions like UNESCO) in their learners and how differentiated instruction can play an invaluable role in this.

Session 5.4:

Saturday, 10 March 2018 | 03:30 -04:30 PM | F-GF-037 | F Wing

A relational perspective on language education for a globalized world

Sarah Mercer, University of Graz, Austria

In a globalized world, multicultural classrooms and against the backdrop of English as a Lingua Franca, we need communicative competences that are not culture-specific but which focus on how to communicate and cooperate effectively across and within a range of cultural contexts. To this end, I argue that understanding how to build and maintain relationships in the classroom and through language use beyond the classroom is central to effective language education. Together we will reflect on and explore our own interpersonal, socio-emotional competences as educators as well as consider how we can foster these same skills in our learners.

Course 6: Teaching with Web 2.0 Technologies

Course Description

Without a doubt the biggest innovation in the world today is the development of the internet and wireless technology. Our students seem more engaged with those technologies than with anything we do with them in the classroom. This course shows teachers how to harness these new technologies to engage students in ways they never believed possible. The goals of this course are to learn how to use mobile phones to most effectively engage students and use augmented reality and virtual learning environments to engage students

Session 6.1:

Saturday, 10 March 2018 | 10:30-11:30 AM | F-GF-038 | F Wing

Barring Mobile Phones and Indiscipline or Sacrificing Learning Gains?

Robinah Kyeyune, Makerere University, Uganda

That teachers of English are actively contributing to the discussion of the value of using ICTs in the English classroom, and the importance of learning by doing is very significant evidence of their reflection on practice. Yet, their argument against any encouragement for them to allow learners to exploit the value of the mobile phone as a learning tool is a drawback and one in spite of proponents' description of the mobile phone as the most widely available basic ICT. Many teachers fear that the mobile phone will disrupt established order and be a freeway to pornography and numerous kinds of idleness. This paper argues the value that guided and supervised use of the mobile phone can bring to learning experiences both within and outside of the English classroom. Citing the various communication and learning functions of the phone, it illustrates the potential contribution that this ICT tool can make to the effectiveness of teaching English through not only supporting research and reading and writing but also making learning more curious and exciting as well as active, hands on and immediately rewarding.

Session 6.2:

Saturday, 10 March 2018 | 11:30 AM-12:30 PM | F-GF-038 | F Wing

Creating Educational Experiences for the Future: Intelligent Tools, Automation and Enhanced Reality

Greg Kessler, Ohio University, USA

The presenter will share a number of recent developments related to language and technology, including automated assessment tools, speech and gesture control interfaces, and a variety of automated and intelligent tools. Some of the tools and resources associated with these developments have found their way into language learning while others certainly will in the near future. While some of these developments are easily integrated into language education, other developments have the potential to threaten or intimidate language teachers and learners. The presenter will share of a number of these developments and guide participants through the creation of learning experiences using some of these technologies. He will also share thoughts about the need to embrace these developments as we move toward a new era of language learning: One in which these intelligent assistants and resources may take precedence over classroom instruction.

Session 6.3:

Saturday, 10 March 2018 | 02:30-03:30 PM | F-GF-038 | F Wing

Creating Compelling Educational Experiences Through Social Media and Authentic Language Practice

Greg Kessler, Ohio University, USA

Social media compels people to communicate in authentic, engaging and participatory ways. As a result, language teachers and learners now have opportunities unlike any in the past. Unfortunately, these are often overlooked. In particular, we have an amazing wealth of digital resources to support extensive language practice in authentic contexts. When designed thoughtfully, these experiences can be incredibly active and rewarding. Introducing social media practices in the language classroom can promote learning by engaging students in the compelling nature of participatory culture, which encourages participants to actively communicate with others as they co-construct knowledge. This engagement allows learners to practice their use of the target language extensively with others who have a shared interest in successful communication. The presenter will share a number of examples of such engaging projects and guide participants through the creation of authentic and compelling materials and learning experiences.

Course 6: Teaching with Web 2.0 Technologies**Session 6.4:**

Saturday, 10 March 2018 | 03:30 - 04:30 PM | F-GF-038 | F Wing

Technology in Language Teaching & Learning

Anjali Rajan, Applied Technology High School, UAE

Technology is an integral part of the teaching and learning process in the 21st century classrooms. Effective and efficient technology integration practices can help teachers to engage students in deeper and more meaningful learning experiences. In a language classroom, technology can help teachers to provide authentic learning experiences to students, to differentiate and adapt to various learning needs within a classroom and also to reach all learners at any time, beyond the the classroom walls.

While technology can help to transform the teaching and learning environment, as educators we need to ensure that it serves a purpose and is not merely an add on. This workshop will focus on the use of web 2.0 tools and applications that can be used to create learning activities for all language skills. Participants will engage in hands-on activities to explore and evaluate a range of technology tools that focus on digital differentiation in language classroom, collaborative work and brainstorming, generating and using QR codes and infographics, and web-based assessment tools. Participants will also have access to course material and online resources through iTunesU and Edmodo.





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PROGRAM AT A GLANCE

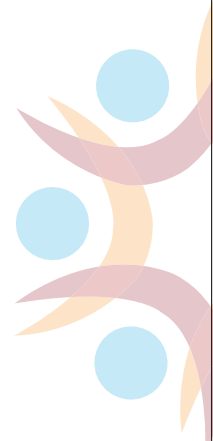
Thursday, 8th March 2018

08:00 - 17:00	Registration Desk Opens										
08:00 - 17:00	Speakers' Preparation Room Open 0-2-L2-001										
09:00 - 10:00	Coffee and Refreshments										
10:00 - 11:00	Opening Ceremony - Auditorium										
11:00 - 12:00	Plenary I - Christina Gitsaki - Auditorium										
12:00 - 13:30	Concurrent Sessions										
Venue	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	
Room	Room 1 02-L2-023	Room 2 02-L2-024	Room 3 02-L2-025	Room 4 02-L2-019	Room 5 02-L2-020	Room 6 02-L2-021	Room 7 02-L2-022	Room 8 02-L2-030	Room 9 02-L2-031	Multipurpose Hall 2 02-L2-033	Auditorium
Theme 12:00 - 13:30	Language Assessment	Language Assessment	Classroom-Based Research and Research-Based Teaching	Teaching/Learning Reading	Teaching Approaches and Classroom Practices	Teaching Approaches and Classroom Practices	Teacher Education and Professional Development	Technology-Based Teaching and Learning	Technology-Based Teaching and Learning	Technology-Based Teaching and Learning	Special Sponsor Sessions
13:30 - 14:30	Lunch										
14:30 - 15:30	Plenary II - Patti Drapeau - Auditorium										
15:30 - 17:00	Concurrent Sessions										
Theme 15:30 - 17:00	Language Assessment	Language Assessment	Classroom-Based Research and Research-Based Teaching	Teaching/Learning Reading	Teaching Approaches and Classroom Practices	Teaching Approaches and Classroom Practices	Teacher Education and Professional Development	Technology-Based Teaching and Learning	Technology-Based Teaching and Learning	Technology-Based Teaching and Learning	Special Panel Session
17:00 - 17:30	Coffee Break										
17:30 - 18:30	Plenary III - Malt Joshi - Auditorium										
18:30 - 20:30	Welcome Reception - Convention Center Ground Floor										

PROGRAM AT A GLANCE

Friday, 9th March 2018

08:00 - 17:00	Registration Desk Opens											
08:00 - 17:00	Speakers' Preparation Room Open 0-2-L2-001											
09:00 - 10:00	Plenary IV - Nikos Sifakis - Auditorium											
10:00 - 10:30	Coffee Break											
10:00 - 11:00	Poster Sessions (2 nd Floor Convention Center)											
10:30 - 12:30	Concurrent Sessions											
Venue	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center
Room	Room 1 02-L2-023	Room 2 02-L2-024	Room 3 02-L2-025	Room 4 02-L2-019	Room 5 02-L2-020	Room 6 02-L2-021	Room 7 02-L2-022	Room 8 02-L2-030	Room 9 02-L2-031	Multipurpose Hall 2 02-L2-033	Auditorium	
Theme 10:30 - 12:30	Language Assessment	Task-Based Learning	Classroom-Based Research and Research-Based Teaching	Teaching/Learning Reading	Teaching Approaches and Classroom Practices	Teaching Approaches and Classroom Practices	Teacher Education and Professional Development	Teacher Education and Professional Development	Teaching/Learning Writing	Bilingualism and Multilingualism	Featured Sessions	
Venue	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	
Room	F-GF-003	F-GF-004	F-GF-005	F-GF-006	F-GF-007	F-GF-008	F-GF-027	F-GF-026	F-GF-015	F-GF-014	F-GF-013	
Theme 10:30 - 12:30	Technology-Based Teaching and Learning	Technology-Based Teaching and Learning	Technology-Based Teaching and Learning	Technology-Based Teaching and Learning	Teaching/Learning Vocabulary	Teaching/Learning Vocabulary	Adult Language Learning	Early Childhood Language Learning	Student Motivation	Student Motivation	Globalization and Language Teaching	
Room	F-GF-033	F-GF-034	F-GF-036	F-GF-037	F-GF-038							
Theme 10:30 - 12:30	Globalization and Language Teaching	World Englishes and Language Teaching / Learning	PD Course 1 Creativity and Innovation in ESL	PD Course 2 Research Skills for Classroom-Based Research	PD Course 3 Teaching and Learning in the K-12 Classroom							
12:30 - 13:30	Lunch											
13:30 - 14:30	Plenary V - Greg Kessler - Auditorium											





PROGRAM AT A GLANCE

Friday, 9th March 2018

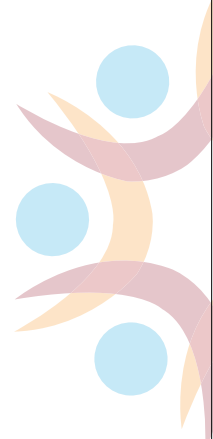
Concurrent Sessions

Venue	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center
14:30 - 16:30	Room 1 02-L2-023	Room 2 02-L2-024	Room 3 02-L2-025	Room 4 02-L2-019	Room 5 02-L2-020	Room 6 02-L2-021	Room 7 02-L2-022	Room 8 02-L2-030	Room 9 02-L2-031	Multipurpose Hall 2 02-L2-033	Convention Center	Convention Center
Theme	Language Assessment	Task-Based Learning	Classroom-Based Research and Research-Based Teaching	Teaching/Learning Reading	Teaching Approaches and Classroom Practices	Teaching Approaches and Classroom Practices	Teacher Education and Professional Development	Teacher Education and Professional Development	Teaching/Learning Writing	Bilingualism and Multilingualism	Featured Sessions	Auditorium
Venue	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing
Room	F-GF-003	F-GF-004	F-GF-005	F-GF-006	F-GF-007	F-GF-008	F-GF-027	F-GF-026	F-GF-015	F-GF-014	F-GF-013	
Theme	Technology-Based Teaching and Learning	Technology-Based Teaching and Learning	Technology-Based Teaching and Learning	Technology-Based Teaching and Learning	Teaching/Learning Vocabulary	Teaching/Learning Vocabulary	Early Childhood Language Learning	Early Childhood Language Learning	Student Motivation	Student Motivation	Globalization and Language Teaching	
Room	F-GF-033	F-GF-034	F-GF-036	F-GF-037	F-GF-038							
Theme	Globalization and Language Teaching	Sponsored Featured Workshop	PD Course 1 Creativity and innovation in ESL	PD Course 2 Research Skills for Classroom-Based Research	PD Course 3 Teaching and Learning in the K-12 Classroom							
16:30 - 17:00	Coffee Break											
17:00 - 18:00	Plenary VI - Sarah Mercer - Auditorium											
20:00 - 23:00	Gala Dinner											

PROGRAM AT A GLANCE

Saturday, 10th March 2018

08:00 - 15:00	Registration Desk Opens										
08:00 - 16:00	Speakers' Preparation Room open 0-2-L2-001										
09:00 - 10:00	Plenary VII- Margit Szesztay - Auditorium										
10:00 - 10:30	Coffee Break										
10:00 - 11:00	Poster Sessions (2 nd Floor Convention Center)										
10:30 - 12:30	Concurrent Sessions										
Venue	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	
Room	Room 1 02-L2-023	Room 2 02-L2-024	Room 3 02-L2-025	Room 4 02-L2-019	Room 5 02-L2-020	Room 6 02-L2-021	Room 7 02-L2-022	Room 8 02-L2-030	Room 9 02-L2-031	Multipurpose Hall 2 02-L2-033	Convention Center
Theme 10:30 - 12:30	Language Assessment	CLIL	Classroom-Based Research and Teaching	Teaching Approaches and Classroom Practices	Teaching Approaches and Classroom Practices	Teaching Approaches and Classroom Practices	Curriculum Development	Technology-Based Teaching and Learning	Technology-Based Teaching and Learning	Technology-Based Teaching and Learning	Convention Center
Venue	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing
Room	F-GF-003	F-GF-004	F-GF-005	F-GF-006	F-GF-007	F-GF-008	F-GF-027	F-GF-026	F-GF-015	F-GF-014	F-GF-013
Theme 10:30 - 12:30	Teacher Education and Professional Development	Teacher Education and Professional Development	Teacher Education and Professional Development	Teacher Education and Professional Development	Teaching/Learning Vocabulary Teaching/Learning Speaking	Teaching/Learning Grammar	Teaching/Learning Writing	Teaching/Learning Writing	Bilingualism and Multilingualism	Bilingualism and Multilingualism Teaching Approaches	Student Motivation
Room	F-GF-033	F-GF-034	F-GF-036	F-GF-037	F-GF-038						
Theme 10:30 - 12:30	Globalization and Language Teaching	Globalization and Language Teaching	PD Course 4 English Language Teacher Efficiency & Effectiveness	PD Course 5 Psychology in the Language Classroom	PD Course 6 Teaching with Web 2.0 Technologies						
12:30 - 13:30	Lunch										
13:30 - 14:30	Plenary VIII - Robinah Kyeeyune - Auditorium										



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Saturday, 10th March 2018

Concurrent Sessions

Venue	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center	Convention Center
Room	Room 1 02-L2-023	Room 2 02-L2-024	Room 3 02-L2-025	Room 4 02-L2-019	Room 5 02-L2-020	Room 6 02-L2-021	Room 7 02-L2-022	Room 8 02-L2-030	Room 9 02-L2-031	Multipurpose Hall 2 02-L2-033	Convention Center Auditorium
Theme 14:30 - 16:00	Special Education Symposium	CLIL	Classroom-Based Research and Research-Based Teaching	Teaching Approaches and Classroom Practices	Teaching Approaches and Classroom Practices	Teaching Approaches and Classroom Practices	Curriculum Development	Technology-Based Teaching and Learning	Technology-Based Teaching and Learning	Technology-Based Teaching and Learning	Featured Sessions
Venue	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing	F Wing
Room	F-GF-003	F-GF-004	F-GF-005	F-GF-007	F-GF-008	F-GF-026	F-GF-015	F-GF-014	F-GF-013	F-GF-033	F-GF-034
Theme 14:30 - 16:00	Teacher Education and Professional Development	Teacher Education and Professional Development	Teacher Education and Professional Development	Teaching/Learning Grammar	Teaching/Learning Grammar	Teaching/Learning Writing	Bilingualism and Multilingualism	Adult Language Learning Student Motivation	Student Motivation	Globalization and Language Teaching	Globalization and Language Teaching
Room	F-GF-036	F-GF-037	F-GF-038								
Theme 14:30 - 16:00	PD Course 4 English Language Teacher Efficiency & Effectiveness	PD Course 5 Psychology in the Language Classroom	PD Course 6 Teaching with Web 2.0 Technologies								

Closing Ceremony

16:00 - 16:30

08:00 - 17:00 Registration Desk Opens

09:00 - 10:00 Coffee Break

10:00 - 11:00 Opening Ceremony | Room: Auditorium | Convention Center

Room : Auditorium | Convention Center
11:00 - 12:00 Plenary I: Language Education: Making Change Happen
Christina Gitsaki

12:00 - 13:30 Concurrent Sessions

Language Assessment

Room 1 - 02-L2-023 | Convention Center
12:00 - 12:30 201 - Teachers' Conceptions of Assessment: The case of Pakistan
Sahbi Hidri & Musharrif Aziz

12:30 - 13:00 338 - The Impact of Formative Assessment on Student Achievement
Ani Hovhannisyan

13:00 - 13:30 5 - Instructional Illuminators: Scoring Rubrics for Speaking Skills
Nara Avtandilyan

Language Assessment

Room 2 - 02-L2-024 | Convention Center
12:00 - 12:30 186 - Which English(es) should be used in international English tests?
Jason Thompson

12:30 - 13:00 40 - Methods of Assessment versus Effective Feedback: Putting Things in Perspective
Pooja Sancheti

13:00 - 13:30 86 - Designing a writing rubric fit for the purpose
Peter Bull

Classroom-Based Research and Research-Based Teaching

Room 3 - 02-L2-025 | Convention Center
12:00 - 12:30 84 - Participatory Action Research: Communities of practice to join Data Science and Education
Radoslaw Janik

12:30 - 13:00 120 - Enhancing Reading Comprehension and Writing Skills through Expanding Knowledge of Textual Features
Hussein Abdelreheim

13:00 - 13:30 286 - Teaching grammar through imagery and metaphor
Leandri Kleinhans

Teaching/Learning Reading

Room 4 - 02-L2-019 | Convention Center
12:00 - 12:30 187 - Extensive Reading: M-Reader and XREADING
David Bozetarnik

12:30 - 13:30 304 - You Write and Your Students Read – A Win-Win for Time-Strapped Writers
Bjorn Candel

Teaching Approaches and Classroom Practices

- 12:00 - 12:30 **Room 5 - 02-L2-020 | Convention Center**
82 - Translation as an effective engaging learning tool
Sonia Batra & Nazila Motahari
- 12:30 - 13:00 **83** - Contextualized scaffolding: Enhancing teaching effectiveness for non-native English speakers in tertiary education
Hardeep Anant & Kaia DeMatteo
- 13:00 - 13:30 **246** - “Englishing” the L1: Reconsidering the use of the mother tongue EFL classroom
Mario Moya

Teaching Approaches and Classroom Practices

- 12:00 - 12:30 **Room 6 - 02-L2-021 | Convention Center**
306 - Supporting English language learners’ comprehension of extended, complex academic texts
Suzanne Littlewood
- 12:30 - 13:00 **180** - Including all students in Writing activities
John Cargill
- 13:00 - 13:30 **107** - Dictogloss for the EFL Classroom
Amal Al-Abri

Teacher Education and Professional Development

- 12:00 - 12:30 **Room 7 - 02-L2-022 | Convention Center**
240 - Assessment Literacy – Choosing the right test for you
David Booth
- 12:30 - 13:00 **27** - Professional growth through your “Aha moment”!
Mouna Abou Assali
- 13:00 - 13:30 **68** - Professional Development and Classroom Technology: The teacher’s experience
Rob Miles

Technology-Based Teaching and Learning

- 12:00 - 12:30 **Room 8 - 02-L2-030 | Convention Center**
364 - Exe-learning for Spanish and English
Carmen Medina
- 12:30 - 13:00 **274** - Collaborative note-taking: Is it worth the effort?
Jennifer Benaggoun
- 13:00 - 13:30 **377** - Gamification in ESL: A Pedagogical Framework
Richard Taylor

Technology-Based Teaching and Learning

- 12:00 - 12:30 **Room 9 - 02-L2-031 | Convention Center**
156 - Introduction of academic digital technology to early career undergraduates
Eddia Solas & Frances Sutton
- 12:30 - 13:00 **280** - Model for the factors influencing adult learners’ technology use in language learning
Sahar Alzahrani & Azza Alomari
- 13:00 - 13:30 **14** - OneNote Class Notebook Online: The 21st Century Teacher’s Magic Wand
Huda Jamal

Technology-Based Teaching and Learning

- 12:00 - 12:30 **Multipurpose Hall 2 - 02-L2-033 | Convention Center**
143 - Teaching with a Twist: eVoc
Naureen Shehzad
- 12:30 - 13:00 **167** - Impact of Mobile Assisted Language Learning on Developing EFL Students' Speaking skills
Paiman Azeez & Fatimah Hasan
- 13:00 - 13:30 **102** - What is Academic Writing?
Peter Davidson

Special Sponsor Sessions

- 12:00 - 12:30 **Room Auditorium | Convention Center**
 An Arts Integrated Curriculum in Action: Options in Engaged Learning
Karen Konnerth
- 12:30 - 13:00 Fulbright in the UAE: An Overview of Fulbright Teaching Assistantships to the U.S. and Graduate/Post-Graduate Study Opportunities
Charlotte Fadare
- 13:00 - 13:30 EducationUSA Advising Centers in the UAE: Advice/Guidance for Students Interested in Pursuing Higher Education in the USA
Nadia Ibrahim

13:30 - 14:30 Lunch

- 14:30 - 15:30 **Room: Auditorium | Convention Center**
Plenary II - A Universal Language for Global Classrooms
Patti Drapeau

15:30 - 17:00 Concurrent Sessions

Language Assessment

- 15:30 - 16:00 **Room 1 - 02-L2-023 | Convention Center**
15 - Language Assessment: Real or Fake Image of Students' Performance?
Fatma Ismail
- 16:00 - 16:30 **210** - Detecting Gender Preferences within English Reading Comprehension Passages via a MIMIC Model
Yong Luo, Abdulrahman Sharmani, Bjorn Norrbom
- 16:30 - 17:00 **260** - Multimodality and ESL: A case study of aligning assessment with digital curriculum
Ahlem Tabib

Language Assessment

- 15:30 - 16:00 **Room 2 - 02-L2-024 | Convention Center**
34 - Developmentally Appropriate Assessment in Young Learner Classrooms
Irma-Kaarina Ghosn
- 16:00 - 17:00 **81** - The Pronunciation Problems Resulting from First Language Transfer: Causes and Solutions
Amr El Zarka

Classroom-Based Research and Research-Based Teaching

- 15:30 - 16:00 **Room 3- 02-L2-025 | Convention Center**
301 - Finding Harmony with E-Resources: Are Your Favorites Their Headaches?
Toni McLaughlan & Corne Lotter
- 16:00 - 16:30 **166** - Ready or not? Vocabulary size and academic reading skills for EMI
Michael Bowles
- 16:30 - 17:00 **402** - Teaching the pronunciation of English in a globalized world
Wafa Zoghbor

Teaching/Learning Reading & Listening

- 15:30 - 16:00 **Room 4 - 02-L2-019 | Convention Center**
54 - The Impact of Listening on Second Language Vocabulary Acquisition
Emma Levonyan
- 16:00 - 17:00 **295** - Online extensive reading: the pros and cons
Paul Goldberg

Teaching Approaches and Classroom Practices

- 15:30 - 16:00 **Room 5 - 02-L2-020 | Convention Center**
324 - Intercultural Competence and Technology
Aseel Almubaddel & Daniah Aleissa
- 16:00 - 16:30 **292** - Teaching English to 'English'? Speakers: The Case of Caribbean English Creole Students
Ann Marie Simmonds
- 16:30 - 17:00 **375** - Narrative Arguments In The Classroom
Khamaiel Altamimi

Teaching Approaches and Classroom Practices

- 15:30 - 16:00 **Room 6 - 02-L2-021 | Convention Center**
58 - Analysing learners' errors to improve teaching and learning in the English classroom
Mario Moya & Farah Chaudary
- 16:00 - 16:30 **288** - Doing ELT Differently: Promoting Significant Learning for Survival in 21st Century
Hashil Al-Saadi

Teacher Education and Professional Development

- 15:30 - 16:00 **Room 7 - 02-L2-022 | Convention Center**
341 - Are you an inspiring teacher? Let's find out!
Noorchaya Yahya
- 16:00 - 16:30 **318** - Rethinking Teacher Quality: New Teachers' Evaluation Rubrics
Ouarda Khouni
- 16:30 - 17:00 **138** - IDP Support Products for IELTS test takers
Anna Hasper

Technology-Based Teaching and Learning

- 15:30 - 16:00 **Room 8 - 02-L2-030 | Convention Center**
203 - Digital Badges in the Language Classroom
Preeya Reddy & Peter Davidson
- 16:00 - 17:00 **303** - Get Out of the Class! Mobile Game Based Learning outside the Classroom
Helene Demirci & Leah Lane

Technology-Based Teaching and Learning

- 15:30 - 16:00 **Room 9 - 02-L2-031 | Convention Center**
217 - Using Meetingwords to Improve Writing Skills
Randa Abdelmagid
- 16:00 - 16:30 **253** - Audience Response Systems in Higher Education
Diana Johnston & Andrew Johnston
- 16:30 - 17:00 **228** - How to stimulate an engaging and dynamics MOOCs in Humanities courses?
Sahar Al-Keshwan

Technology-Based Teaching and Learning

- 15:30 - 16:00 **Multipurpose Hall 2 - 02-L2-033 | Convention Center**
391 - Apple Accessibility Features to Enhance the Education Experience of Students with Physical Disabilities
Maisa Obeid
- 16:00 - 17:00 **43** - Effective Use of Technology to Enhance Twenty First Century Skills
Soad Mizher

Special Panel Session

- 15:30 - 17:00 **Room - Auditorium | Convention Center**
Language Education in the UAE: Curriculum Reforms and Innovation Supported by Research
Christina Gitsaki | Hayley Holuj | Radek Janic | Shamsa Sarhan Amer Al Sawafi
- 17:00 - 17:30 Coffee Break
- 17:30 - 18:30 **Room : Auditorium | Convention Center**
Plenary III - Solving Literacy Problems: A Global Issue
Malt Joshi
- 18:30 - 20:30 **Welcome Reception - Convention Center Ground Floor**

08:00 - 17:00 Registration Desk Opens

09:00 - 10:00 **Plenary IV - Toward Global English Critical Literacy: What, Why and How**
Nicos Sifakis
Room: Auditorium | Convention Center

10:00 - 10:30 Coffee Break

10:00 - 11:00 **Poster Sessions (2nd Floor Convention Center)**

10:00 - 11:00 **268 - Collocation Learning Through Task-Based Language Teaching**
Abdelbasset Jeddi

10:00 - 11:00 **345 - Exploring Teachers' Perceptions of the Use of E-portfolios in UAE Schools**
Samaa Abdelghamy

10:00 - 11:00 **247 - The Center for English Proficiency: English Language Teaching with an Academic Focus**
Ann Marie Simmonds | Sally Kondos | Jessica Saba | Anita Chehab

10:00 - 11:00 **216 - Using CCQs and ICQs in English Language Teaching**
Randa Abdelmagid

10:30 - 12:30 **Concurrent Sessions**

Language Assessment

Room 1 - 02-L2-023 | Convention Center

10:30 - 11:00 **112 - Reliable and fair productive-skills testing for high-stakes decisions**
Mavi Calabrese

11:00 - 11:30 **350 - New Forms of Assessment: A case when EFL students' Contribution Only Matters**
Safaa Eissa

11:30 - 12:30 **124 - The Global Scale of English: The power of standards in education**
Mike Mayor

Task-Based Learning

Room 2 - 02-L2-024 | Convention Center

10:30 - 11:00 **9 - Advancing Research in Task-Based Language Teaching**
Ali Shehadeh

11:00 - 11:30 **70 - Bringing a growth mindset into language learning through task based learning**
Fiona Hartley

11:30 - 12:00 **325 - Moving from teaching to facilitating: An introduction to Project Based Learning (PBL)**
Tasnim Al Terkait

12:00 - 12:30 **42 - Filmmaking in the EFL classroom**
Robert Iain Collins

Classroom-Based Research and Research-Based Teaching

Room 3 - 02-L2-025 | Convention Center

10:30 - 11:00 **195 - PBL, Project Based Learning**
Sahar Moursi

11:00 - 11:30 **362 - Argue to Learn: Integrating Argumentation into EFL Instruction**
Ahmed Sahlane

11:30 - 12:00 **223 - Emotions in English Language Education- Opportunities for Embracing Global Perspectives**
Alina Chirciu

12:00 - 12:30 **361 - Utilizing the Japanese LEGO Model in the Saudi EFL Classroom**
Nura Al-Zahrani

Teaching/Learning Reading

- 10:30 - 11:00 **Room 4 - 02-L2-019 | Convention Center**
296 - Developing a readability scale for graded readers
Paul Goldberg
- 11:00 - 11:30 **165** - Investigating the Arabic Children's Book Publishing Industry in the UAE
Shelley Lawson
- 11:30 - 12:30 **17** - Successful Strategies for Scaffolding Reading Instruction in the EFL Classroom
Olga Spuskanyuk

Teaching Approaches and Classroom Practices

- 10:30 - 11:00 **Room 5 - 02-L2-020 | Convention Center**
339 - Optimizing Language Learning through Trust Building
Raja Mallek Bahloul
- 11:00 - 11:30 **159** - Translanguaging Pedagogy and Cooperative Learning Techniques in Higher Education
Telma Steinhagen
- 11:30 - 12:00 **229** - Kaizena: Writing Feedback Made Simple
Shorouk Hanafy
- 12:00 - 12:30 **108** - Inquiry Based Learning and its Role in Promoting Higher Order Thinking
Amal Al-Abri

Teaching Approaches and Classroom Practices

- 10:30 - 11:30 **Room 6 - 02-L2-021 | Convention Center**
128 - LET'S TALK! Promoting Meaningful Discussions in the Classroom
Mariana Hernandez
- 11:30 - 12:30 **251** - Reading: The Way Forward at a Critical Time
Michael McMurray & Amira Traish

Teacher Education and Professional Development

- 10:30 - 11:00 **Room 7- 02-L2-022 | Convention Center**
126 - Role of Mission and Values in a Learning Organization
Beena Vijayavalsalan
- 11:00 - 11:30 **230** - Credibility and Authenticity: What adult students value in Teachers
Damien Carberry
- 11:30 - 12:00 **297** - Closing the Loop: Reflections from Alumni on Higher Order Thinking Skills (HOTS)
Muna Balfaqeeh & Asli Hassan
- 12:00 - 12:30 **232** - التعلّم الذاتي لمهارات اللغة العربية
Ahlam Zahawi

Teacher Education and Professional Development

- 10:30 - 11:00 **Room 8 - 02-L2-030 | Convention Center**
202 - The effectiveness and challenges of a field-experience program: Trainee-teachers' perspectives
Sadiq Ismail
- 11:00 - 11:30 **192** - Professional Learning Communities/ Social Media Tools
 "Best Practices For Enhancing Student Achievement"
Madawi Al-Obathani
- 11:30 - 12:30 **137** - Enhancing IELTS Listening through making listening skills and strategies visible
Anna Hasper

Teaching/Learning Writing

Room 9 - 02-L2-031 | Convention Center

10:30 - 11:00 **340** - An integrated skills approach to teaching writing: a whole game plan
Penelope Doyle

11:00 - 11:30 **311** - What Writing Centers Do... and Why
Jodi Lefort | Elizabeth Whitehouse | Ryan McDonald

11:30 - 12:00 **330** - Assessing the Effectiveness of Tutor Training Models
Maria Eleftheriou

12:00 - 12:30 **256** - Experiences from Academic Language and Literacy Support among undergraduates at Zayed University
Robert Turner | Malin Garemo | Myrelle D'Abreu | Sharon Kelly | Amal Elamin | Ludmilla Scott Zainab Taha

Bilingualism and Multilingualism

02-L2-033 - Multipurpose Hall 2 | Convention Center

10:30 - 11:00 **242** - Translanguaging in a Children's Literature Course for Future Teachers
Kay Gallagher

11:00 - 11:30 **71** - Supplementary schools: The teaching of a minority language in a globalised world
Fatma Said

11:30 - 12:00 **52** - Searching for Quality in Dual Language Picture Books: Lost in Translation with Kotobi
Anna Dillon | Zeina Hojeij | Alecia Perkins | Rima Malkawi

12:00 - 12:30 **360** - الترجمة الآلية معاون أم عائق أمام إتقان طلاب المرحلة الجامعية مهارة الترجمة
Nagwa Fahmy

Featured Sessions

Room- Auditorium | Convention Center

10:30 - 11:30 Teacher Knowledge of Language Constructs in Teaching Reading
Malt Joshi

11:30 - 12:30 They Can't Teach Critical Thinking Lacking the Skill Themselves
Robinah Kyeyune

Technology-Based Teaching and Learning

F-GF-003 | F Wing

10:30 - 11:00 **275** - Shifting Paradigm of Classroom Teaching: A Perspective
Sandip Sarkar

11:00 - 11:30 **316** - Using H5P to Create Mobile-Friendly Content for Students
Jonathan Titcomb

11:30 - 12:00 **215** - Making Meaning to Technology in Education
Elham Abu Alezz

12:00 - 12:30 **283** - Disruptive Technology: Should technology be used in classroom?
Georgios Kormpas

Technology-Based Teaching and Learning

F-GF-004 | F Wing

- 10:30 - 11:00 **352** - Developing Academic English MOOCs for English Learners in the Arabian Gulf Region
Jesse Balanyk, Jaime Buchanan, Ruth Radwan
- 11:00 - 11:30 **47** - Digital Tools for More Language Production in EFL Classrooms
Mohamed Al Mohamady
- 11:30 - 12:00 **309** - Globalised Training: using network technology to link Benghazi, Durham & China
Chris Macallister, Yvonne Fraser, Tanya Parsons
- 12:00 - 12:30 **38** - Investigation of telecollaborative language-oriented tasks: A case study of Saudi teachers' perspectives
Ahmed Khateeb

Technology-Based Teaching and Learning

F-GF-005 | F Wing

- 10:30 - 11:00 **162** - Exaggerating EFL teachers' Engagement in PD MOOCs
Ashraf Atta Mohmed Safein Salem
- 11:00 - 11:30 **248** - With Kahoot, MCQ quizzes will never be boring again!
Fatma Abdelrahman
- 11:30 - 12:00 **148** - Creating flipped classroom for Kindergarten Phonics
William Sanders
- 12:00 - 12:30 **307** - How to give paper exam and correct it easily by zip-grade app?
Naif Alanazi

Technology-Based Teaching and Learning

F-GF-006 | F Wing

- 10:30 - 11:00 **16** - Web Development for the EFL Classroom
Miles Pennington
- 11:00 - 11:30 **359** - توظيف تصميم البيانات التفاعلي لتعزيز فاعلية تعلم اللغات - نموذج تجريبي مقترح
Maha Abdul Majeed & Khaled Mostafa
- 11:30 - 12:00 **347** - Using Kahoot to Engage Students in the Grammar Classroom
Nasra Adan & Aaron Abdow
- 12:00 - 12:30 **278** - Integrating Mobile Technology in the Classroom
Ferhana Thagia

Teaching/Learning Vocabulary

F-GF-007 | F Wing

- 10:30 - 11:00 **24** - Integrating Critical Thinking Tasks on EFL Learners' to Enhance Their Vocabulary Knowledge
Raniyah Kamal
- 11:00 - 11:30 **212** - Developing Lexical Competence through Literature: A Study of Intermediate Students of Pakistan
Muhammad Din
- 11:30 - 12:00 **89** - The strategic behavior of Arabic speakers reading unfamiliar English words
Martin Endley
- 12:00 - 12:30 **342** - Guessing Words from Familiar and Unfamiliar Reading Texts
Nesreen Al-Ahmadi

Teaching/Learning Vocabulary

- F-GF-008 | F Wing**
 10:30 - 11:00 **77** - Pronunciation Pedagogy in Jordanian EFL Classrooms
Sharif Alghazo
- 11:00 - 11:30 **255** - Using Communication Boosters to Develop Students' Oral Skills
Sally Ali
- 11:30 - 12:30 **146** - Interactive Activities: Means to Enhance Speaking Skills
Anna Bayburdyan

Adult Language Learning

- F-GF-027 | F Wing**
 10:30 - 11:00 **113** - Bidding Farewell to Pedagogy: An Exploratory Study of Andragogy
Binu James Mathew
- 11:00 - 11:30 **31** - Improve Adult Learners' Essay Writing with YouTube
Hanadi Mirza
- 11:30 - 12:00 **369** - "دَوَامَاتُ الْعَيْثِ فِي التَّخَطُّبِ الْعَرَبِيِّ" -
Omar Yousef Okasha Hasan
- 12:00 - 12:30 **285** - Critical Thinking Activities for the EFL Classroom
Mohamed El Zamil

Early Childhood Language Learning

- F-GF-026 | F Wing**
 10:30 - 11:00 **305** - Teacher Beliefs about Toddlers Learning with Digital Media
Barbara Moschner
- 11:00 - 11:30 **222** - Learning to read is fun with phonics
Hawys Morgan
- 11:30 - 12:00 **207** - Early Childhood Language Teaching
Abir Hubi Saymeh

Student Motivation

- F-GF-015 | F Wing**
 10:30 - 11:00 **221** - Telling the story of a semester; the impact of student award ceremonies
Jessica March & Tahani Qadri
- 11:00 - 11:30 **176** - Examining Effective Learning Strategies in Handling Challenging Situations in a Professional Way
Taussef Kamran Khan
- 11:30 - 12:00 **28** - The Dynamicity and Diversity of Second Language Learners' Motivation
Nour Al Okla
- 12:00 - 12:30 **270** - Nurturing non-cognitive approaches to education in Higher Education in the UAE
Sinead Eccles & Deirdre McAllister

Student Motivation

- 10:30 - 11:00 **F-GF-014 | F Wing**
36 - Teachers as Mentors
Suchitra Vijay Verma
- 11:00 - 11:30 **63 - Effective teaching/learning strategies for enhancing motivation in French language acquisition processes**
Grace Amarachukwu Obaigbona
- 11:30 - 12:00 **117 - Exploring Emirati Police Cadets' Motivation for Learning English**
Amany Al Sabbagh
- 12:00 - 12:30 **98 - The “knack” and how to give it: Psycholinguistic affect in language learning**
Kevin Hodgson

Globalization and Language Teaching

- 10:30 - 11:00 **F-GF-013 | F Wing**
85 - Implementing the CoP model into a Master of Translation and Interpreting program
Ping Wang
- 11:00 - 11:30 **106 - Implementing an effective teaching assistant program using international students**
Christopher Haswell
- 11:30 - 12:00 **151 - English language textbooks and culture: The local, the target and the intercultural**
Laure Salem
- 12:00 - 12:30 **206 - Thinking Critically in a Globalized World**
Sean Bermingham

Globalization and Language Teaching

- 10:30 - 11:00 **F-GF-033 | F Wing**
329 - Educational influx: Socialization of new English teachers in UAE state schools
David Knott
- 11:00 - 11:30 **23 - How to Enhance EFL Communication Skills through Project Work**
Suhair Al Alami & Shadi Hijazi
- 11:30 - 12:00 **94 - Mexican Dreamers and Returnees: The construction of their identities as ELT**
Nora Basurto Santos
- 12:00 - 12:30 **142 - Issues on the Japanese Language Teaching Program for Bangladeshi software engineers**
Kiyoko Eguchi, Hisashi Kawano, Tsuyoshi Kano

World Englishes and Language Teaching / Learning

- 10:30 - 11:00 **F-GF-034 | F Wing**
22 - Linguistic Imperialism: just the facts
Tobias Prior & Colin Michel
- 11:00 - 11:30 **238 - English Language and ELT Changing Scenes**
Abdelrahman Salih & Ibrahim Holi
- 11:30 - 12:00 **FEATURED SESSION**
Biliteracy and education: double the learning?
David Palfreyman
- 12:00 - 12:30 **209 - Arabic loans in English newspapers in Bangladesh: A Sociolinguistic study**
Mohamed Nurul Islam

PD Course 1 - Creativity and innovation in ESL

- 10:30 - 11:30 **F-GF-036 | F Wing**
Creative Ways of Starting Lessons
Margit Szesztay
- 11:30 - 12:30 Designing Creative Tasks that Interest, Engage and Motivate Students
Patti Drapeau

PD Course 2 - Research Skills for Classroom-Based Research

- 10:30 - 11:30 **F-GF-037 | F Wing**
Research Design for the Language Learning Classroom
Cindy Gunn
- 11:30 - 12:30 Using SPSS for data analysis
Matthew Robby

PD Course 3 - Teaching and Learning in the K-12 Classroom

- 10:30 - 11:30 **F-GF-038 | F Wing**
Writing step by step
Gary Pathare
- 11:30 - 12:30 Developing activities for explicit strategy instruction in primary schools
Thomai Alexiou

12:30 - 13:30 Lunch

Room : Auditorium | Convention Center

13:30 - 14:30 **Plenary V - Preparing teachers for the future: Social media and intelligent tools in a globalized world**
Greg Kessler

14:30 - 16:30 Concurrent Sessions

Language Assessment

- 14:30 - 15:00 **Room 1 - 02-L2-023 | Convention Center**
26 - Assessment Repercussions on the Teaching and the Learning Process
Mahmoud Sultan Nafa
- 15:00 - 15:30 **211 - Using Eye-tracking for the Analysis of Grammatical Errors of L2 Learners**
Yuko Yoshinari
- 15:30 - 16:30 **122 - Using a holistic rubric for assessing and monitoring speaking skills development**
Jane Ponce De Leon Yu

Task-Based Learning

- 14:30 - 15:00 **Room 2 - 02-L2-024 | Convention Center**
335 - Performative-Based Learning: Language Through Performance
Maher Bahloul
- 15:00 - 15:30 **121 - Raising the Child's Cultural Awareness: A Task-Based Approach**
Nadine Jaafarawi
- 15:30 - 16:00 **130 - Creating an English Table: A Digital Task-Based Class with SAAS**
Roger Todd Beuckens

Classroom-Based Research and Research-Based Teaching

- 14:30 - 15:30 **Room 3 - 02-L2-025 | Convention Center**
133 - Fostering Learner Autonomy
Kareem Debes
- 15:30 - 16:00 **127 - The Oral Error Correction**
Khalid Elbadwi

Teaching/Learning Reading

- 14:30 - 15:30 **Room 4 - 02-L2-019 | Convention Center**
191 - CSR, Collaborative Strategic Reading
Sahar Moursi
- 15:30 - 16:00 **389 - Reading Critically**
Hatice Yurdakul

Reaching Approaches and Classroom Practices

- 14:30 - 15:00 **Room 5 - 02-L2-020 | Convention Center**
395 - التعلّم القائم على المشاريع في التعليم العالي في دولة الإمارات العربية المتحدة: دراسة حالة طلاب الدراسات الإماراتية
Noorah Mohamed
- 15:00 - 15:30 **394 - Behind the Scenes: Teachers' Perspectives on Factors Affecting the Implementation of Inquiry-based Science Instruction**
Sandra Baroudi & Marlieke Rodjan Helder
- 15:30 - 16:30 **169 - Approaches to Make Your Classroom More Student-Centered**
Dima Yousef & Laura Toma

Teaching Approaches and Classroom Practices

- 14:30 - 15:30 **Room 6 - 02-L2-021 | Convention Center**
144 - Differentiated Instruction: No Learner Left Behind
Fariha Asif
- 15:30 - 16:30 **310 - Dealing with disengaged learners through course book adaptation and differentiation**
Mina Radosavljevic & Ahmed Yacob Hassama

Teacher Education and Professional Development

- 14:30 - 15:30 **Room 7 - 02-L2-022 | Convention Center**
284 - From Teacher to Writing Consultant: Practicing the Rule of Three
Ryan McDonald & Hannah Murtagh

Teacher Education and Professional Development

- 14:30 - 15:30 **Room 8 - 02-L2-030 | Convention Center**
39 - Brain-Targeted Teaching Model
Banani Roy Chowdhury
- 15:30 - 16:00 **404 - American English Resources for Teachers**
Scott Chiverton

Teaching/Learning Writing

- Room 9 - 02-L2-031 | Convention Center**
- 14:30 - 15:00 **35** - Teaching writing to students with tablets using voice to overcome keyboard shortcomings
Vance Stevens
- 15:00 - 15:30 **74** - The effect of teaching formulaic sequences on improving the writing skills
Sally Kondos
- 15:30 - 16:30 **224** - A Communicative Approach to Teaching Writing
Bela Toth

Bilingualism and Multilingualism

- Multipurpose Hall 2 - 02-L2-033 | Convention Center**
- 14:30 - 15:30 **356** - Project Update: Enduring Eloquence of Zayed Competition & World Arabic Bilingual Readers
Peter Hassall, Rasha Badr, Marina Morozova
- 15:30 - 16:00 **276** - Investigating bi/multiliterate repertoires and academic biliteracies at the American University of Afghanistan
Christopher Henderson

Featured Sessions

- Room - Auditorium | Convention Center**
- 14:30 - 15:30 Reflecting on our changing roles as language teachers in a globalized world
Cindy Gunn
- 15:30 - 16:30 Formative evaluation practices to promote program development, innovation, and effectiveness
Matthew Robby

Technology-Based Teaching and Learning

- F-GF-003 | F Wing**
- 14:30 - 15:00 **12** - The Impact of Mobile Learning on Learner Autonomy: A Case Study
Hussam Alzieni
- 15:00 - 15:30 **351** - Teaching approaches and classroom practices, Technology-based teaching and learning, Student motivation
Jishan Uddin
- 15:30 - 16:30 **11** - Using Photography and Story boarding in ESL/EFL Classrooms
Amreen Najmi

Technology-Based Teaching and Learning

- F-GF-004 | F Wing**
- 14:30 - 15:00 **132** - Read to Succeed with ReadTheory
Saima Nomaan
- 15:00 - 15:30 **267** - Helping Students Work Effectively in Diverse Groups
Lana Hiasat
- 15:30 - 16:30 **239** - Using Newsela to enhance reading comprehension
Clayton Young, Diana Johnston, Vaishali Samani

Technology-Based Teaching and Learning

14:30 - 15:30 **F-GF-005 | F Wing**
252 - DIY Smartphone-Microscopes: Disrupting the 21st Century Classroom
Adam Arra & Mary Ashmead

Technology-Based Teaching and Learning

14:30 - 15:30 **F-GF-006 | F Wing**
199 - Using Technology to Empower Learning
Laura Toma & Dima Yousef

15:30 - 16:30 **49 - Kahoot: The Ultimate Language Gaming Tool**
Rana Khan Mohammed Ishaque

Teaching/Learning Vocabulary | Teaching Speaking

14:30 - 15:00 **F-GF-007 | F Wing**
194 - The Effect of the FCL on Saudi University Students' Receptive English Vocabulary
Nouf Al Karzar

15:00 - 15:30 **Using Technology to Support Vocabulary Development of English Language Learners: The Zayed University Vocabulary App (ZAVA)**
Paola Trejo Vences

15:30 - 16:30 **123 - Classroom activities for developing speaking skills for academic contexts**
Ishraq Al-Zubi

Teaching/Learning Vocabulary

14:30 - 15:00 **F-GF-008 | F Wing**
4 - Getting to the Roots of Vocabulary
Najib Jarad

15:00 - 15:30 **235 - Using Quizlet Live to Learn and Recycle Vocabulary**
Melanie Gobert

15:30 - 16:30 **97 - In Tune with Intonation**
Justin Kernot

Early Childhood Language Learning

14:30 - 15:30 **F-GF-027 | F Wing**
373 - تعلم القراءة في مرحلة رياض الأطفال من خلال مجموعات الحروف
Noura Al Hammadi

15:30 - 16:30 **376 - استخدام استراتيجية القصة في تدريس معايير اللغة العربية لطفل الروضة**
Rehab Elshafey

Early Childhood Language Learning

14:30 - 15:00 **F-GF-026 | F Wing**
349 - How to select reading materials for the EFL young learner?
Fakhrah Ali Almamary

15:00 - 15:30 **227 - Language Showering and Pronunciation Development**
Virpi Bursiewicz

15:30 - 16:30 **370 - لغتنا كما يحبها أطفالنا: تعليم اللغة العربية للأطفال بطرق مبدعة**
Hala Ziadat

Student Motivation

- 14:30 - 15:30 **F-GF-015 | F Wing**
189 - ESL with EQ
Suad Mohamed
- 15:30 - 16:30 **168 - Accelerated learning through emotional intelligence**
Carl Garner

Student Motivation

- 14:30 - 15:00 **F-GF-014 | F Wing**
115 - Language Learners' Abilities to Learn EFL Face-To-Face and Online
Munassir Alhamami
- 15:00 - 15:30 **18 - L2 Learner Motivation: Identity Perspectives**
Debra McDermott

Globalization and Language Teaching

- 14:30 - 15:00 **F-GF-013 | F Wing**
245 - ESL Vision 2020 = ESL ++
George Lapakaran Varghese
- 15:00 - 15:30 **386 - Try This at Home One DIY Approach to Teaching / Classroom Practices**
Adnan Ashraf
- 15:30 - 16:30 **6 - Global Competencies for 21st Century Learning**
Silvia Yafai

Globalization and Language Teaching

- 14:30 - 15:00 **F-GF-033 | F Wing**
164 - Culture Awareness in ELF classrooms Effect in Resolving Cross Culture Conflict
Mariam Nahari
- 15:00 - 15:30 **293 - What motivates high school students in the UAE to learn Japanese?**
Atsuko Yamashita
- 15:30 - 16:30 **111 - The Changing Face of English Language Teacher Education**
Amanda Howard & Nora Basurto-Santos

Sponsored Featured Workshop

- 14:30 - 16:30 **F-GF-034 | F Wing**
Puppetry: An Engaging Tool for Language Learners
Karen Konnerth

PD Course 1 - Creativity and innovation in ESL

- 14:30 - 15:30 **F-GF-036 | F Wing**
Innovations in Teaching Spelling to ESL
Malt Joshi
- 15:30 - 16:30 **Using Visuals Creatively**
Margit Szesztay

PD Course 2 - Research Skills for Classroom-Based Research

14:30 - 15:30 **F-GF-037 | F Wing**
Using software to analyze qualitative data
David Palfreyman

15:30 - 16:30 Writing a Research Paper
Christina Gitsaki

PD Course 3 - Teaching and Learning in the K-12 Classroom

14:30 - 15:30 **F-GF-038 | F Wing**
Dyslexia in the foreign language classroom: Challenge accepted
Thomai Alexiou

15:30 - 16:30 How Young Is Too Young to Start Encouraging Critical Thinking?
Maria Brown & Lavinia Tamarua

16:30 - 17:00 Coffee Break

17:00 - 18:00 **Room: Auditorium | Convention Center**
Plenary VI - Engaging globalized language learners in the here and now of their classrooms
Sarah Mercer

19:30 - 22:30 **Gala Dinner**



08:00 - 15:00 Registration Desk Opens

09:00 - 10:00 **Plenary VII - Discussion, Debate, Dialogue in the ELT Classroom**
Margit Szesztay
Room: Auditorium | Convention Center

10:00 - 10:30 Coffee Break

Poster Sessions (2nd Floor Convention Center)

10:00 - 11:00 **234 - Investigating EFL Teachers' Use of Differentiated Instruction in Teaching English**
Halah Alamairi

10:00 - 11:00 **357 - Enhancing student-centred learning via technology to engage and motivate Further Education students**
Marina Morozova

10:30 - 12:30 **Concurrent Sessions**

Language Assessment

Room 1 - 02-L2-023 | Convention Center

10:30 - 11:00 **56 - Adapting a text for testing purposes in the Middle East**
Larysa Nikolayeva

11:00 - 11:30 **179 - Factors Impact Oral Communication and Establishing Speaking Assessment for students in UAE**
Myasar Abdulqader

11:30 - 12:00 **287 - Verb production assessment test for Emirati Arabic children**
Alexandra Marquis | Akeela Fatheen Abdul Gafoor | Wadha Ayed Alotaibi | Al Yazia Mohammad Al Mansouri

CLIL

Room 2 - 02-L2-024 | Convention Center

10:30 - 11:00 **65 - An Evidence-based Approach to Vocabulary Acquisition in News-Based CLIL Classes**
James Andrew Farmer

11:00 - 11:30 **277 - Concepts for the CLIL EFL Classroom**
Roberto Rabbini

11:30 - 12:00 **66 - Teaching Mathematics as a Language**
Fayez Sayed

12:00 - 12:30 **380 - The Impact of CLIL on Arabic, English and Content Learning in UAE**
Marwa Younes & Fatima Badry

Classroom-Based Research and Research-Based Teaching

Room 3 - 02-L2-025 | Convention Center

10:30 - 11:00 **46 - English Education Reform in the Arab World**
Rana Khan Mohammed Ishaque

11:00 - 11:30 **312 - Surviving Your Viva: A General Guide**
Edith Flahive

11:30 - 12:00 **294 - Teaching Vs Research**
Nagakala Gopalkrishna

12:00 - 12:30 **382 - 'Teacher, I want more time': Omani university students learn requests in English**
Amer Ahmed and Iryna Lenchuk

Teaching Approaches and Classroom Practices

- Room 4 - 02-L2-019 | Convention Center**
- 10:30 - 11:00 **51** - An indispensable Ingredient of an EFL Class
Dulari Chamakali
- 11:00 - 11:30 **298** - A model for the enhancement of language learner autonomy in tertiary education
Sahar Alzahrani
- 11:30 - 12:00 **19** - Exploration of Developing a Constructive Practice of Written Feedback and Students' revision
Noora Al Mazrouei
- 12:00 - 12:30 **10** - Scaffolding the L1 Novel for the L2 Language Learner
Lisa Theisen

Teaching Approaches and Classroom Practices

- Room 5 - 02-L2-020 | Convention Center**
- 10:30 - 11:00 **30** - Teaching critical thinking in a language programme
Richard Harrison
- 11:00 - 11:30 **208** - Critical Thinking Skills and Literature
Sofia Papakosta
- 11:30 - 12:00 **64** - Teacher-educator pedagogical beliefs about teaching and learning: An Argentinean case study
Katherine Halet
- 12:00 - 12:30 **99** - Adapting for Awareness: A Classroom of Culture
Chioma Emuka

Teaching Approaches and Classroom Practices

- Room 6 - 02-L2-021 | Convention Center**
- 10:30 - 11:30 **29** - Differentiation in the ESL Classroom
Hind Elyas
- 11:30 - 12:30 **204** - Unleashing the challenge of 21st: Empowering teachers to differentiate 21st teaching strategies
Hanan Nassar

Curriculum Development

- Room 7 - 02-L2-022 | Convention Center**
- 10:30 - 11:00 **37** - Evaluating authentic material for classroom exploitation
Tony Waterman
- 11:00 - 11:30 **261** - Authentic Videos in a Context of Explicitness in Teaching English Requests
Areej Alawad
- 11:30 - 12:00 **367** - Change in Action
Sandra Stein
- 12:00 - 12:30 **262** - Enact and Engage: Learn English through the Arts and on Stage
Alison Koushki

Technology-Based Teaching and Learning

- Room 8 - 02-L2-030 | Convention Center**
96 - Teaching Future-Ready Students
Rachel Sage
- 11:00 - 11:30** **218** - Incorporating Literature Circles in Blended EFL/ESL Courses
Zainab Abbas
- 11:30 - 12:00** **149** - Digital literacy in English Language Teaching
Sofiene Tergui
- 12:00 - 12:30** **214** - Educational Tools Used in EFL Teaching
Irfana Hafeez

Technology-Based Teaching and Learning

- Room 9 - 02-L2-031 | Convention Center**
332 - Online argumentation and knowledge construction for the academic writing classroom
Mayada Zaki
- 11:00 - 11:30** **177** - SLA principles and foreign language pedagogy best practices in Arabic CALL materials
Bouchra Kachoub
- 11:30 - 12:00** **259** - Using Fakebook in an EFL / ESL classroom
Mohammed Hamdoun
- 12:00 - 12:30** **257** - Female ESP Postgraduates' Acceptance of Virtual Reality Learning: Aye or Nay
Abeer Madini & Dalal Alshaikhi

Technology-Based Teaching and Learning

- 02-L2-033 - Multipurpose Hall 2 | Convention Center**
226 - Letting the classroom loose: Utilizing Seppo online platform
Jenifah Abu-Hassan, Jessica March
- 11:30 - 12:30** **44** - Edmodo: Mobile Tool for Interactive and Blended Learning
Rana Khan Mohammed Ishaque

Featured Sessions

- Room - Auditorium | Convention Center**
10:30 - 11:30 ELF-aware Pedagogy and Teacher Education: The Nuts and Bolts Towards ELT Transformation
Nicos Sifakis
- 11:30 - 12:30** Devising CLIL materials: The recipe of success
Thomai Alexiou

Teacher Education and Professional Development

- F-GF-003 | F Wing**
10:30 - 11:30 **131** - Communication Skills for Teachers
Huma Zaidi
- 11:30 - 12:30** **161** - Teacher Training Needs Assessment
Jihan Alkhudair

Teacher Education and Professional Development

- F-GF-004 | F Wing**
 10:30 - 11:00 **181** - Qualities of Professional ELT Teacher Educator: Implications for Achieving Quality and Accountability
Ali Al-Issa
- 11:00 - 11:30 **136** - The experiences of EMI lecturers in non-Anglophone university contexts: A scoping review
Norman Williams
- 11:30 - 12:00 **249** - Listening, questioning, and coaching techniques: A combination to lower students' Threshold Concepts?
Johanna Hurlings-plender
- 12:00 - 12:30 **79** - EdTech + EdTeach: Exploring the Integration of Educational Technology Through Teacher Education
Tiffany Cammidge, Pamela Johnson, Alliya Anderson

Teacher Education and Professional Development

- F-GF-005 | F Wing**
 10:30 - 11:00 **237** - Continuous Professional Development Opportunities for Teachers in a Private School
Rabail Qayyum
- 11:00 - 11:30 **244** - Supporting teachers, improving outcomes
Peter Lucantoni, Mansoor Almalki
- 11:30 - 12:00 **72** - Case studying teacher trainees' perceptions of deep approaches in literature teaching
Mangala Jawaheer
- 12:00 - 12:30 **7** - Perceptions of Reflective Practice in Tertiary Education
Hassan Mabloul

Teacher Education and Professional Development

- F-GF-006 | F Wing**
 10:30 - 11:00 **50** - Classroom observation as an efficient tool for professional development
Oleksandr Tomchakovskiy & Yuliia Tomchakovska
- 11:00 - 11:30 **109** - Effective Practices in Observing Language Classrooms
Mazen El Cheik
- 11:30 - 12:00 **171** - Applying linguistics? An integrated Model Session
Dina Awad
- 12:00 - 12:30 **353** - The Impact of "school-to school support" Model in Project Based Learning
Hasna Alshammari

Teaching/Learning Vocabulary | Teaching/Learning Speaking

- F-GF-007 | F Wing**
 10:30 - 11:00 **400** - Stories of Grandpa Aristotle: Establishing Ethos, Pathos, Logos in oral and written communication
Caterina Skiniotou
- 11:00 - 11:30 **269** - Socrative and Quizizz: Using Mobile Platforms to Enhance Learning and Engagement
Brendan Tynan
- 11:30 - 12:00 **95** Translating the Brain: Simultaneous Interpretation and the Brain
Hranush Gevorgyan
- 12:00 - 12:30 **281** - Getting Students to Speak Meaningfully
Mohamed El Zamil

Teaching/Learning Grammar

- F-GF-008 | F Wing**
 10:30 - 11:00 **241** - The Prioritization of Verb over Subject in Teaching the Sentence Structure
Muhammad Imran
- 11:00 - 11:30 **279** - Guided Discovery: Practical Implications for EFL Teachers
Ahmed Ali Saleh Al Ajmi
- 11:30 - 12:30 **87** - Grammar Blocks: A new grammar teaching method
Gary Pathare

Teaching/Learning Writing

- F-GF-027 | F Wing**
 10:30 - 11:00 **182** - The Role of Timing in Collaborative Writing
Jingjing Qin
- 11:00 - 11:30 **145** - Identifying opportunities to boost students' academic writing skills
Syuzanna Torosyan
- 11:30 - 12:00 **33** - Task based instruction, concepts and practices!
Rabia Khatoun
- 12:00 - 12:30 **188** - The Challenging Task of Finding the Main Idea of a Paragraph
Hedieh Najafi

Teaching/Learning Writing

- F-GF-026 | F Wing**
 10:30 - 11:00 **101** - Integrating Flipped Learning in an EFL Writing Classroom: Acceptance and Procrastination
Yahya Alkhoudary
- 11:00 - 11:30 **320** - The Use of Metacognitive Instruction to Scaffold Writing Strategies For EFL Learners
Laila Mortada
- 11:30 - 12:00 **160** - Peer-editing that Works!
Anthony Francis Pellicane
- 12:00 - 12:30 **213** - Students presenting essay writing concepts via unique presentation styles
Claire Murphy

Bilingualism and Multilingualism

- F-GF-015 | F Wing**
 10:30 - 11:00 **110** - We are all translingual even if we don't know it
Ewa Gajer
- 11:00 - 11:30 **264** - EMI and UAE Bilingual Educational Policy in the Higher Education Institutions
Mohammad Amir Samimi
- 11:30 - 12:00 **390** - Reflections on UAE Bilingual Education Reform: An Interpretative Phenomenological Analysis
Glenda El Gamal
- 12:00 - 12:30 **323** - Sociophonetic Correlation of Acoustic and Perceptual properties of Diphthongs in Indian English
Shashikanta Tarai

Bilingualism and Multilingualism | Teaching Approaches

- F-GF-014 | F Wing**
 10:30 - 11:00 **379** - The Use of First Language (L1) in Second Language (L2) Classroom
Marwa Younes
- 11:00 - 11:30 **383** - Task-Based Instruction: The case of the EFL classroom of Dhofar University
Amer Ahmed, Iryna Lenchuk
- 11:30 - 12:00 **398** - Representations of culture in EFL textbooks in the Arab setting: A Case Study of 'American Inside Out' and 'Touchstone' textbooks
Mohsine Khazrouni
- 12:00 - 12:30 **403** - "اللهجة البيضاء" في مواجهة "التداخل اللغوي"
Wafa Zoghor

Student Motivation

- F-GF-013 | F Wing**
 10:30 - 11:00 **147** - Smart Strategies for Motivating Students
Aseel Aldabass Altamimi, Nada Alharbi
- 11:00 - 11:30 **220** - Maisie Sly and the art of communication - remembering my passion
Belinda Southby
- 11:30 - 12:00 **397** - Brain-friendly learning: Neuroscience in the classroom
Beatrix Henkel
- 12:00 - 12:30 **193** - Researching Motivation and Second Language Acquisition: A Fine-Grained Approach
Danya Shaalan

Globalization and Language Teaching

- F-GF-033 | F Wing**
 10:30 - 11:00 **175** - استراتيجيات تعليم اللغة العربية لغير الناطقين بها: تجربة وزارة التربية والتعليم في الإمارات
Aisha Alfalasi
- 11:00 - 11:30 **13** - Online exchange and its effect on students' language and cultural development
Eric Hagley
- 11:30 - 12:00 **118** - A CDA-driven Study of World English Series Published by Cengage Heinle
Mohammad Amin Mozaheb, Jalal Farzaneh Dehkordi
- 12:00 - 12:30 **158** - Promoting the 21st century skills in EFL classroom
Anna Ayrapetyan

Globalization and Language Teaching

- F-GF-034 | F Wing**
 10:30 - 11:00 **41** - Critical Language Awareness: Extended Views and Challenges
Hayam Mohamed
- 11:00 - 11:30 **272** - The pedagogical and sociological implications of English Medium Instruction: a research initiative
Sarah Hopkyns & Timothy Nicoll
- 11:30 - 12:00 **134** - From Globalization to Glocalization: Embedding a Glocal Perspective in English Language Curriculum
Chaker Mhamdi
- 12:00 - 12:30 **328** - The Intelligibility of Accents: Differences Between Native and Non-Native English Teachers
Hamdallah Alhusban

PD Course 4 - English Language Teacher Efficiency & Effectiveness

10:30 - 11:30 **F-GF-036 | F Wing**
 Traits of an Effective English Language Teacher
Christine Coombe

11:30 - 12:30 Plan Your Lessons Like a Pro
Bushra Latif

PD Course 5 - Psychology in the Language Classroom

10:30 - 11:30 **F-GF-037 | F Wing**
 Unleashing the Power of Cognitive Graphic Organizer
Patti Drapeau

11:30 - 12:30 Prioritizing professional wellbeing because 'It's not just how I teach, it is who I am'
Sarah Mercer

PD Course 6 - Teaching with Web 2.0 Technologies

10:30 - 11:30 **F-GF-038 | F Wing**
 Barring Mobile Phones and Indiscipline or Sacrificing Learning Gains?
Robinah Kyeyune

11:30 - 12:30 Creating Educational Experiences for the Future: Intelligent Tools, Automation and Enhanced Reality
Greg Kessler

12:30 - 13:30 Lunch

Room : Auditorium | Convention Center

13:30 - 14:30 **Plenary VIII - Making Lifelong Learning a Reality in the English Classroom**
Robinah Kyeyune

14:30 - 16:00 Concurrent Sessions

Special Education Symposium

14:30 - 15:00 **Room 1- 02-L2-023 | Convention Center**
 392 - Training People with determination in SAS
Mohja Ibrahim

15:00 - 15:30 385 - Start with Inclusion End in Success
Willie Ferguson & Marjorie F. Pierre

15:30 - 16:00 393 - Universal Design for Instruction in Post-Secondary Education Settings
Rukiya Deetjen-Ruiz

CLIL

14:30 - 15:00 **Room 2 - 02-L2-024 | Convention Center**
 372 - Content and Language Integrated Learning in Art History
Kara Mckeown, Peter Davidson

15:00 - 15:30 62 - A Discussion-driven Approach to Enhancing Student Input in CLIL Classes
James Andrew Farmer

15:30 - 16:00 59 - Supporting the development of subject specific literacy
Grant Hurtley

Classroom-Based Research and Research-Based Teaching

- 14:30 - 15:00 **Room 3 - 02-L2-025 | Convention Center**
378 - Classroom-Based Research and How Teachers can Benefit from it
Christina Gitsaki
- 15:00 - 15:30 **155 - The Benefits and Challenges of the Flipped Classroom in the UAE**
James Ishler
- 15:30 - 16:00 **354 - Classroom Questioning for Higher Order Thinking : Studying student teachers' behaviours**
Maria Brown

Teaching Approaches and Classroom Practices

- 14:30 - 15:00 **Room 4 - 02-L2-019 | Convention Center**
396 - ADDIE Approach for Elegant Course Design
Lisa Ann Fraser

Teaching Approaches and Classroom Practices

- 14:30 - 15:00 **Room 5 - 02-L2-020 | Convention Center**
273 - A Place for Literature in Freshman Composition in Afghanistan
Walter Rudolph

Teaching Approaches and Classroom Practices

- 14:30 - 15:00 **Room 6 - 02-L2-021 | Convention Center**
336 - Reflective Practice for the Classroom and Beyond
Dima Yousef, Farah Al Bash
- 15:00 - 16:00 **57 - Developing Communicative Language Competence**
Patrick Painter

Curriculum Development

- 14:30 - 15:00 **Room 7 - 02-L2-022 | Convention Center**
401 - The Essential Components of Effective Reading Instruction-Part 1 and 2
Roselyn Antwi
- 15:00 - 15:30 **399 - My destination is my departure: designing a fit-for-purpose Foundation Program**
Caterina Skiniotou

Technology-Based Teaching and Learning

- 14:30 - 15:00 **Room 8 - 02-L2-030 | Convention Center**
140 - Is it time to say farewell to Brick and Mortar class?
Akram Baddoura
- 15:00 - 15:30 **69 - iPads in the classroom: teachers' perceptions five years on**
Rob Miles

Technology-Based Teaching and Learning

- 14:30 - 15:00 **Room 9 - 02-L2-031 | Convention Center**
173 - Online collaboration – A window on learning, and more
Jonathan Fiteni
- 15:00 - 16:00 **170** - Engage Minds With QR Codes
Rahma Al Alawi

Technology-Based Teaching and Learning

- 14:30 - 15:00 **02-L2-033 | Multipurpose Hall 2 | Convention Center**
348 - Why EFL courses must have an e-learning component?
Tarek Youssef Sida
- 15:00 - 15:30 **125** - Using Mobile Phones for Vocabulary Learning
Silvia Vaccino-Salvadore
- 15:30 - 16:00 **141** - The Role Of Technology in Attaining Higher Standards of Achievement and Conduct
Hala El Miniawi

Featured Sessions

Room - Auditorium | Convention Center

- 14:30 - 15:00 Bit by Bit: Digitizing English language and skills
Gary Pathare
- 15:00 - 16:00 Action Research is Teachers' Theorisation of their Practice
Lavinia Tamarua & Maria Brown

Teacher Education and Professional Development

- 14:30 - 15:30 **F-GF-003 | F Wing**
190 - When to correct & monitor
Raghdah Al-Madany
- 15:30-16:00 **327** - Improving the Efficacy of Intercultural Training for Teachers: A RP focused Intervention
Samiah Ghounaim

Teacher Education and Professional Development

- 14:30 - 15:30 **F-GF-005 | F Wing**
76 - Impact of Task-Based Language Teaching on Essay Writing Skills
Rabia Mahmood
- 15:30 - 16:00 **406** - Understanding and Improving In-Service Teacher Training at PSU
Noha Yahya Maakafi

Teaching/Learning Grammar

- 14:30 - 15:30 **F-GF-007 | F Wing**
152 - Verb tenses LIVE: grab them with your grammar lessons
Derek Straat

Teaching/Learning Grammar

- 14:30 - 15:00 **F-GF-008 | F Wing**
93 - Acquisition of English tenses among Arabic-English language learners
Sulaiman Alqadhibi
- 15:00 - 15:30 **21** - L2 English Acquisition of Indefiniteness by L1 Kuwaiti Arabic Speakers
Ivan Ivanov, Marta Tryzna

Teaching/Learning Writing

14:30 - 15:30 **F-GF-026 | F Wing**
91 - Bridging Oral Tradition with Academic Writing
Stephanie Siam

Bilingualism and Multilingualism

14:30 - 15:00 **F-GF-015 | F Wing**
48 - Refuting the NEST Fallacy through Equality in ELT
Rana Khan Mohammed Ishaque

15:00 - 15:30 **363 - Educate a Woman: Educate a Nation: Opportunities for Progress in Uganda**
Fatihya Migdad Saad

Adult Language Learning | Student Motivation

14:30 - 15:00 **F-GF-014 | F Wing**
60 - How an Arabic language student acquired Gulf Pidgin Arabic in the UAE
William Cook

15:00 - 15:30 **381 - A Conceptual Home for Reading in Arabic, Chinese, English: A Schema analysis**
Xu Liu, Negmeldin Alsheikh, Maha Alhabbash, Najah Al-Mohammedi, Safa AlOthali, Ghada Alkilani

15:30 - 16:00 **308 - EAP and Low-level Students: It Definitely Works!**
Mubina Rauf

Student Motivation

14:30 - 15:00 **F-GF-013 | F Wing**
163 - Student motivation
Bushra Al Naqbi

15:00 - 16:00 **200 - Engaging Teenage Learners**
Satya Priya Anand

Globalization and Language Teaching

14:30 - 15:00 **F-GF-033 | F Wing**
55 - SLA and Study Abroad: Perspectives from the SAREP Project (COST Action 15130)
Martin Howard

15:00 - 15:30 **183 - Using 21st Century Skills/Themes to Prepare Students for College/Career**
Inas Kotby

15:30 - 16:00 **116 - Language Teaching Associations: A Short Lesson on Our Long History**
Garon Wheeler

Globalization and Language Teaching

14:30 - 15:00 **F-GF-034 | F Wing**
174 - "Teaching is happening in Arabic anyway": EMI in Saudi Arabia
Ismael Louber, Salah Troudi

PD Course 4 - English Language Teacher Efficiency & Effectiveness

14:30 - 15:30 **F-GF-036 | F Wing**
Creative Teaching & You
Bushra Latif

15:30 - 16:30 **The Reflective Teacher**
Fatmah Ali

PD Course 5 - Psychology in the Language Classroom

- 14:30 - 15:30 **F-GF-037 | F Wing**
Differentiated Instruction for English Language Teachers: A Means of Empowering Learners and Teachers Alike
Nicos Sifakis
- 15:30 - 16:30 A Relational Perspective on Language Education for A Globalized World
Sarah Mercer

PD Course 6 - Teaching with Web 2.0 Technologies

- 14:30 - 15:30 **F-GF-038 | F Wing**
Creating Compelling Educational Experiences Through Social Media and Authentic Language Practice
Greg Kessler
- 15:30 - 16:30 Technology in Language Teaching & Learning
Anjali Rajan

- 16:00 - 16:30 **Room : Auditorium | Convention Center**
Closing Ceremony



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4 - Getting to the Roots of Vocabulary

Najib Jarad

14:30-15:00 | 9 March

Room : F-GF-008 | F Wing

Vocabulary knowledge is critical to reading comprehension and research indicates that the intentional, explicit teaching of specific words and word-learning strategies can both add words to students' vocabularies and improve reading comprehension of texts containing those words. The present study explored the effects of explicit and systematic teaching of morphemic analysis on vocabulary learning and comprehension. The class taught by the researcher was purposely taught the most common (30) prefixes and the most common (30) roots. Following fourteen 50-minute lessons, students were tested on their ability to recall the meanings of words used to teach the morphemic analysis skills, to derive meanings for new words that contained taught morphemic elements, and to comprehend text containing new words. The results indicated that (a) there was an immediate and delayed effect of morphemic analysis for lesson words, and (b) there was evidence that a morphemic approach improved students' vocabulary and, consequently, their comprehension. The findings of this study provide support for the implementation of a morphemic approach to vocabulary instruction.

5 - Instructional Illuminators: Scoring Rubrics for Speaking Skills

Nara Avtandilyan

13:00-13:30 | 8 March

Room 1 : 02-L2-023 | Convention Center

Over the past few decades, a wide range of alternative assessment forms have become popular in foreign language learning and teaching. After many years of multiple-choice items being used as a dominant item format in large-scale standardized assessments, educators and test developers have realized the need to change the current practice of assessment to follow the trend of educational reform. As a result there has been a move towards more authentic, performance assessments (Frechtling et al., 2002). Performance assessments can take on many different forms, which include written and oral demonstrations and activities that can be completed by either a group or an individual (Moskal, 2000). However, assessing student projects can sometimes be a problem because there is no clear answer or solution. For this reason, rubrics have become increasingly popular. Various researchers agree on scoring rubrics as a vital part of learner autonomy, providing the opportunity for learners to self- or peer assess their own progress and thus helping them to focus on their own learning. Popham (1997) sees them as "instructional illuminators". The purpose of this presentation is to provide insights on scoring rubrics for speaking skills and report on teachers' and students' perceptions of the rubrics.

6 - Global Competencies for 21st Century Learning

Silvia Yafai

15:30-16:30 - 9 March

F-GF-013 | F Wing

Key 21st century skills such as critical analysis, adaptability, collaboration and cross-cultural communication are enhanced through the qualities of a global mindset. This interactive session will explore ways in which educators can equip students with global competencies and essential capabilities to engage, innovate and succeed in a rapidly changing and globalized world. Drawing on case studies from the UAE and beyond, participants will explore the importance of critical reflection and engagement with contemporary global issues, as essential components of transformative learning. The focus will be on creating experiential learning experiences that enable students to develop a global mindset and make meaningful, real-world connections that extend beyond the classroom

7 - Perceptions of Reflective Practice in Tertiary Education

Hassan Mablouf

12:00-12:30 | 10 March

Room : F-GF-005 | F Wing

This study aims to uncover the idiosyncrasies regarding teacher educators' understanding of reflective practice (RP). RP is a process through which the practitioner structures or restructures actions, beliefs, knowledge and theories that inform teaching for the purpose of professional development (Zwozdiak-Myers, 2010). To develop life-long learners, educators are expected to have a well-defined perception of RP that will ultimately hold it distinct from mere thinking. To come to grips with this social reality (educators' perception of RP), an exploratory study involving three participants was conducted at a UAE tertiary education institution using semi-structured interviews as tools for generating data. Analysis of the qualitative data was guided by the socio-cultural perspective which can offer a fuller picture of thinking processes: it assumes that construction of cognition is not an individual process, but rather a collaborative one (Rogoff, & Chavajay, 1995).

The findings reveal that participants have positive attitude and defined understanding of the nature of reflective practice: they perceive RP as both a synonym and a vehicle for critical thinking, experiential learning, and self-managed continual professional development (CPD).

Pedagogical implications will be drawn, and attendees will be engaged in both reflecting on the findings and sharing their own experiences with reflection.

9 - Advancing Research in Task-Based Language Teaching Ali Shehadeh

10:30-11:00 - 9 March

Room 2 - 02-L2-024 | Convention Center

Task-based language teaching (TBLT) stood the test of time for over 2 decades. During these 20 years or so TBLT has expanded and still expands in range, scope, complexity and importance as an approach and methodology to second/foreign language (L2) learning, teaching and assessment. Many teachers around the world are shifting their teaching practices toward TBLT based on the strong belief that TBLT facilitates second language acquisition (SLA) and makes L2 learning and teaching more principled and more effective (Ogilvie & Dunn, 2010, p. 162). (See Bygate, 2015; Long, 2015, for recent overviews of the field).

In spite of that, TBLT is yet to exploit its full potential. The main purpose of this presentation is to propose a research agenda that moves TBLT research and implementations forward to new boundaries. These include (i) TBLT and content-based instruction, (ii) TBLT and learner-centered instruction, (iii) TBLT and English for specific purposes, and (iv) TBLT and languages other than English. Illustrative examples will be shared with the audience for these suggested lines of research.

10 - Scaffolding the L1 Novel for the L2 Language Learner

Lisa Theisen

12:00 - 12:30 | 10 March

Room 4 - 02-L2-019 | Convention Center

It is widely accepted that content-based instruction helps to contextualise language, but educators might be daunted by the idea of using non-graded L1 novels for content-based instruction. While there are several reasons why a short novel may not be the ideal choice for all situations, I have used scaffolding for several short novels, including: William Golding's *Lord of the Flies*, John Steinbeck's *The Pearl* and Lois Lowry's *The Giver*, with success.

I have had the greatest success scaffolding and teaching *The Giver* to second year Japanese EFL students. I will present practical ideas for using this novel to teach all four language skills as well as suggestions for how to use the novel for vocabulary building and creative writing. I hope that by sharing my ideas and examples, participants can take away useful ideas for how they might create materials and use L1 novels in their own ESL/EFL courses. I hope to help prove that with a little innovation and some easy-to-create materials, using the L1 novel in the L2 classroom does not have to be a daunting task and can be just as advantageous to students' language learning as using graded readers or texts, if not more so.

11 - Using Photography and Story boarding in ESL/EFL Classrooms

Amreen Najmi

15:30-16:30 - 9 March

F--GF-003 | F Wing

Storyboard is a series of still photographs edited together and presented on screen in a sequence. Usually, a voiceover, soundtrack and sound effects are added to the piece to create a presentation to show a scene or a short story. As we know most of our students love photography, so why not use story boarding in our classes and make students tell us their story in 10 - 20 frames? In this presentation the presenter will introduce how ESL teachers can use storyboard to make their students work in groups and help them brainstorm ideas, eventually leading them to write and tell their story in front the class. This will help students in both writing and speaking. There are different apps which can be used for different activities. The students take pictures or even act in their friend's stories if needed and this makes it really fun and enjoyable yet at the same time helpful in learning good vocabulary and grammar. Attendees can see how these activities can also cover all four skills reading, writing, listening and speaking. Detailed handouts will be provided to the attendees to help them use this technique in their class.

12 - The Impact of Mobile Learning on Learner Autonomy: A Case Study.

Hussam Alzieni

14:30-15:00 | 9 March

Room : F-GF-003 | F Wing

The penetration of mobile technology into our everyday life is evident. Smartphones and iPads are taking their place in everyday life and education as well. It is believed that using mLearning could positively affect students' language skills and sub skills. It would also add to students' autonomy. The impetus of this research arose from the fact that it is an empirical study which can give some insight and answers to questions about the effectiveness of using mLearning and its effect on Learner Autonomy. The research suggested a model to measure the development of Learner Autonomy. It is called I & ME Learner Autonomy Development Indicator. In this presentation, the presenter will handle learner autonomy in second language acquisition and will show the results of his experiment which concluded the positive impact of mLearning on Learner Autonomy in general.

13 - Online exchange and its effect on students' language and cultural development

Eric Hagley

11:00 - 11:30 | 10 March
F-GF-033 | F Wing

In Fall 2016 and Spring 2017 students from the UAE, Japan, Colombia and 5 other countries completed pre and post-questionnaires after participating in the international virtual exchange project (IVEProject). The questionnaires measured inter-cultural sensitivity and understanding of one's own culture. There were improvements in students' understanding of their own culture and appreciation of other cultures. In addition, language development could be seen over the period. The IVEProject has had almost 10,000 students and 180 teachers from 8 countries in South America, Asia, the Middle East and Europe participating in a number of virtual exchanges over the last 18 months. Students interact online in English as a lingua franca on a Moodle platform. To assuage security concerns and improve connectivity a number of tools were used to connect the students. Each exchange is carried out over an 8-week period with various tasks employed to encourage student interaction. The exchanges, sponsored by a Japanese Ministry of Education, Culture, Sports, Science and Technology grant, are free of charge to participants. The exchange will be outlined and attendees will be welcomed to join. Information on how they can do this will also be supplied.

14 - OneNote Class Notebook Online: The 21st Century Teacher's Magic Wand

Huda Jamal

13:00 - 13:30 | 8 March
Room 9 - 02-L2-031 | Convention Center

The 21st ELT teachers are carpenters coming to class with a toolbox full of learning devices. The more teachers embrace new methods to select from, the richer the learning environment is. In this presentation, I'd like to share the multiple functions of OneNote Class Notebook with reference to the SAMAR Model. OneNote Class Notebook represents an ideal 21st century learning environment. It embraces all the SAMAR levels (substitution/ augmentation/ modification/ and reflection). It is part of Office 365 and once a user has an account, Class Notebook can be synched to OneNote in any device and all OneNote features are utilized. OneNote Class Notebook main folders are collaboration, content library and students' personal folders. The collaboration folder is a smart mobile page where the teacher and students are full editors (modification/reflection levels). The content library is controlled by the teacher and viewed by students. It is the teacher's repository smart board to class (substitution/

augmentation levels). Students' personal folders are ePortfolios that are shared between the student and the teacher (augmentation/ modification levels). To sum up, OneNote Class Notebook is an integrated learning toolbox full of powerful interactive devices that assist teachers to enhance the 21st century learning environment.

15 - Language Assessment: Real or Fake Image of Students' Performance?

Fatma Ismail

15:30 - 16:00 | 8 March
Room 1 - 02-L2-023 | Convention Center

The presentation will focus on the finding of a critical exploratory research study I conducted recently. The study explores teachers' philosophies about language assessment and their views regarding teachers' involvement in assessment practices in a private university in Kuwait. It has been observed that the assessment tools used in the studied context do not reflect the actual competence of the learners; both learners and teachers are not satisfied with these assessment procedures, as their voices are not heard or included in assessment decisions because the assessment practices are handled by exam committees. In order to investigate and understand the observed problem, the study employed an interpretive approach whereby interviews were conducted with teachers working in the studied context, in which they self-reported their philosophies about language assessment, involvement in assessment practices, current assessment practices, and their current roles. Findings showed discrepancies between teachers' philosophies about assessment and their current practices, in addition to their dissatisfaction towards the assessment procedures practised in the described context. The study recommends development in the assessment policies adopted in the described context and the necessity of providing teachers' training in sound academic and practical procedures in assessment to make teachers literate assessment educators.

16 - Web Development for the EFL Classroom**Miles Pennington****10:30 - 11:00 | 9 March****F-GF-006 | F Wing**

Web development can be used to 'flip' the curriculum of EFL classes. The presenter will describe how he has used open source web development to deliver input to Saudi undergraduate EFL students' mobile devices and computers for homework and test preparation. Through the use of Blogger, Google's free blogging platform, Google Drive, Learnlick, Socrative, Kahoot!, Quizlet, Jing and Flipgrid, nearly all of the elements of a learning management system can be leveraged to engage the students before during and after class. Tasks such as video blogging, online quizzes, and collaborative virtual projects on phones, tablets and other online devices streamlines the learning process. Gamification through online platforms further engages the students' competitiveness and accelerates learning in the classroom. The presenter will allow time for audience members to ask questions for additional information. Intended audience: EFL teachers.

17 - Successful Strategies for Scaffolding Reading Instruction in the EFL Classroom**Olga Spuskanyuk****11:30 - 12:30 | 9 March****Room 4 - 02-L2-019 | Convention Center**

Scaffolding is broadly considered to be an important element of effective teaching, and many EFL teachers almost certainly use various forms of instructional scaffolding in their teaching. Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his or her learning goals. Successful reading instruction scaffolds include strategies such as drawing upon a student's prior knowledge, the use of realia and other visual aids, thinking maps, charts, diagrams, transitional words and breaking complex tasks into easier steps to facilitate student achievement. Other successful scaffolding strategies that promote deeper engagement include different types of questions, summarizing, making predictions, front loading critical vocabulary and thinking aloud. Scaffolding encourages students to read more challenging texts that engage their interest. What makes scaffolding even more effective is the participation of the teacher who knows his or her students and the level of support they need. In this session, the presenter will share practical scaffolding tips and strategies for improving reading comprehension skills in any EFL classroom. Participants will learn about easy and creative ways how to implement a few of the strategies mentioned above in their reading classes.

18 - L2 Learner Motivation: Identity Perspectives**Debra Mcdermott****15:00 - 15:30 | 9 March****F-GF-014 | F Wing**

Globalisation and the increasing diversity of language learning settings has led to a need for new ways to understand and conceptualise learner motivation, and especially the notion of intrinsic motivation. This presentation draws on Dornyei's L2 Motivation Self System and on research undertaken in the UAE in order to explore students' motivated learning behaviour from the perspectives of their current and future identities, or possible selves. In particular, it looks at the place and meaning of English language in Emirati student and graduate identities and how this relates to their future participation and success in the work force. Practical teaching strategies for enhancing learner engagement and motivation are proposed and an agenda for further investigation and research is also suggested.

19 - Exploration of Developing a Constructive Practice of Written Feedback and Students' revision**Noora Al Mazrouei****11:30 - 12:00 - 10 March****Room 4 - 02-L2-019 | Convention Center**

This is an action research report which was conducted to investigate the impact of formative feedback on writing. It was carried out in the UAE at a primary school for boys, with three participants in third grade. To do my research, error correction codes and written feedback were used over eight weeks. To gather more data about the research, the following data collection tools were used: interviews, questionnaires, artifacts and checklists. The qualitative data showed that using error correction codes and written feedback seemed to improve students' writing. These results match with Harmer (2004) who states that using comments can be extremely useful, which helps students to expand their ideas, and avoid mistakes in their final version. Further research on the same area could be helpful to measure the long-term impact of formative feedback on writing for older students.

21 - L2 English Acquisition of Indefiniteness by L1 Kuwaiti Arabic Speakers

Ivan Ivanov | Marta Tryzna

15:00 - 15:30 - 10 March
F-GF-008 | F Wing

The L2 English acquisition of indefiniteness has long been identified as problematic for L1 Arabic speakers even at an advanced stage due to the underlying differences in the grammar of the two languages with respect to the indefinite article use. Although Kuwaiti Arabic uses no article with indefinite count nouns, learners rarely omit the indefinite article in L2 English, as non-facilitative transfer would predict. Instead, they tend to overuse THE across indefinite contexts. The present study seeks to investigate the causes of article misuse in six semantic and syntactic conditions: indefinite specific, indefinite non-specific, indefinite partitive, indefinite non partitive, and indefinite with unmodified and a modified noun head (modification by a relative clause or a prepositional phrase). The data elicitation procedure involves a forced-choice elicitation task targeting the L2 English article use across the six conditions with singular and plural NPs. The participants are advanced learners of English with L1 Kuwaiti Arabic (N=52). The results indicate persistent definiteness effects in the syntactic condition involving modification by a relative clause as well as in the semantic condition of partitivity. This points to the underlying representation of indefiniteness as constructed context-by-context rather than being part of a-priori abstract representation.

22 - Linguistic Imperialism: just the facts.

Tobias Prior & Colin Michel

10:30 - 11:00 - 9 March
F-GF-034 | F Wing

At present, the identity of English as the preminent international language is more or less unassailable. Although this status is accepted, one major point of controversy is the process of how the language got to. On the one hand there is the position where scholars assert that English rose to prominence through a series of fortuitous accidents of history. On the other is the competing view that the rise of English was no happy accident, but was a premeditated long term plan, formulated by states that sought to use the English language to achieve advantage over their competitors. The question that this presentation seeks to examine is which of these two positions is best supported by facts. Two presenters will attempt to persuade the audience that their view is the correct one. One will champion the thesis of Linguistic Imperialism, while the other will denounce it as a paranoid conspiracy theory, not worthy of serious consideration. Both presenters will use facts and figures that either will, or won't support the thesis. At the end of the presentation, audience members will be invited to contribute to the debate and share their own views on this controversial topic.

23 - How to Enhance EFL Communication Skills Through Project Work

Suhair Al Alami, Shadi Hijazi, Anjum Azeez
Nour Al Okla

11:00 - 11:30 - 9 March
F-GF-033 | F Wing

Characterized by the expansion of knowledge and technological revolution, the current era necessitates the enhancement of a formula capable of keeping pace with recent developments. Effective university education, therefore, involves much more than enabling students to master basic knowledge. What is it then that would contribute significantly to quality university education? Obviously, a number of factors are involved amongst the most prominent of which is acquisition of the four Cs: communication, collaboration, creativity and critical thinking. With the four Cs in mind, the presenters are going to discuss three research projects the aim of which is to augment students' communication skills in English as a foreign language (EFL) through emphasizing digital communication, intercultural competence, collaboration, creativity, and critical thinking. It is worth mentioning that the three research projects were conducted at a university in Dubai throughout the academic year 2016-2017, involving one hundred students. Three different questionnaires of twelve items each were administered to the participating students. The reason for setting three questionnaires was to gain clear ideas about how each project could contribute to acquiring communication skills in English as the global lingua franca. In light of the study's findings, recommendations will be made for EFL specialists to consider.

24 - Integrating Critical Thinking Tasks On EFL Learners' To Enhance Their Vocabulary Knowledge

Raniyah Kamal

10:30 - 11:00 | 9 March
F-GF-007 | F Wing

This presentation is based on a study that explored the effect of integrating critical thinking tasks on enhancing students' vocabulary knowledge. In order to measure the effect of critical thinking tasks on vocabulary knowledge, certain activities were given to 26 female students during the teaching process of vocabulary. The students were between 16 and 18 years old, and they were at an intermediate level of English language proficiency. To indicate the effectiveness of those strategies, two groups of students were tested. The results indicated that the integration of critical thinking tasks and their implications on English language learning and teaching were effective.

26 - Assessment Repercussions on the Teaching and the Learning Process

Mahmoud Sultan Nafa

14:30 - 15:00 - 9 March
Room 1 - 02-L2-023 | Convention Center

This presentation defines the concept of assessment and its role in the teaching and the learning process as it demonstrates how it guides, enriches and corrects the whole educational process. In addition, it explores the types of assessments in terms assessment for learning, assessment as learning and assessment of learning and gives practical examples of each type. In addition, it highlights quick strategies for implementing formative assessment through CATs techniques. The presentation points out the professional strategies of implementing and exploring assessment. Furthermore, it focuses on the MC questions due to their extensive usage and the widespread controversy of their parts and phrasing in terms of usage and phrasing highlighting the best strategies for writing the professionally.

27 - Professional growth through your "Aha moment"!

Mouna Abou Assali

12:30 - 13:00 - 8 March
Room 7 - 02-L2-022 | Convention Center

Teachers are at the heart of a variety of fluctuating emotions. They are faced with classroom challenges in getting all their students interested and engaged in curriculum learning activities. They never give up on trying what may turn their classrooms into conducive and positive environments. For this purpose, they are in constant need to pause and reflect on what triggers or hinders their students' learning. In this discussion group, the presenter will share her experience being frequently involved in shared and reflective professional discussions with her professional colleagues. She will talk about the reflective learning cycle she has been through and the "Aha moment" that has changed her teaching compass. That included using alternative teaching strategies based on "the attribution theory of motivation and emotion", and developing a highly recommended element of emotional intelligence (EQ). The audience of this session will be invited to share similar or different reflective learning experiences that positively impacted their professional growth.

28 - The Dynamicity and Diversity of Second Language Learners' Motivation

Nour Al Okla

11:30 - 12:00 - 9 March
F-GF-015 | F Wing

Motivational influences have been acknowledged to play an important role in the process of second language learning. However, the construct of learner motivation is rarely explored as a diverse and dynamic construct. The study explores the motivational influences that impact 76 Arab undergraduate learners of English in the UAE. Two surveys, four written responses, and self-portraits were used to obtain data on the participants' beliefs, emotions, and expectations of learning English. The findings of the study highlighted the diversity, dynamicity and complexity of the construct of learner motivation in the learners' learning experiences. The data revealed significant differences in the ways they responded to the learning setting, the extent to which they used English outside of class and their perception of the role of English in their lives. Analysis of the data revealed complex interactions amongst the unique characteristics of individual learners and aspects of their motivation resulting in the complex, dynamic system known as the L2 motivational self-system. The study calls for raising learners' awareness of the factors which influence their motivation and strategies which enable them to manage their emotions during the ongoing learning process.

29 - Differentiation in the ESL Classroom**Hind Elyas****10:30 - 11:30 - 10 March****Room 6 - 02-L2-021 | Convention Center**

Effective teaching means fostering success for all students and helping them become problem solvers and self-directed learners. In order to do so, teachers are expected to realize that students are different and they do not all learn the same way. Differentiating instruction is doing what is fair for students; it means creating multiple paths so that students of different abilities, interests, or learning needs experience equally appropriate ways to learn. This requires presenting the same task in different ways at different levels so that all students can approach it in their own ways. This workshop focuses on differentiated instruction and how it allows teachers to meet the needs of their learners the different types of learners such as the visual learners, auditory learners and kinesthetic learners. It is important for teachers to understand these differences so they can implement best practice strategies into their curriculum and assessments.

30 - Teaching critical thinking in a language programme**Richard Harrison****10:30 - 11:00 - 10 March****Room 5 - 02-L2-020 | Convention Center**

This interactive talk demonstrates how Critical Thinking can be taught explicitly in the language classroom with particular emphasis on writing. It looks firstly at how students can be encouraged to think about their own thinking (metacognition) and then presents a number of thinking activities which can be used in the classroom. Activities such as puzzles and problem solving tasks can help to train the brain - like a mental gym. Other activities focus on practising specific critical thinking skills. A study of academic writing at a university in the region revealed a lack of critical thinking in students' reports and essays. For example, arguments or opinions were often weakly presented with a resort to exaggeration, emotion and anecdotal evidence to support their claims. Activities presented in the talk show how students can be encouraged to building strong arguments through reason, evidence and examples as well as by providing sources for their information. Students are also shown how to use data tentatively and how to distinguish fact from opinion. Inaccurate and misleading advertising can be used to train students to ask probing questions. Finally the use of 'thinking frameworks', which help students organise their thinking, is demonstrated.

31 - Improve Adult Learners' Essay Writing with YouTube**Hanadi Mirza****11:00 - 11:30 - 9 March****F-GF-027 | F Wing**

Most students reach the university level with underdeveloped writing skill in general and poor essay writing in particular. Students may confuse paragraph and essay structures. Their written productions might lack coherence and cohesion. They may even confuse genres and write a descriptive essay instead of an argumentative one. The teaching videos I developed and posted on my YouTube channel have proven to be beneficial for my students who used the teaching tips as guidelines when writing their essays.

In this workshop, teacher-participants will:

1. Identify the various elements of the essay using visuals,
2. Plan various writing prompts as a preparation to write an essay, and
3. Develop YouTube videos in order to help their students become better writers.

33 - Task based instruction, concepts and practices!**Rabia Khatoun****11:30 - 12:00 - 10 March****F-GF-027 | F Wing**

Task-based language teaching is a student-centered approach to second language instruction, wherein activities focus on having students use authentic target language in order to complete meaningful tasks, i.e. situations they might encounter in the real world and other project-based assignments. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. TBLT has, in part, emerged out of the need for language educators to help learners with both acquiring the knowledge of language and honing their skills and abilities to use their knowledge in real-world. That includes real life scenarios and interactions, having a primary focus on meaning, inducing learners to draw on their linguistic and cognitive resources, and being outcome-oriented in the sense that learners are required to use language to accomplish some sort of real activity. The presenter will talk about a number of tasks that she uses in her class to make sure the learners have a full chance to practice language, thus making it a communicative learning approach.

34 - Developmentally Appropriate Assessment in Young Learner Classrooms

Irma-Kaarina Ghosn

15:30 - 16:00 - 8 March

Room 2 - 02-L2-024 | Convention Center

Young children differ significantly from their older peers linguistically and cognitively, and this has bearing on both classroom instruction and assessment. Traditional pencil-and-paper tasks used in upper primary school language classes are not appropriate in the very young learner classrooms. While summative assessment is often linked to accountability of programs and teachers, or used to compare or rank students, the primary purpose of formative assessment is to benefit learners, improve their learning, and help teachers know what may need to be re-taught or practiced more. Formative assessment can also help identify learners who may need additional support. All assessment tasks should be age appropriate, both in content and methodology, take into account learners' culture, and reflect the current knowledge of how students learn. The presenter briefly reviews key aspects of the cognitive development of children ages 4 to 8, an age group rapidly growing in ELT around the world. The presenter proposes a cycle integrating instruction with assessment. She then shares samples of assessment activities that are appropriate for children in this age range, and that can be used for both formative and summative assessment.

35 - Teaching writing to students with tablets using voice to overcome keyboard shortcomings

Vance Stevens

14:30 - 15:00 - 9 March

Room 9 - 02-L2-031 | Convention Center

The presenter has for the past few years been refining techniques to overcome shortcomings in the digital keyboards inherent to most tablet computers and other mobile devices by using voice to help students compose and revise essays on their iPads. The technique uses Google Docs or similar online word processing software such as Office 365, for voice input. However, Arab students have problems getting voice recognition to work for them in English, so the presenter has them begin their essays on paper, create a blank online document, and share it with the teacher. The teacher then uses the voice capability native to his or her tablet device to read what the students have written into their shared online documents prior to having them revise those documents on their tablets. This 20 minute presentation will demonstrate the technique, discuss problems encountered and solutions discovered, and show examples of student-teacher interaction during the revision process using this technique.

36 - Teachers as Mentors

Suchitra Vijay Verma

10:30 - 11:00 - 9 March

F-GF-014 | F Wing

The purpose of this 3-part presentation is to help participant teachers reflect upon their own actions as mentors and how they have been effective in turning students' lives; behaviour and attitudes in particular. A major component of the presentation throughout will be reflection and participants' shared beliefs. The first part will begin with a question to think about ways of approaching different and difficult students and why such approaches are needed in any classroom setting. The significance of mentoring will be discussed and the question "how can this be done?" will be considered. Secondly, some pertinent benefits of effective mentoring will be discussed. In the above 2 phases research studies will be cited to support statements detailed in the presentation. Finally, a reflection activity will be conducted to conclude the session. In this activity, participants will talk about situation(s) when they supported or were supported. Information or insights gained during this discussion will enable participants to understand why mentoring our students is extremely vital and of paramount importance. My overall approach will be explanatory and participants should walk leave the session with the realisation that mentoring is much more than supporting and advising.

37 - Evaluating authentic material for classroom exploitation

Tony Waterman

10:30 - 11:00 - 10 March

Room 7 - 02-L2-022 | Convention Center

This 22-slide research paper presents findings and implications on one aspect of my doctoral thesis: exploring materials writers' activities focusing on the rationale and strategies used by writers when they are evaluating authentic material they produce for the ELT classroom. All the participants in the study are active materials producers working mainly in tertiary education in the Sultanate of Oman with their writing focusing on general English, ESP and EAP courses. My research question relating to this aspect of my thesis is: what do materials writers view as key aspects to their evaluation of the materials they produce? This paper outlines major elements from the literature on evaluation procedures carried out before, during and after materials are produced and piloted in the classroom including reference to stakeholders and future audiences and potential problems which can prevent effective evaluation. The study explores materials evaluation from an interpretative and socially-constructed viewpoint using both quantitative and qualitative data which is analysed to produce major themes. These are then discussed with three key implications arising from these writer's practices when evaluating whether and how to use or adapt authentic material for classroom use.

38 - Investigation of telecollaborative language-oriented tasks: A case study of Saudi teachers' perspectives

Ahmed Khateeb

12:00 - 12:30 - 9 March

F-GF-004 | F Wing

Understanding the criteria of telecollaborative tasks are essential to boost learners' linguistic, communicative and intercultural competence. This research aims to fill the gap in relation to identifying the correlational effect of gender and region on the recognition of the concept of telecollaboration in the sociocultural context of Saudi Arabia. It also focuses on determining and assessing aspects of the criteria of telecollaborative tasks currently employed language learning settings. One hundred and fifty-five EFL teachers have randomly participated in this study. On a basis of a quantitative analysis, it was reported that gender and region have no effect on the practice of telecollaboration. The findings have also shown that current language learning tasks match some aspects of the criteria of telecollaborative tasks focus on meaning, negotiation and reflection-oriented. Finally, this research has assessed the current situation of EFL settings to identify the extent of current EFL classes in light of the telecollaboration requirements.

39 - Brain-Targeted Teaching Model

Banani Roy Chowdhury

14:30 - 15:30 | 9 March

Room 8 - 02-L2-030 | Convention Center

The Brain-Targeted Teaching (BTT) model is a pedagogical framework that seeks to connect research and practice by providing instructors with a cohesive model of effective instruction based on the neurocognitive sciences. BTT is one of the most popular ways of teaching that is gaining momentum in the world of education. It consists of six stages of the teaching and learning process that are referred as brain targets.

This will be an interactive session where participants will get an idea of the instructional strategies that can foster true learning and inform pedagogical approaches in a variety of classroom environments. The session will explain how the knowledge of brain sciences helps in understanding learning differences and control student behavior. Educators will also learn about recent research on how the brain acquires information and get exciting ideas about conditions and environment that can optimize learning and make 'Big' Changes in student engagement and performance.

40 - Methods of Assessment versus Effective Feedback: Putting Things in Perspective

Pooja Sancheti

12:30 - 13:00 | 8 March

Room 2 - 02-L2-024 | Convention Center

Principles and practices of language assessment have evolved and diversified tremendously over the last two decades. The actual purpose of assessment decides what type of assessment should be carried out and there indeed are many different types. Each type of assessment has its own function and is indicative of students' level, performance, acquisition, etc. A lot of research is available about best practices in language assessment including methods, their effectiveness and outcome. Assessment planning is of utmost importance. Similarly, providing students effective feedback based on their assessment is an essential part of the assessment cycle. Feedback must be constructive in nature, something that helps in students' progression. The presentation aims to discuss strategies for giving effective feedback and will go over dos and don'ts of providing feedback. It will also discuss the benefits of effective feedback to the students, teachers and the institution. The presenter will provide examples of how not to confuse feedback with giving advice and giving a grade. Effective feedback encourages learner autonomy and performance improvement. The aim of an educator should be teaching for learning to take place. The presentation will include different components of an assessment cycle and overall planning of the cycle.

41 - Critical Language Awareness: Extended Views and Challenges

Hayam Mohamed

10:30 - 11:00 - 10 March

F-GF-034 | F Wing

Language and communication have an interchangeable role since language is the powerful tool that enables human beings to communicate ideas, express feelings and convey experiences. Communication is built through diverse and complex perceived and interpreted internal and external factors of the objective world and our own cognitive schemata. Critical language awareness (CLA) is based on critical discourse analysis (CDA) and rooted in the changing roles and practices of language and the modes of communication. This presentation discusses language awareness in language education and the implications of its criticality with special attention to the social aspects of language and the notions of globalization, language hegemony, and power in the modern world which overlap with the contemporary role of language awareness and social change. I stress the importance of taking the approach of critical language awareness and adopting a critical ideology in the classroom that looks beyond language correlation with the society, and instead raises questions of power and difference in order to get the real meaning behind the spoken and written word.

42 - Filmmaking in the EFL classroom

Robert Iain Collins

12:00 - 12:30 | 9 March

Room 2 - 02-L2-024 | Convention Center

This presentation addresses how film making can be incorporated into the EFL classroom. Students make short films using their smart phones experimenting with different styles and topics, including “film essays”, grammar points, interviews, informational pieces, etc. Due to the students’ reluctance to appear on the screen they use stick figures as their avatars, or narrate illustrations on storyboards. Their work can then be uploaded to a private YouTube channel. I will show some examples of the students’ work – most films are under two minutes in length - and then discuss the benefits of film making in an EFL classrooms. I have found that the accessibility of the technology involved in film making increases motivation and builds confidence. The vehicle of film making also lends itself to collaboration and collaborative learning and can lead to greater retention. Moreover, the stages of making a film require the students to plan, make decisions, and be creative – all of which are desirable and transferable skills. Studies in the UK have found the use of film and filmmaking in native speaker schools has increased engagement, critical understanding, and test results. It has also been found to improve critical understanding and written communication.

43 - Effective Use of Technology to Enhance Twenty First Century Skills

Soad E. Mizher

16:00 – 17:00 | 8 March

Room 9 - 02-L2-031 | Convention Center

With the development of computerized technology, the way we perceive teaching of language has undergone great changes. Not so long ago, the methods of language teaching mainly focused on the direct approach, the grammar-translation, audio-lingual, the structural approach, communicative language teaching, community language learning, task-based language learning, etc. These methods, however they have been effective previously, they served the need and application of some theories in certain times. Nowadays, computers and smart devices are widely used in every field, the Internet has become compulsory in daily life, and more and more students become fond of using applications and programs rather than text books. That is why the way of teaching language should change accordingly. Using Technology has become as essential for 21st century skills, as books and pencils were in the 20th. In this workshop we will introduce some of the applications and programs that helped enhance teaching skills to Saudi students in collaborative learning and problem solving in the areas of speaking, listening, writing and vocabulary acquisition, and the technique of flipping the classroom.

44 - Edmodo: Mobile Tool for Interactive and Blended Learning

Rana Khan Mohammed Ishaque

11:30 - 12:30 - 10 March

Multipurpose Hall 2 - 02-L2-033 - | Convention Center

Young Learners are hooked and plugged-in to mobiles and multimedia devices all the time. Edmodo can help them utilize their mobile devices and make learning engaging through technology. 'Edmodo' helps teachers and instructors alike in utilizing mobiles for better learning. 'Edmodo' acts like a complete LMS not only to help students and teachers collaborate better but also to keep a track of their grades and progress in class. The application works on CALL, interactive learning and individualised learning. The presenter has been immensely successful with the application. Through this workshop, she intends to share her knowledge and experiences. The attendees would be given hands on experience and guided through step by step approach to download and sign up as students and teachers to make the most of this useful application. This workshop aims at demonstrating, how Edmodo can essentially be a tool that helps teachers facilitate the language learning process. It can be used to reinforce what has already been learnt in the classroom, or as a remedial tool to help learners who require additional support. The workshop will encourage feedback and questions from attendees on the application.

46 - English Education Reform in the Arab World

Rana Khan Mohammed Ishaque

10:30 - 11:00 - 10 March

Room 3 - 02-L2-025 | Convention Center

Learning English always poses a challenge to learners. This paper aims at systematically discussing problems faced by Arab learners and suggests positive approaches like differentiating syntactic and semantic differences between the two languages, contextual and blended learning to motivate Arab learners overcome difficulties faced by them in English language learning. English language learners in the Arab world need to be addressed in a special way. With the increased necessity of learning English worldwide, Arab learners are becoming aware, more than ever before, of their own need for acquiring proficiency in the language. Negative transfer from language one can hinder their learning and seriously affect the development of their productive and receptive skills. This paper investigates problems typical and distinct to Arab learners while trying to suggest remedies for the same in order to develop a theory based on studies and self-experiences. The conclusions and experiences in the research are supported and supplemented with information based on many pilot studies that have been conducted in this field. The presenter has supported her arguments based on real classroom experiences. She has been able to achieve noticeable difference in the performance and motivation of her students by applying the suggested approaches.

47 - Digital Tools for More Language Production in EFL Classrooms

Mohamed Al Mohamady

11:00 - 11:30 - 9 March

F-GF-004 | F Wing

This presentation provides innovative ideas of using digital tools such as Edmodo, Word Clouds, Padlet, and Office Mixed Tools. In addition, it demonstrates how to integrate these tools in a way that helps teachers increase their learners' autonomy, confidence, motivation, engagement and language production. It provides practical ideas for using tools to present reading texts, brainstorm ideas for writing, revise vocabulary, check the understanding of new grammatical structures, analyse learners' errors, and provide students with constructive feedback. All these aspects and more are achieved through using an Internet connection and any smart device, such as smart phones, iPhones, tablets or iPads. It also discusses integrating these tools with the traditional methods which help teachers to engage their learners and make the learning process more interesting. In the same way, it guides learners by giving them enough space to share ideas and collaborate in order to learn from each other. As a result, language production increases and students develop their language skills through more learner-centered activities and much practice of the new target language.

48 - Refuting the NEST Fallacy through Equality in ELT

Rana Khan Mohammed Ishaque

14:30 - 15:00 | 10 March

F-GF-015 | F Wing

The dichotomous fallacy of NESTs and NNESTs has often mislead the English teaching community. The study refutes the myth of NESTs superiority by focusing on special teaching qualities that make both NESTs and NNESTs unique and important. It aims at promoting equality in hiring practices and suggests collaboration between both.

There is no denying the fact that English language teaching is plagued globally by discriminatory practices and bias against NNESTs. The dichotomy of NEST and NNEST is generally based on the looks and the accent of the English speaking teachers. Non-native English teachers with high credentials are forced to accept inferior jobs because the recruiters wish to pursue the market demand rather than give credit to a person's pedagogical skills and language proficiency. A sizable number of NES and NNEST teachers were targeted and contacted along with student community through online surveys. The research aims to create awareness in the ELT community in favor of NNESTs and their pedagogical expertise, encourage credibility for them at workplace and promote collaboration between NESTs and NNESTs.

49 - Kahoot: The Ultimate Language Gaming Tool**Rana Khan Mohammed Ishaque****15:30 - 16:30 | 9 March****F-GF-006 | F Wing**

Kahoot! Is an educational learning application that aids in improving the learning experience for language learners. It's a blended learning tool that educators could use to ask questions in a language classroom in a fun-filled environment. Teaching Grammar and Vocabulary can be challenging at times. Kahoot makes it easy for the teacher to turn those boring exercises into exciting competitive games. The application can be run and played on any mobile or multimedia device. The presenter has tested the tool in her class and has been very successful in changing the learning environment in her classes.

Participants would be guided through hands on experience step by step to create accounts and explore Kahoot themselves as well as find and build new Kahoots. Let's Kahoot!

50 - Classroom observation as an efficient tool for professional development**Oleksandr Tomchakovskiy, Yuliia Tomchakovska****10:30 - 11:00 | 10 March****F-GF-006 | F Wing**

The presenters will define the key terms used in the mentoring process, discuss different approaches to mentoring and describe six types of interventions which may follow the classroom observation. In this workshop participants will explore the term 'mentoring', which is considered a purposeful and calculated coupling of a more experienced teacher with a less experienced or novice person. Participants will analyze 4 approaches to mentoring and identify their key characteristics, their purposes, and the contexts in which they might be most appropriate. We will analyse a model of supportive interaction and identify how it might be exploited by a mentor. Moreover, we will identify how classroom observation might be used in the different approaches to mentoring. This workshop will also focus on how observations can be supportive when the objective is to improve teacher performance. Participants will analyse a number of observation tools for the assessment of teacher performance and suggest ways that a mentor can make this process a positive one. This workshop is intended for language teachers and students. It may be of particular interest to experienced language teachers who would like to help their less experienced colleagues to gain more confidence and autonomy in carrying out duties.

51 - An indispensable Ingredient of an EFL Class**Dulari Chamakali****10:30 - 11:00 | 10 March****Room 4 - 02-L2-019 | Convention Center**

Feedback is one of the most crucial tools to improve students' skills in an EFL class. It offers a powerful approach to enriching teacher practice and significantly enhances student growth. But the impact of feedback can be either positive or negative. Unhelpful feedback could lead to demotivation and impede student learning. On the other hand, accurate and adequate feedback can help students narrow the gap between actual and desired performance. Learning a language is an ongoing process and lack of effective feedback can lead to learning stagnancy. My presentation aims to provide a conceptual analysis of feedback, an understanding of the purpose, importance and necessity of feedback in the learning process, the types of feedback and their effectiveness in terms of promoting student learning. The presentation also aims to show the relationship between assessments and feedback and emphasise the need to consider them not just as grading tools but as integral parts of the learning process. Feedback when linked to assessments should focus on looking forward and on how to enhance learning. Finally, it seeks to explore how these feedback strategies can be incorporated in EFL classrooms.

52 - Searching for Quality in Dual Language Picture Books: Lost in Translation with Kotobi

**Anna Dillon, Zeina Hojeij, Alecia Perkins
Rima Malkawi**

11:30 - 12:00 | 9 March

Multipurpose Hall 2 - 02-L2-033 - | Convention Center

Children's literature plays an essential role in the development of children's literacy skills. Dual language learners can particularly benefit from the use of picture books to facilitate comprehension, formulaic language acquisition, and vocabulary acquisition. This workshop explores potential criteria to evaluate text quality in dual language picture books for young children. Findings will be presented based on a qualitative study that explores the availability and quality of English/ Arabic dual language books in an early-years setting in the United Arab Emirates and the affiliated university library. The criteria under which the books were explored include text appearance, language effects, availability of book information, translation accuracy, and cultural relevance. The workshop will afford participants an opportunity to evaluate the books studied using the same five criteria, except translation accuracy unless participants can read both languages concerned. The major categories generated from this study can serve as a checklist to guide researchers in future studies, educators in various settings and parents in the community in choosing appropriate dual language books to enhance bilingual learners' experiences.

55 - SLA and Study Abroad: Perspectives from the SAREP Project (COST Action 15130)

Martin Howard

14:30 - 15:00 - 10 March

F-GF-033 | F Wing

In the context of expanding globalisation where ever-increasing numbers of students partake in a period of study abroad, this paper explores the acquisitional benefits and challenges for second language learning, especially in relation to the learner's acquisition needs post-study abroad following their return to the foreign language classroom. The findings are based on a large-scale longitudinal corpus of spoken French which tracks the learners' development over two years, at various points during their sojourn abroad, and thereafter, as a means of capturing the scope and specificity of the language gains made. In this paper, we focus especially on the learners' sociolinguistic development as an area where they must learn to approach native speaker norms in the use of different sociolinguistic variables. We focus therefore on the acquisition of the variable as opposed the more dominant focus in existing research on the acquisition of the invariable. Quantitative results will allow us to highlight the sociolinguistic development made by the learners, but

also the limitations underpinning their use of a number of sociolinguistic variables in the target language which point to considerable divergence with native speaker norms. The findings will be discussed in relation to the potential implications for foreign language teaching.

56 - Adapting a text for testing purposes in the Middle East

Larysa Nikolayeva

10:30 - 11:00 - 10 March

Room 1 - 02-L2-023 | Convention Center

The presentation is on a current research that aims to help teaching practitioners at the undergraduate level to adapt a text for the purpose of testing academic reading and writing. The presentation provides a description for the process of text adaptation which is done to make selected reading texts suitable for the module (where the texts are introduced to students), the type of the testing items, students' proficiency and cultural environment. The presentation focuses on a number of areas in the current study undergoing amendments such as text length, vocabulary and terminology and style. Considering these areas, the implications of the following strategies are discussed: deletion and insertion; substitution and omission; and transformation from informal to formal.

57 - Developing Communicative Language Competence

Patrick Painter

15:00 - 16:00 - 10 March

Room 6 - 02-L2-021 | Convention Center

It is widely accepted that the goal of language teaching is "communicative language competence". Competencies consist of a set of essential skills, knowledge, attitudes, and behaviour required for effective performance of a real-world task or activity. The speaker will concentrate on how to maximise the effectiveness of realistic and meaningful input and suggest classroom techniques that will enable this to be successfully turned into output. Ideas will be given on how to structure lessons and learning, in general, in such a way that students are provided with the support they need to move forward and become self-confident, autonomous participants in the learning process.

59 - Supporting the development of subject specific literacy**Grant Hartley****15:30 - 16:00 - 10 March****Room 2 - 02-L2-024 | Convention Center**

The idea that literacy is a set of skills which can be taught in the early years of schooling and then applied to subsequent learning, has been challenged by Freebody (2009). This presentation supports this position arguing that students need to acquire two aspects in order to achieve success within their fields of study. The first is an awareness of the types of knowledge that are considered legitimate in their field of study. This presentation will approach this question by drawing on the work of Maton (2014) highlighting the contributions of Legitimation Code Theory, specifically the dimensions of semantics and specialization, to the question of knowledge within fields of practice. The second aspect is an awareness of the language which helps to realize specific knowledge types and activity within a field of practice. This presentation will make use of systemic functional linguistics, specifically the concept of register, as a theoretical framework in order to address the question of language. By setting the discussion within the field of Educational Technology, this session will demonstrate practical activities for how both aspects can be highlighted.

60 - How an Arabic language student acquired Gulf Pidgin Arabic in the UAE**William Cook****14:30 - 15:00 - 10 March****F-GF-014 | F Wing**

This paper investigates Arabic as a second language education in the United Arab Emirates (UAE) through the case of an Arabic language student who ultimately acquires Gulf Pidgin Arabic instead of Modern Standard Arabic or Khaleeji Arabic. The paper begins by outlining the social and linguistic context of the UAE, exploring the entanglement of neoliberal economic policy with English and Arabic language policy realities in the country. This leads to a discussion of how best to approach language policy in this context which draws on Foucault's (1978/2007) discussions of neoliberal governmentality and Shohamy's (2006) notion of de facto language policy. The second half of the paper analyzes data from a narrative case study of a language student in the country. It describes the student's language learning trajectory, a product of more than ten years of English and Arabic education in the UAE, and illustrates both the obstacles and opportunities she faced. The paper concludes with a discussion that connects the student's language learning experiences to her claims of belonging and citizenship as well as to the broader social, economic and language policy goals expressed by the UAE. Implications for Arabic language education in the UAE are discussed in the conclusion.

62 - A Discussion-driven Approach to Enhancing Student Input in CLIL Classes**James Andrew Farmer****15:00 - 15:30 - 10 March****Room 2 - 02-L2-024 | Convention Center**

An increasingly globalized world provides opportunities for learners of English to interact with other speakers of English. However, many L2 students are often reluctant to move beyond small talk and actively engage in more substantial opinion-based discussions. Besides being a hindrance to developing relationships, being unable to participate in discussions could be disadvantageous for students who wish to study abroad or work in the global economy. One reason for this inhibition is that many L2 learners are not equipped with the language functions necessary to successfully participate in these more demanding interactions. News-based content and a discussion-driven approach to Content and Language Integrated Learning (CLIL) classes can empower students in discussions. Current news offers a rich well of conversational topics while simultaneously building their vocabulary and general knowledge. Moreover, as news stories can encourage opinion-based discussions, they allow for the development of discussion skills and, ultimately, student input. To achieve this, necessary language functions are gradually introduced and practiced throughout the course. This presentation provides a practical description of how to scaffold such discussion-appropriate language functions, as well as a method to assess student performance and progress in group discussions.

63 - Effective teaching/learning strategies for enhancing motivation in French language acquisition processes

Grace Amarachukwu Obaigbona

11:00 - 11:30 - 9 March
F-GF-014 | F Wing

Teaching and learning are two complementary and interactive processes (Minder 2007). No teacher will teach without at least the intention and hope that the learner will learn. Despite public and scientific discourse about learner-centered approaches, we can note that wide-spread practice still relies on the motto “The teacher teaches the learner something, which the teacher (or society) perceives as necessary for the learner” (Huber 2014:407). The learner and the teacher thus have interdependent roles to enhance motivation in the learning of second language acquisition but each must know his role in the teaching/learning process so as to avoid misunderstandings. For this presentation, we will discuss some of the evolutions that have taken place in recent years in the respective roles of teachers and learners and their relevance for enhancing motivation in the French language acquisition processes. The emphasis on proposing learning activities, on interaction, authenticity, diversity, and on learner choice and responsibility reflects a shift towards less teacher-centered modes of teaching/learning. An examination of hypothetically and empirically founded approaches to this shift in language teaching and learning, as well as motivational maintenance in a variety of teaching/learning methods/approaches, techniques and strategies that could enhance teaching effectiveness will be our focus.

64 - Teacher-educator pedagogical beliefs about teaching and learning: An Argentinean case study

Katherine Halet

11:30 - 12:00 - 10 March
Room 5 - 02-L2-020 | Convention Center

This empirical research-orientated presentation explores the concepts of teacher-educator pedagogical beliefs. This study, being conducted for a doctoral degree, investigates the relationship between teacher-educator beliefs about the pedagogical decisions made by undergraduate second language teacher educators in Argentina. Firstly, this presentation will briefly examine the existing literature in relation to teacher educator beliefs in addition to pedagogy and pedagogical models in higher education. Secondly, the qualitative methodology of this study will be discussed. The data in this study has been obtained and triangulated using autobiographical background interviews, classroom observations, and semi-structured stimulated recall interviews for each participant. Lastly, an overview of the findings in the form of themes will be given. Many significant themes related to the relationship between teacher-educator pedagogical beliefs and the impact of these beliefs on teaching and learning have emerged from

this research project, such as classroom organization and management, the importance of creating a comfortable and secure teaching atmosphere, and the significance of knowing one’s own limitations. It is hoped that this presentation may offer useful observations for current ESL/EFL practitioners who would like to develop further professionally, particularly those who are interested in learning more about their belief systems.

65 - An Evidence-based Approach to Vocabulary Acquisition in News-Based CLIL Classes

James Andrew Farmer

10:30 - 11:00 - 10 March
Room 2 - 02-L2-024 | Convention Center

When chosen with care, news articles can be an effective teaching resource in the EFL classroom. A well-designed current news course provides students with relevant, interesting, authentic, and, ultimately, motivating material. However, instructors often adopt a hard Content and Language Integrated Learning (CLIL) approach, and although news articles are a rich source of vocabulary, relatively little attention is given to vocabulary acquisition in such classes. Activities often involve little more than a matching activity with some quickly chosen vocabulary at the beginning of class and/or a fill-in-the-blanks activity. As expanding their vocabulary is a priority for many students, frequency lists like the General Service List (GSL) and Academic Word List (AWL) are an important resource for instructors. Students also need to be provided with repeated opportunities to see, recall, and use new vocabulary both within and across lessons. This presentation will underline the usefulness of taking a soft CLIL approach to news-based classes with a focus on enhancing vocabulary acquisition. The presentation will provide advice on how to identify which vocabulary CLIL students should concentrate on and why, as well as practical lesson ideas to reinforce vocabulary retention rates.

66 - Teaching Mathematics as a Language

Fayez Sayed

11:30 - 12:00 - 10 March

Room 2 - 02-L2-024 | Convention Center

The phrase, Mathematics is a language, is widely used in the literature and is variably addressed with different approaches and techniques. Sometimes mathematics is considered to be a symbolic language or a sublanguage etc. This work shows that mathematics has a linguistic structure identical to that of world main languages.

The presence of a vast amount of research work in this topic stems from the demanding need to address challenges facing teaching and learning of mathematics.

In this study, the linguistic structure of mathematics is investigated and linked to problem solving techniques. This would have, if implemented, a great impact on the teaching and learning of mathematics.

68 - Professional Development and Classroom Technology: The teacher's experience

Rob Miles

13:00 - 13:30 | 8th March

Room 7 - 02-L2-022 | Convention Center

Teachers are, of course, central to student success. Therefore, how we train teachers to teach is equally important, especially in an environment where classroom technology is central. This phenomenographic study aimed to allow the different voices of teachers to come through and look at their different experiences with professional development. Rather than focus on how we think we are training our teachers, how are they actually experiencing the training we give them?

69 - iPads in the classroom: teachers' perceptions five years on

Rob Miles

15:00 - 15:30 - 10 March

Room 8 - 02-L2-030 | Convention Center

In April 2012 the Ministry for Higher Education in the UAE mandated the introduction of iPads for all Foundations students and faculty in the three Federal Institutions. With the launch of over 14,000 iPads, this unique initiative was expected to transform education for post-secondary Emirati students. However, classroom observations suggested that this transformation has not taken place. As we approached the five-year anniversary, I decided to investigate how the mobile learning iPad initiative had impacted Foundations English teachers and their classroom practice. While curriculum constraints have limited the impact, the device has the potential to engage students in collaborative tasks and assists in classroom management, and I propose a potential two-dimensional SAMR model.

70 - Bringing a growth mindset into language learning through task based learning

Fiona Hartley

11:00 - 11:30 - 9 March

Room 2 - 02-L2-024 | Convention Center

When executed effectively, tasks provide a wealth of opportunities for students to use the language they have for meaningful communication. Through engaging in tasks students can potentially develop their language further. Being a firm believer of the benefits of task based learning to language learning, the presenter investigated students' responses to doing tasks in class to enhance language learning as opposed to presenting, practicing and producing language in a general English class. The presenter will first clarify her definition of a task and highlight the strengths of tasks in terms of developing a growth mindset (Dweck, 2006) among students, which can promote success. She will then describe the mini-research project she carried out, including some of the barriers she had to overcome, before describing her findings and discussing the way forward.

71 - Supplementary schools: The teaching of a minority language in a globalised world

Fatma Said

11:00 - 11:30 - 9 March

Multipurpose Hall 2 - 02-L2-033 - | Convention Center

Supplementary (or complementary) schools in the UK, play a major role in the teaching and transmission of heritage minority languages (Li Wei, 2003; Creese et al., 2008). Although there is research about these schools, there is no study to date about the teaching of Arabic as a heritage language in these schools. This study is one of the first to report how Arabic is taught in three UK supplementary schools. This paper focuses on the classroom practices employed by teachers to teach formal Arabic; the data was collected through video recorded lessons, and audio recorded student and teacher interviews.

The data suggests that the teaching of a minority and diglossic language like Arabic is complex and can be a challenge for both teachers and students. However, the findings affirm that these schools are effective resources for teaching a minority language (formally) and supporting transnational families to maintain their languages. The classroom data illustrates that teachers predominantly use the target language, repetition, re-casting, narratives and plays in order to teach grammar and lexicon. Further, the data also revealed that these schools play a role in assisting the students to view language as a resource and necessary skill in a globalised world.

72 - Case studying teacher trainees' perceptions of deep approaches in literature teaching

Mangala Jawaheer

11:30 - 12:00 - 10 March
F-GF-005 | F Wing

Research on teacher trainees' perceptions about deep learning approaches to literature teaching where the curriculum is in transition is in its embryonic stage. However, this should be an integral part of education research since trainees represent the future generation of educators to implement pedagogical change at grass root level. Hence this case-study investigates how twelve EFL teacher trainees in Mauritius perceive deep approaches to learning in the teaching of literature under the Reformed National Curriculum (2015). Under this revised curriculum, the focus has shifted from developing learners' knowledge about literature to developing learners' knowledge of literature. This move instigates a paradigm shift to deep approaches to learning where learners intrinsically engage in a dynamic and reflexive process of constructing, interpreting and reconstructing thinking skills and knowledge. Under this revised curriculum, The Mauritius Institute of Education is responsible in ensuring that deep approaches to learning are being implemented at training level. Hence, the participants were exposed to deep approaches in the Literature Methodology module. Methodologically, 1 semi-structured interview, reflexive journaling and physical artefacts have been used as data collection tools. Despite initial difficulties encountered, the findings show how participants perceive deep approaches to be in line with the Reformed National Curriculum.

74 - The effect of teaching formulaic sequences on improving the writing skills

Sally Kondos

15:00 - 15:30 - 9 March
Room 9 - 02-L2-031 | Convention Center

Formulaic sequences form an important part of the lexicon (e.g. Martinez and Schmitt, 2012); they have been found to be fundamental to the way language is used, processed, and acquired mastering formulaic sequences have been repeatedly cited in the literature (e.g. Durrant, 2008; Wray, 2000). For example, Martinez and Schmitt (2012) highlight four key benefits of formulaic sequences that are also supported by empirical evidence; (1) making up a large proportion of any discourse (e.g. 58.6% of spoken text and 52.3% of written text; Erman and Warren (2000); (2) they realise a multitude of meanings and functions (e.g. signposts of discourse organization like 'on the other hand', and commonly believed truths such as 'money talks'); (3) they promote efficient and effective communication as formulaic language is easier and faster to understand and produce (e.g. Conklin and Schmitt, 2008; Jiang and Nekrasova, 2007); and (4) they enhance productive fluency (e.g. Guz, 2014). The proven centrality of this phenomenon to communication has called for investigating its use by second/foreign language learners whose effective and efficient language use highly relies on adequate knowledge of formulaic language.

76 - Impact of Task-Based Language Teaching on Essay Writing Skills

Rabia Mahmood

14:30 - 15:30 - 10 March
F-GF-005 | F Wing

The major goal of the workshop is to introduce the audience to TBLT, its techniques, approaches and applications. Essay writing is considered to be both difficult and boring writing component for learners. Hence, this workshop will help ESL practitioners to teach essay writing component in an interesting, systematic and organized manner by engaging learners in multiple task-based situations. Starting with the discussion on TBLT, the workshop will expand by presenting the step by step process of essay writing to the audience. The audience will be engaged in doing activities related to different steps in essay writing e.g., writing the thesis statement, supporting it with evidence, organizing and connecting the evidences and revising for errors. The audience will be given sufficient hand on practice in developing thesis statements from the general and limited subjects. They will be given rubrics to apply on their writing and improve the supporting paragraphs for topic sentences that they developed in the last step. Moving further, they will be practicing for writing the introduction and conclusion parts of the essay by following the checklist. The session will end by providing learners with the guidelines for organising and revising different parts of essays they developed during session.

77 - Pronunciation Pedagogy in Jordanian EFL Classrooms

Sharif Alghazo

10:30 - 11:00 | 9th March
F-GF-008 | F Wing

Pronunciation pedagogy has until recently been a neglected area in second language research, particularly with respect to empirical classroom enquiry. This study explores pronunciation teaching techniques used in Jordanian EFL classrooms by observing classes at a provincial university setting. It was found that the approach adopted in pronunciation classrooms in this context was a traditional, bottom-up one. Teachers were observed to employ three predominant techniques: drilling, explanation and feedback. The most common of these was drilling, in the forms of 'listen and repeat' and 'minimal pairs'. Techniques observed in this study were classified and compared with frameworks created by three leading pronunciation scholars, thus providing a unique insight into the pronunciation practices of Arabic-speaking EFL teachers in a Middle Eastern context.

79 - EdTech + EdTeach: Exploring the Integration of Educational Technology Through Teacher Education

**Tiffany Cammidge | Pamela Johnson
Alliya Anderson**

**12:00 - 12:30 - 10 March
F-GF-004 | F Wing**

Education is transforming more rapidly than ever and so must professional development (PD), which is an essential component to fostering informed and effective integration of technology in the classroom. There was a time when PD mostly meant attending workshops hosted by colleagues, but today there is a much wider variety of learning resources available for educators. In this presentation, participants will gain insight into an array of alternative avenues for PD, with a focus on integrating educational technology. For instance, online courses that offer digital badges, credentials or certificates for mastering skills and utilizing instructional technology will be explored. Additionally, SoTL research will be discussed as a central strategy to encouraging interdisciplinary collaboration between departments and institutions while determining whether technology integration and PD programs that support it are resulting in improved outcomes for learners. With online courses, videos, SoTL projects, and transferrable certificate services, individuals and institutions can create customized professional development certificate programs that directly serve the needs of their students and faculty.

81 - The Pronunciation Problems Resulting from First Language Transfer: Causes and Solutions.

Amr El Zarka

**16:00 - 17:00 | 8th March
Room 2 - 02-L2-024 | Convention Center**

Learning a second language is not an easy task. Throughout the learning journey, learners make errors and have their errors corrected by their teachers, until they learn this second language. This study attempts to investigate the pronunciation errors of the native Arabic learners, who are learning English as a second language. This study focuses on the pronunciation errors that result from the impact of the vernacular dialects of the native speakers of Arabic. These errors are investigated through contrastive and error analysis studies shedding the light on the Arabic linguistic input that causes this first language transfer and the repair strategies that the learners attempt to implement to overcome these pronunciation problems.

82 - Translation as an effective engaging learning tool

Sonia Batra, Nazila Motahari

**12:00 - 12:30 - 8 March
Room 5 - 02-L2-020 | Convention Center**

Translation used to be the basis of language learning for many years but after the appearance of new methodologies it was archived as not effective along with other 'traditional' tools such as dictation, reading aloud and drills.. However, recently there has been a new interest in using it as a communicative tool in the classroom. The aim of this presentation is to give teachers an effective new way to make students implement their language skills by using translation. It will also look at some of the possible benefits of using translation as an activity in communicative classrooms. To conclude, some of the challenges of this method will be discussed, too.

83 - Contextualized scaffolding: Enhancing teaching effectiveness for non-native English speakers in tertiary education

Hardeep Anant | Kaia DeMatteo

**12:30 - 13:00 - 8 March
Room 5 - 02-L2-020 | Convention Center**

With the increased demand for a globally competitive degree, the amount of non-native English speaking (NNES) students pursuing a degree in English has increased in the United Arab Emirates and worldwide over the past decade. NNES college students encounter unique challenges in succeeding in this environment, and many faculty are not equipped with strategies to support their diverse learning needs. Scaffolding is one technique that has been particularly effective in bridging the learning gap of non-native English speakers by breaking down lessons into smaller fragments for students to grasp the material. This presentation focuses on the challenges faced by NNES students pursuing a degree in English and how scaffolding helps address those challenges. It highlights specific examples of two instructors who have applied scaffolding with students of various competency levels in diverse academic and cultural contexts. The presentation also seeks to create a space for dialogue to engage multiple perspectives, conceptualize themes for further research, and explore techniques for faculty to apply scaffolding with students across multiple disciplines, thereby enhancing the effectiveness of teaching for NNES students in tertiary education.

84 - Participatory Action Research: Communities of practice to join Data Science and Education**Radoslaw Janik****12:00 - 12:30 - 8 March****Room 3 - 02-L2-025 | Convention Center**

The presentation juxtaposes the 'old' and the 'new' approaches to evidence-based practice the teachers perform when in the classroom. The understanding of reflective practice through systematic data gathering and processing in small scale research activities and their impact on the quality of student learning cannot be overstated. The subject area faces a challenge in the understanding of teacher practice through data-driven approaches, which is often overlooked in the process of data gathering and analytical capabilities of schools and, by extension, the education systems. Since it is the task of the teacher to provide quality teaching, the research and information gathering element is left to other entities that then inform the educational bodies about the changes and offer solutions to practices and materials employed in the classroom to spark improvement. The proposed approach here is to engage the teachers in the process of understanding and providing the rise in awareness, appropriate tools, skills and knowledge to engage in small-scale research projects that equip them with information they can, in turn, transform and reshape into tangible and actionable practices that improve their understanding of their students and improve the quality of educational processes. The approach discussed here is context and language neutral.

85 - Implementing the CoP model into a Master of Translation and Interpreting program**Ping Wang****10:30 - 11:00 | 9th March****F-GF-013 | F Wing**

The aim of this paper is to report the investigation of implementing the Community of Practice model into a postgraduate program of Master of Translation and Interpreting in China, to report how a CoP may facilitate student learning and practicing translation skills. Drawing literature on Communities of Practice (CoPs), a case study was undertaken involving seven postgraduate students and the advisor in a Chinese University. Students and the advisor had weekly face-to-face meetings and online discussions within one semester. Data were collected from questionnaires with students, reflective journals, weekly meeting reports and online communication activities. It was found that both the face-to-face and online meetings helped students to reflect on their learning and translation practice, helped them to solve problems in their study and internship and improve their translation skills. The findings of this study are significant in terms of seeking for a new model, the CoP model, for supervising postgraduate students.

86 - Designing a writing rubric fit for the purpose**Peter Bull****13:00 - 13:30 - 8 March****Room 2 - 02-L2-024 | Convention Center**

The rubrics used to grade EAP students' writing are often derived from those used in high-stakes summative assessments, where inter-rater reliability is at a premium, and validity may be both less of a priority and quite narrowly conceived. Using these rubrics in the classroom can be unsatisfactory because students may not be able to relate the concepts and terms used to the context in which they are writing or the complex processes of composition. This paper describes the design of a rubric that is simple to understand for the student, and one that can be tailored to very precisely match the teaching input of a writing class. The model proposed is a hybrid form using holistic grading of analytic categories. Each category is described in simple terms and a score (out of 10) is applied. There is a large field left for comments in each category, so the instructor has the freedom to give suitable feedback according to inclination and the time available. An example will be given from a pre-session course of mostly Arabic speaking students. In a pilot study of the rubric, student reactions were strongly positive.

87 - Grammar Blocks: A new grammar teaching method

Gary Pathare

11:30 - 12:30 - 10 March
F-GF-008 | F Wing

Grammar Blocks is a new, innovative method of teaching the form of the English verb system using a highly efficient mathematical/visual approach. Grammar Blocks draws on the presenter's extensive teaching, teacher training and materials-writing experience to lead learners towards a deeper understanding and eventual mastery of the English verb system. The method is partly inspired by Michael Lewis's general assertion, in 'The English Verb' (1986), that successful learners understand that English grammar is highly patterned and regular.

The presenter has developed several language learning methods which deliberately reduce the cognitive load on learners by isolating elements of (deconstructing) the target language or skill. Applying this to grammar, he has devised a complete system for teaching verb forms in an efficient, memorable way that helps students towards a deeper understanding and mastery of the system. The system is broken into a finite set of constituent, learnable, pre-taught 'grammar blocks'. To aid memorization and engagement, the method uses color-coding and a hierarchical system of 'grammar block' size, and recycling is automatically integrated.

Participants will complete tasks which enable them to consider the method in relation to their current teaching practice, in an entertaining, thought-provoking workshop that includes musical, tactile and cross-disciplinary elements.

89 - The strategic behavior of Arabic speakers reading unfamiliar English words

Martin Endley

11:30 - 12:00 - 9 March
F-GF-007 | F Wing

Despite the widespread consensus among researchers that readers whose first language is Arabic frequently experience major difficulties with word recognition when reading in English, there is little research into the strategic behaviour of L1 Arabic readers when encountering unknown vocabulary in texts written in English. This paper reports a study designed to contribute to our understanding of the types of reading strategy employed by L1 Arabic speakers when reading in English and in particular the types of knowledge sources and contextual clues they rely on when encountering unfamiliar English words. A pre-test was conducted to provide a measure of the participants' overall reading proficiency and to ensure the unfamiliarity of the target words. Subsequently, individual reading tasks with concurrent think-aloud sessions were conducted to

enable the identification of lexical processing strategies. Two main findings emerged: first, the participants in this study made use of three strategies when dealing with unfamiliar vocabulary; second, these strategies were frequently employed in a noticeably ineffective manner and, in consequence, many of the participants' attempts to understand the target items were conspicuously unsuccessful. The pedagogical implications of these findings will be briefly discussed.

91 - Bridging Oral Tradition with Academic Writing

Stephanie Siam

14:30 - 15:30 - 10 March
F-GF-026 | F Wing

Communication within Arabic culture is rooted in oral tradition and expression. Even today, elementary and secondary students are still encouraged to practice rote memorization while learning essential knowledge and preparing for assessments, regardless of skill (language, mathematics, history, etc.). Furthermore, tertiary learners in the Middle East continue to prove action-based tasks that involve communal learning opportunities and oral communication skills are more successful both in the classroom and as overall skills acquisition tools.

While an effective writing class is production-based, not lecture-based, and student focused, it is sometimes difficult for Middle Eastern students to connect the concepts of speaking and writing. When asked to talk about a subject, lexical achievement and manipulation allow them verbosity; however, when asked to recreate their spoken thoughts on paper, they balk due to coherence and grammatical obstacles.

This workshop suggests utilizing Middle Eastern language learners' inherited tradition of oral communication to facilitate the written communication process. Three forms of orally-communicative activities are presented with examples that workshop attendees will be able to transfer and implement within their own settings and contexts.

93 - Acquisition of English tenses among Arabic-English language learners**Sulaiman Alqadhibi****14:30 - 15:00 - 10 March**
F-GF-008 | F Wing

Arabic native speakers have difficulty expressing tense in English (Alsalmi, 2013; Mazyad, 1999). Therefore, this study examines how Arabic native speakers learning English as a second language are grammatically aware of the difference in expressing future tense. Twenty Arabic ESL learners participated in both of pre/post translation tasks with sentence prompts and intervention workshop sessions. This paper seeks to answer of the following question: How do native speakers of Arabic express a future wish in Arabic versus English/tense and to what extent does these differences result in ungrammatical English sentences? Using the data elicited, the researcher has found that Arabic students struggled with acquiring English tense overall, and with expressing the future in particular. Findings will be used to show their awareness by level and will contribute to a better understanding of how to teach this grammatical element in future grammar classes.

94 - Mexican Dreamers and Returnees: The construction of their identities as ELT**Nora M. Basurto-Santos****11:30 - 12:00 - 9 March**
F-GF-033 | F Wing

In this talk I will share some findings of research carried out in Mexico, where in-service English language teachers narrate their experiences and the different “labels” they have been given during their years of teaching. Unlike most EFL teachers in Mexico, these EFL teachers possess a very particular life background: they spent part of their lives in the USA. However, for various personal or political reasons, they had to come back to live in Mexico. These are known as “dreamers or returnees”. The analysis of the qualitative data show that these EFL teachers felt they had a bilingual identity which was based from their past experiences and how they wanted to fit into the Mexican context. At times they have undergone problems and from these problems they have learned to be more flexible as bilingual speakers and bicultural individuals. The passing of time has also affected some attrition of both languages (Spanish and English) which influenced how they saw their bilingual identities. This presentation aims to raise awareness on how the use of “labels” to define English teachers in Mexico should be avoided.

95 - Translating the Brain: Simultaneous Interpretation and the Brain**Hranush Gevorgyan****11:30 - 12:00 - 10 March**
F-GF-007 | F Wing

In a multilingual world, understanding the simultaneity of comprehension and production of speech (continuous listening, analysing and production) and the role of the brain related to simultaneous interpretation is very crucial, especially for language educators. Teacher education in language teaching contexts can utilize some strategies from simultaneous interpretation to develop speaking, listening, analysing and memorizing skills as well as their English language proficiency. Moreover, it is a remarkable skill in that it places high demands on both language processing and memory. The presenter will first explain what is simultaneous interpretation and the role of the brain related to it (in-depth analysis), with evidence and examples from the literature. Then, she will explain the importance of being able to do in-depth analyses in language teaching and learning. Participants will learn specific techniques on how to do “deeper” processing: in-depth analysis of the source language structure and its transformation into the target language. Moreover, they will learn some strategies how to memorize easily, as the key of memorising depends not so much due to speech streams entering the system, but to “deeper” analyses, that are conducted by the brain.

96 - Teaching Future-Ready Students**Rachel Sage****10:30 - 11:00 - 10 March**
Room 8 - 02-L2-030 | Convention Center

Preparing students for the careers of tomorrow means teaching them how to teach themselves and getting them ready to adapt to an ever-changing world. How will you make sure your students are future ready? This presentation will explore the multimodal literacies that students need to master for future careers. Practical examples include incorporating creative problem solving, entrepreneurial projects, storytelling through video, and practical coding activities. To be successful in the world of today and tomorrow, students need to be self-starters, independent problem solvers, creators and leaders. Students therefore need more opportunities to create on their own and use 21st century skills to be adaptable for an unforeseen future.

97 - In Tune with Intonation**Justin Kernot****15:30 - 16:30 - 9 March**
F-GF-008 | F Wing

Intonation is notoriously difficult to teach. Many language instructors are reluctant to work with this area of phonology in their classroom teaching for a variety of reasons. This workshop will explore why there is sometimes an avoidance of incorporating a focus on intonation into language lessons. There will be a brief introduction to the patterns, types and functions of intonation. The session aims to demonstrate useful and enjoyable ways to provide learners with segregated practice as well as ways to integrate intonation into the main target language or skill of a lesson. Participants will be actively involved in exercises and encouraged to evaluate them. They will be asked to consider how they might be adapted for different learning and teaching contexts.

98 - The “knack” and how to give it: Psycholinguistic affect in language learning**Kevin Hodgson****12:00 - 12:30 - 9 March**
F-GF-014 | F Wing

Oftentimes, a person’s proficiency in a subsequent language (SL) is attributed to their aptitude or “knack” for languages. But what exactly is this “knack” and, more importantly, how does one go about getting it? In this presentation, an overview of psycholinguistic variables that can either positively or negatively affect learners’ performance and enjoyment in SL classrooms will be given. Some of the variables discussed will include individual learning styles, motivation, language ego and anxiety, native-speakerism and empathy. Although often considered as common sense, these variables are often not consciously considered when designing lessons and materials or when interacting with learners. Consequently, the aim of this presentation is to raise awareness of these issues so that instructors can assist their learners get the “knack” they need.

99 - Adapting for Awareness: A Classroom of Culture**Chioma Emuka****12:00 - 12:30 - 10 March**
Room 5 - 02-L2-020 | Convention Center

This paper intends to make way for an assessment of the effectiveness of contemporary approaches to language instruction that treats “culture as information” and does not provide a context for the classroom as a culture as well as the differing segments that contribute to this culture such as “face”. Furthermore, with the idea that the language classroom will have a multitude of learners each at varying levels of motivation and learner style there seems to be a need for adapting materials to foster these ideas and context which contribute to this notion. Language classroom agendas, syllabi, books, and so on may not foster cultural sensitivity, awareness, and diversity or a natural way of implementing discourse and speaking. In this paper I intend to grasp culture as I have viewed it in Turkey from the segment of “face” and how materials can be developed to counterbalance this cultural context and segment.

101 - Integrating Flipped Learning in an EFL Writing Classroom: Acceptance and Procrastination**Yahya Alkhouday****10:30 - 11:00 - 10 March**
F-GF-026 | F Wing

This study intends to explore the impact of flipping learning on EFL students at Buraimi University College. Basically, students are in need of out-of-class instructional materials to read, prepare, complete tasks and review independently. A mixed-approach was used to collect the data. The participants consisting of (100) freshmen Omani students in the Foundation Program, were divided into two groups (50) in the Experimental Group (Ex. G) and (50) in the Controlled Group (Cont.G). Also, (20) EFL teachers (10 males and 10 females) who had experience in teaching writing in English as a foreign language at university level have been contributed in this study. Pre-and post tests were administered to both groups. Interviews were conducted to both teachers and students in (Ex. G.) who learned writing through this tool, whereas; (Cont.G) students were taught writing using traditional approach. Furthermore, a questionnaire was distributed to students in the treatment group. The findings of the study revealed that EX.G outperformed the Cont. G in the post-tests. Also, the results showed positive attitude towards flipping as an effective learning strategy. The study has concluded that flipping can be a support to improve writing skills in colleges and universities since it shifts teacher-contentedness to student-contentedness.

102 - What is Academic Writing?

Peter Davidson

13:00 - 13:30 - 8 March

Multipurpose Hall 2 - 02-L2-033 - | Convention Center

One of the key learning outcomes for instructors teaching on pre-sessional courses is to teach academic writing. Teachers need to prepare students for the type of writing they will be expected to produce once they matriculate into the university. But what exactly do we mean by academic writing? For many teachers, academic writing encompasses such rhetorical patterns as cause and effect, compare and contrast, and problem and solution. In reality, however, students at university are rarely, if ever, required to write such essays. In effect, these simplistic rhetorical patterns are artificial, unhelpful, and even potentially harmful for pre-sessional students (Davidson & Spring, 2008). In this presentation, we will critically examine the common genres of academic writing that students are actually required to write at university, drawing on the work of Gardner and Nesi (2012), and Gillett (2018).

106 - Implementing an effective teaching assistant program using international students

Christopher Haswell

11:00 - 11:30 - 9 March

F-GF-013 | F Wing

This presentation provides an insight into how programs developed to bring international students into university classrooms support national and institutional internationalization policies by introducing testimony from a variety of sources associated with teaching assistant programs at two universities. Teaching assistants cover a number of fields which affect the quality of education and student life at a university. For this reason, implementing a program attuned to the specific needs and abilities of international students is in the long-term interests of most, if not all, universities. This presentation introduces findings from a multi-year research project involving teaching assistants, teachers, and program coordinators using qualitative data drawn from the interview testimony of these people with first-hand experience of a variety of teaching assistant programs. The major finding of this study was that international students in the role of teaching assistant were under-utilized, meaning that opportunities for professional, personal, and interpersonal development were missed. The reasons for this included a lack of program direction and resistance from teachers to having international student teaching assistants undertake a broader role in classroom activities. This presentation provides concrete examples of what can be done to produce a teaching assistant program that is genuinely beneficial for all involved.

107 - Dictogloss for the EFL Classroom

Amal Al-Abri

13:00 - 13:30 - 8 March

Room 6 - 02-L2-021 | Convention Center

Textbooks are usually designed without considering the needs of all the students within the same classroom. The EFL classes are multi-leveled and contain students with multi-intelligences. According to recent empirical studies, classes containing students with multi-intelligences and classes with multi-leveled students require using various teaching procedures. The workshop explores and explains "Dictogloss Procedure" as a successful procedure that can help dealing with the various learners in the EFL class. The session aims to explain how "Dictogloss procedure" works and how it can make learning more effective within the same classroom. Also, It will explore the possible opportunities of Dictogloss and how it can be applied effectively in our EFL lessons and it will elaborate on how it can help classes with multi-leveled students. The presentation will mainly focus on the importance of facilitating the learning process for our EFL students as far as teaching procedures are concerned and it offers an innovative teaching procedure that can enhance learners' interest in their EFL classes.

108 - Inquiry Based Learning and its Role in Promoting Higher Order Thinking

Amal Al-Abri

12:00 - 12:30 - 9 March

Room 5 - 02-L2-020 | Convention Center

Higher order cognitive skills are a necessity for the 21st century learners as they help creating critical thinkers and innovators who are able to make personal, social and economic decisions as well as communicate their ideas effectively. Active learning is a key aspect in enhancing higher order cognitive skills among students. Active learning is essentially defined as "students doing things and thinking about what they are doing" (Bonwell and Eison, 1991) or as Michael Prince explains, "Active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing" (Prince, 2004). For the purpose of this presentation, inquiry-based learning is investigated as an effective pedagogical approach for higher education learners. Inquiry-based learning (enquiry-based learning) is a form of active learning where rather than presenting facts or knowledge, it initiates questions, problems or scenarios. Inquiry-based learning includes problem-based learning and is usually used in small scale investigations, projects and research. The inquiry-based instruction is closely related to practicing and enhancing the learner's cognitive skills.

109 - Effective Practices in Observing Language Classrooms**Mazen El Cheik****11:00 - 11:30 - 10 March**
F-GF-006 | F Wing

This session shows how to use lesson observation to learn about language teaching and learning. It provides a range of tasks which guide the educator through the process of observing, analyzing and reflecting, and develops the skills of observation. The tasks are grouped into seven areas of focus: the learner, the language, the learning process, the lesson, teaching skills and strategies, classroom management, and materials and resources. Each task looks at one aspect of a particular area: for example, the language a teacher uses to ask questions, or how the teacher monitors learning, or how learners interact in a lesson. Each task provides guidance in how to record observations, and questions to help educators interpret the data and relate the experience to their own teaching circumstances and practice. The session is addressed to teachers, trainee teachers, teacher trainers and others involved in school-based teacher support and teacher development.

110 - We are all translingual even if we don't know it**Ewa Gajer****10:30 - 11:00 - 10 March**
F-GF-015 | F Wing

Translanguage is a new phenomenon in communication brought about by diversity and globalization. A speaker does not have to be multilingual or even bilingual to confidently exist in this new translingual reality, which is characteristic of many languages, not only English. He or she may not even be fully aware of using translanguage. The presentation will trace the origin of this new dynamic phenomenon throughout history and show its reflection in today's "world Englishes" ranging from the world of diplomacy to cooking. It will also look at bilingual, multilingual and translingual neurostimulation. Finally, it will give the participants a chance to test their own translingual awareness through a short language/vocab fun quiz

111 - The Changing Face of English Language Teacher Education**Amanda Howard | Nora Basurto-Santos****15:30 - 16:30 - 9 March**
F-GF-033 | F Wing

English language teacher education should be in a state of change, where it seeks to align itself with developing international contexts, such as the growing predominance of non-native speaking teachers, the use of the L1 instead of the L2 in the classroom, and the growing reliance on technology to perform multiple functions during the pedagogic process. However, many teacher education programmes and educators appear to continue to be rooted in the past, while course content does not seem to have been significantly updated for many years. This leaves graduating novice teachers at a disadvantage and unprepared for the rigours of the modern language classroom, in a profession where pedagogic confidence is key.

This workshop will be run by two teacher educators from significantly different backgrounds with the aim of using research and examples from existing literature to encourage participants to debate what they consider to be the key issues in teacher education at this time. It is anticipated that the discussion will provide new insights into the provision of such courses internationally, and that participants will leave with a clearer understanding of what needs to be changed and why.

112 - Reliable and fair productive-skills testing for high-stakes decisions

Mavi Calabrese

10:30 - 11:00 - 9 March

Room 1 - 02-L2-023 | Convention Center

Assessing the productive skills of applicants to programs taught in English is challenging. For this reason, the development process for language tests should involve a series of steps to provide fair, valid and reliable assessment. Some good solutions to challenges faced in standardized testing can be discussed based on the example of the TOEFL iBT® test. The test does not test speaking by conducting face-to-face interviews as research has shown these scores can be influenced by the behaviour of the interviewer, thus subject to bias and not providing a standardised experience for each test taker. To ensure the reliability and integrity of scores, in the TOEFL test, constructed responses are submitted for scoring via the computer. What is more, scoring does not take place at testing sites. Responses are scored by a network of raters controlled from a central location. ETS uses a highly diverse pool of raters rather than those exclusive to an applicant's country of origin. Also, multiple raters are used who score responses anonymously.

113 - Bidding Farewell to Pedagogy: An Exploratory Study of Andragogy

Binu James Mathew

10:30 - 11:00 - 9 March

F-GF-027 | F Wing

With the ever-increasing need for continuing professional development and the popularity of accessible educational technology like massive open online courses, more and more adult learners are resuming their education lately. In this context, many educators employ various pedagogical approaches so that they can adopt effective strategies to motivate these learners. Experienced teachers involved in adult education are aware of the difference in teaching adults vis-à-vis children. However, very few of these educators are cognizant of the fact that frequently discussed methodologies are premised on conventional pedagogical theories that deal with how children learn and not necessarily consider the characteristics of adult learners. The study explores the concept of Knowles' 'andragogy' – the theory of adult-learning – and applies its key pillars in an adult learning environment in a higher education institution. Using focus group interviews, the concepts of andragogy is then juxtaposed with current educational methods to examine the former's extent of applicability and validate its contemporary relevance. The study is expected to give insights into aspects of adult learning contextualized in the Middle East, which would facilitate educators to foster transformative learning into their instruction. As a corollary to the study, suitable educational approaches for adult learners are derived.

115 - Language Learners' Abilities to Learn EFL Face-To-Face and Online

Munassir Alhamami

14:30 - 15:00 - 9 March

F-GF-014 | F Wing

Research on language learners' beliefs about their ability to learn a foreign language and speak it fluently has drawn the attention of researchers since the introduction of Bandura's (1977) self-efficacy theory in psychology. Language learners beliefs about their abilities to attain a higher level of language proficiency is an important area to investigate in applied linguistics (Magogwe & Oliver, 2007; Stracke, 2016; Graham, 2011; Choi & Lee, 2016). This study examines the beliefs of EFL learners about their ability to attend EFL classes and learn in face-to-face and online settings using Ajzen's Perceived Behavioral Control (PBC) construct. Two experiments were conducted in two contexts: face-to-face EFL context (n = 684) and online EFL context (n = 289). Results show that certain variable beliefs can predict students' self-efficacy in both contexts. The comparative results on both contexts show that students have more positive beliefs toward learning EFL in face-to-face settings than in online settings. The study recommends that language teachers and educators should investigate learning language from students' perspectives to understand learners' beliefs in different language learning environments. This will help educators and teachers to design effective syllabuses, teaching methods, and language programs.

116 - Language Teaching Associations: A Short Lesson on Our Long History

Garon Wheeler

15:30 - 16:00 - 10 March

F-GF-033 | F Wing

Most academic areas have professional organizations devoted to spreading new ideas and practices and promoting debate among colleagues. In the teaching of English as a foreign language, TESOL and IATEFL are the groups that come to mind. However, they both are relative newcomers – which is surprising, considering how old our profession is. This presentation takes a brief and light-hearted look at the development of professional organizations, starting with ancient times, leading to medieval Europe and what were known as guilds. From these, there was an agonizingly slow transition to what we would call modern professional societies, especially in the case of language teachers. Today there are hundreds of organizations around the world devoted to language pedagogy; in fact, we take their existence for granted and never give a thought to how they came about. Come hear a short lesson about our long history.

117 - Exploring Emirati Police Cadets' Motivation for Learning English**Amany Al Sabbagh****11:30 - 12:00 - 9 March**
F-GF-014 | F Wing

Due to the increasing numbers of the expatriates in the UAE, the Emirati police authority has given a special care to learning English in order for the police cadets to successfully fulfill their duties. Certainly, these cadets need to have strong motives to learn English. In fact, there has been accumulating evidence in the literature that underlines the role of motivation in foreign/second language learning. As such, this study intends to investigate the motivational factors that drive Emirati police cadets to learn English. To be more specific, this study will examine motivation types, both integrative and instrumental, and their impact on the participants' performance. Accordingly, a motivation scale will be administered. It is hoped that study results will provide researchers with insights into how to help Emirati police cadets develop more effective motives for learning English.

118 - A CDA-driven Study of World English Series Published by Cengage Heinle**Mohammad Amin Mozaheb | Jalal Farzaneh Dehkordi****11:30 - 12:00 - 10 March**
F-GF-033 | F Wing

English Language Teaching (ELT) is widely promoted across the world. ELT textbooks play pivotal roles in the mentioned process. Since biases of authors have been an issue of continuing interest to analysts over the past few years, the present study seeks to analyze an ELT textbook using Critical Discourse Analysis (CDA). To obtain the goal of the study, the listening section of a book called World English 3 (new edition) has been analyzed in terms of the cultures and countries mentioned using content-based analysis. The analysis indicates biases towards certain cultures. Moreover some countries are shown as rich and powerful countries while some others have been shown as poor ones without considering the history behind them.

120 - Enhancing Reading Comprehension and Writing Skills through Expanding Knowledge of Textual Features**Hussein Abdelreheim****12:30 - 13:00 - 8 March**
Room 3 - 02-L2-025 | Convention Center

Enhancing students' reading comprehension and expository writing skills can be achieved through expanding their knowledge of textual features, especially cohesion and coherence. The study that will be presented adopted the quasi-experimental pre-post test one group design. Participants of the study comprised 39 students at a secondary school for girls, Assiut Governorate, Egypt. Through a proposed program, they received training on identifying and using various textual features, with particular focus on text structure and textual cohesion and coherence. Instruments of the study included: a reading comprehension skills checklist, an expository writing skills checklist, a reading and writing skills pre-post test, a software tool for corpus analysis, a student satisfaction questionnaire and a reflection log. Study results indicated that the program had a large positive effect on the participants' overall skills in reading comprehension and expository writing. The satisfaction questionnaire indicated that the majority of the students benefited from the program, though some believed that it was difficult. It was concluded that teaching textual cohesion and coherence enhances students' reading comprehension and expository writing skills. Pedagogical implications suggest embedding the teaching of textual cohesion and coherence into EFL course books and tutorial materials.

121 - Raising the Child's Cultural Awareness: A Task-Based Approach**Nadine Jaafarawi****15:00 - 15:30 - 9 March**
Room 2 - 02-L2-024 | Convention Center

Learning through tasks has always been known for its effectiveness in providing learners with the ability to apply and practically benefit from knowledge in their future academic endeavors. The more challenging task of teachers is to integrate the task-based approach into education, keeping in mind the diversity in student types. In most cases, preschools include mixed-age groups which encourages every child to accept involving in a group. This study focuses on the effect of task-based approach in raising the child's cultural awareness. It aims at proving that this variable gives children the opportunity to experiment and use a foreign language more naturally, thus raising and reciprocating their cultural awareness of the targeted language. The research method used by the researcher is a mixed method where qualitative and quantitative analysis are projected. The sample is composed of 275 pupils in KG3 classrooms in an Islamic Educational Institution.

122 - Using a holistic rubric for assessing and monitoring speaking skills development

Jane Ponce De Leon Yu

15:30 - 16:30 - 9 March

Room 1 - 02-L2-023 | Convention Center

The workshop will begin by having the participants experience responding to a sample integrated speaking task from the TOEFL iBT® Test. The task is academic-based and requires using the listening, reading and speaking skills within a single task to better simulate real-life academic settings. After exploring the task, participants will discuss the holistic scoring approach in general. Then, they will be engaged in reassembling fragments of the official TOEFL iBT® scoring rubric for the integrated speaking tasks and discover its key features, characteristics, and criteria, which will serve as an example. Afterwards, participants will experience using the rubric for rating real test taker responses. The workshop aims to support teachers in understanding the differences between holistic and analytic scoring and in adapting rubrics for use with students in a classroom setting. It also provides an opportunity to share ideas about how rubrics can be used in the classroom to monitor students' progress.

123 - Classroom activities for developing speaking skills for academic contexts

Ishraq Al-Zu'bi

15:30 - 16:30 - 9 March

F-GF-007 | F Wing

One benefit of using integrated tasks in the English language assessments such as the TOEFL iBT® Test is that they simulate actual tasks in the classroom and measure skills relevant to the English-language demands in real-life academic settings. For example, students need to read brief academic passages, listen to fragments of lectures, and then incorporate the source material into their responses. There are a number of classroom activities at various levels that can help prepare students to be successful completing integrated tasks. Participants in this highly practical workshop will have a chance to explore a number of classroom activities designed for students at various levels of proficiency. These activities not only build familiarity with taking language assessments, but more importantly provide students with necessary scaffolding for developing their own successful speaking skills across various academic contexts. The learning objectives of the activities to be discussed include:

- Identify and summarize major points and important details from written and spoken sources
- Synthesize information from written and spoken sources
- Connect concrete facts and details with related abstract topics
- Take and use notes to organize information before speaking
- Paraphrase information from written and spoken sources

124 - The Global Scale of English: The power of standards in education

Mike Mayor

11:30 - 12:30 - 9 March

Room 1 - 02-L2-023 | Convention Center

The 2001 publication of the Common European Framework of Reference (CEFR) marked a significant advance in the way in which languages were taught and assessed in Europe. Since then, it has become a standard framework of reference for teachers, examiners and content creators around the world – moving beyond its European roots. Like any successful initiative, however, it has had its detractors who have highlighted a number of limitations and issues for the global community – not least of which are the difficulties around its practical classroom applications. The Global Scale of English (GSE) project takes the original CEFR research and Can Do statements and extends the set of learning objectives to address the needs of more learners. This presentation introduces the GSE and explains why standards are critical in education. Through a series of activities, participants will engage with the GSE framework, learning objectives and teaching resources - and explore how they can be used to support planning, teaching and assessment.

125 - Using Mobile Phones for Vocabulary Learning

Silvia Vaccino-Salvadore

15:00 - 15:30 - 10 March

Multipurpose Hall 2 - 02-L2-033 - | Convention Center

Vocabulary development is an important aspect of language learning to many EFL learners. To assist with their lexical growth, scholarship has explored the use of mobile-assisted language learning (MALL). Specifically, studies have investigated the use of flashcard programs for learning vocabulary through mobile phones (Burston, 2013). The presenter will describe how she has used MALL to engage IEP students in vocabulary learning and retention. Furthermore, the presenter will explain the methodology, discuss the study results, and offer strategies on how to incorporate mobile technology into ESL vocabulary instruction.

126 - Role of Mission and Values in a Learning Organization

Beena Vijayavalsalan

10:30 - 11:00 - 9 March

Room 7 - 02-L2-022 | Convention Center

Aim: To evaluate the role of mission and values in a learning organization by evaluating the employees' practices for the promotion of learning values to build a learning organization. Methods: A questionnaire was structured based on Dimensions of the Learning Organization, which included three aspects (creation of continuous learning opportunities, encouraging collaboration and team learning, and empowering individuals towards a collective vision). A total of 87 employees were recruited in the study. The data obtained through the questionnaire was then analyzed quantitatively. Pearson Correlation test has been applied to assess the association between the variables of a learning organization. Results: There is a positive effect on the performance of employees within a learning organization, when an organization gives employees time to support learning. The people interact with each other, when organization allow them to take initiatives. Leaders within an organization have been observed to take part in search of new opportunities to learn. Conclusion: It is essential for any organization to create continuous learning opportunities, motivating the team and collaborative learning environment, and empowering employees towards a collective vision.

Keywords: Employees, Organization, Learning, Values

127 - The Oral Error Correction

Khalid Elbadwi

15:30 - 16:00 - 9 March

Room 3 - 02-L2-025 | Convention Center

This study focuses on oral error correction techniques applied by teachers when a student commits errors during oral activities whether speaking or reading. It also examined whether teachers' ways of error correction affected students' participation in oral activities. Observation was utilized for data collection. Findings showed that students were affected positively or negatively by the teacher's error corrections. They also draws attention for the importance of the scientific ways of correcting errors. This study concludes with the idea that English teachers should get involved in such self-observation studies in order to realize their current practices in the classroom. The data yielded a number of interesting findings which showed that there were differences and similarities between male and female teachers in the ways of correcting students' oral errors. At the end of this thesis, recommendations and suggestions are given.

128 - LET'S TALK! Promoting Meaningful Discussions in the Classroom

Mariana Hernandez

10:30 - 11:30 - 9 March

Room 6 - 02-L2-021 | Convention Center

As part of our teaching tools, our lessons might include activities that require students to discuss a particular topic and share their thoughts and ideas orally. However, at times some of them are not comfortable talking, or their comments lack the depth we would expect. We then end up wondering if this might be linked to the students' abilities and motivation or if it is actually related to our teaching. But have you ever considered that discussion is a skill that must be explicitly taught? In this workshop, we will acquire different tools to promote meaningful student-led discussions in the classroom. We will reflect on the value of creating a safe environment, and review some simple strategies that can be applied to various subject areas and proficiency levels, helping students develop their language skills, deepen their thinking, and gain confidence and independence as they effectively contribute to class discussions.

130 - Creating an English Table: A Digital Task-Based Class with SAAS

Roger Todd Beuckens

15:30 - 16:00 - 9 March

Room 2 - 02-L2-024 | Convention Center

This presentation will look at ways teachers can engage students in their learning journey by using various free online tools to use English via task-based assignments. The presentation will reflect on a portfolio driven course taught to university students in Japan. In the course, students created content based on mediums such as audio, video, and images and then presented their work to their classmates. The presentation will look at how the course was organized and what tools were used to create content. More specifically, attendees will learn about various free tools students can use to generate content. The presentation will also share tips for teaching students how to use various digital tools and show the results of the students feelings about the course. Finally, the presentation will look at ways to set up a course and how to assess work using rubrics that are fair for students with varying levels of ability.

131 - Communication Skills for Teachers

Huma Zaidi

10:30 - 11:30 - 10 March
F-GF-003 | F Wing

Communication gaps in educational settings (e.g. between colleagues) leads to a lot of dissatisfaction and frustration leading to negative feelings. The gap also hinders the student-teacher relationship. The aim of this workshop is to illustrate that teachers can establish a better rapport with students and colleagues by demonstrating active listening while communicating with them. This workshop will train the participants to listen actively (which is the most important part of communication) to bridge that gap. Participants will indulge in group activities to demonstrate how to show empathy by verbal and non-verbal means and how feedback can be given. At the end the participants will be asked to calculate their Empathic Quotient with the help of a questionnaire.

132 - Read to Succeed with ReadTheory

Saima Nomaan

14:30 - 15:00 - 9 March
F-GF-004 | F Wing

Using instructional technology to enhance/facilitate learner reading experience has been a long-standing interest for educators. More recent research establishes that the use of digital tools and digital learning environments can have a positive effect on learners and that there is reason to be optimistic about using technology in literacy programs for enhanced learner reading performance and subsequent educational achievement (Moran et. al., 2008). In recent years, a variety of instructional interventions that utilize technology for enhancing reading performance have gained widespread acceptance for engaging beginning and struggling readers in developmentally appropriate reading activities. Therefore, faculty can be trained in utilizing technological tools (for example, ReadTheory) to enhance learner reading comprehension, skills and performance, renewed student interest/motivation, effective student/teacher feedback and reducing the corporate expenses by using sustainable digital tools instead of paper.

ReadTheory is a free, user-friendly educational website that helps enhance learner reading comprehension/motivation and provides instant teacher/student feedback. Consisting of thousands of leveled reading passages, it automatically monitors and adjusts student progression and reading level and provides teachers with whole class/individual data in terms of research, reasoning, and vocabulary based on learner's mastery of common core skills. This useful data can be used for student-teacher conferences.

133 - Fostering Learner Autonomy

Kareem Debes

14:30 - 15:30 - 9 March
Room 3 - 02-L2-025 | Convention Center

The presentation will be based on research I conducted in 2016 which answers the following two key questions:

1. - To what extent can learner autonomy be achieved in my teaching context in Saudi Arabia, where most learners tend to be too dependent on their teachers?
2. - What are the main obstacles to achieving autonomy and how to overcome them?

The presentation will be divided into five main parts. The first activity will aim at familiarising the audience with the concept of learner autonomy and its benefits through brainstorming. The second part aims to correct common misconceptions about learner autonomy among teachers through group discussions. The third part will highlight seven main characteristics of learner autonomy, which have to be considered when teachers aim to create autonomous learners using a matching activity. The fourth part will highlight my experience turning largely passive learners into proactive ones, following "problem – Action – Result" structure. Important data collated will be presented through pie and graph charts. The last part will involve teachers reflecting on their own learner autonomy practices using a self-evaluation sheet. I believe this reflection component will be the most useful as it will aim to provide practical solutions.

134 - From Globalization to Glocalization: Embedding a Glocal Perspective in English Language Curriculum

Chaker Mhamdi

11:30 - 12:00 - 10 March
F-GF-034 | F Wing

To prepare future graduates for an ever-challenging workplace in a fast growing twenty first century with its global socio-economic traits poses various challenges. This fact has been intensified with the latest technological advances and the rapid pace of new communication technologies which compressed time and space. Today's learners are no longer just local, but at the same time they are not entirely global. Accordingly, the concept of 'Glocalization', reflecting local cultures and aspects to the globalized world has become a pertinent topic for discussion. This makes it a fertile soil for inquiry in the field of education in general, and ELT in particular.

This presentation is a contribution to the on-going discussions on the benefits of embedding 'glocal' perspectives in English Language curriculum to respond to the needs of global as well as local imperatives. It discusses the concept of 'glocalization' in English language curriculum development advocating for a positive learning context that fosters and enhances learners' 'glocal' experience. The presentation suggests the creation of an academic environment that builds a critical cultural exchange of global and local traits. This can be reached through a glocalised pedagogical framework that embraces the current and future needs of local and global societies.

136 - The experiences of EMI lecturers in non-Anglophone university contexts: A scoping review**Norman Williams****11:00 - 11:30 - 10 March**
F-GF-004 | F Wing

The spread of English as a medium of instruction (EMI) in non-Anglophone higher education (HE) contexts has been termed a 'revolution' due to its speed and scope (Chapple, 2015). This trend has been examined extensively at the level of national and international HE policy, institutional policy and micro-level issues related to training and classroom practice. However, relatively little attention has been given in scholarly publications in the field of HE to the perspective of HE faculty members in non-Anglophone contexts charged with English-medium lecture delivery in their various disciplines. The present study presents a scoping review of articles which give voice to these members of faculty. These articles were gleaned from scholarly publications relating to general HE policy and practice; discipline-specific publications and publications with a focus on linguistics were excluded. A representative sample of these articles is examined through the lens of Perceived Self-Efficacy (PSE) (Bandura, 2000; Tschannen-Moran et al., 1998). It is theorized that the PSE construct may be of utility in defining EMI at the level of college or department, in diagnosing lecturers' training needs, in evaluating training and in better understanding the effects of EMI implementation on faculty.

137 - Enhancing IELTS Listening through making listening skills and strategies visible**Anna Hasper****11:30 - 12:30 - 9 March**
Room 8 - 02-L2-030 | Convention Center

Students often comment that English speakers speak too quickly, but is this really the key issue that makes listening challenging for learners?

Effective listening involves elements that many coursebooks seem to neglect. Instead of speed or not understanding each and every word, it might well be the lack of knowledge of the invisible processes that limit learners' ability to effectively decipher the oral input. Developing a deeper understanding of the processes involved in listening comprehension will help teachers to better support learners. Highlighting the listening processes and key pronunciation features can have a positive impact on learners' comprehension.

During this session, participants will discuss their knowledge of skills and strategies required for effective listening. After which participants will collaboratively identify factors that hinder listening comprehension. The session will highlight the importance of making key processes in the listening process visible and how to raise learners' awareness of key pronunciation features through practical activities in the classroom.

This practical workshop is suitable for anyone who teaches listening in general but in particular those who prepare learners for the IELTS Listening test. Participants will experience and take away an awareness of key elements involved in effective listening and some practical classroom activities.

138 - IDP Support Products for IELTS test takers

Anna Hasper

16:30 - 17:00 - 8 March

Room 7 - 02-L2-022 | Convention Center

As one of the proud co-owners of the IELTS test, IDP Education provides a range of Support Products that provide test takers with the guidance they need to successfully prepare for both the Academic and General Training versions of the IELTS test.

This presentation will introduce IDP's range of products, including the new, personalized Writing, Reading and Speaking Assist services; the IELTS Advantage video; the downloadable Support Tools pack; and the popular Masterclass, which is now offered on a regular basis throughout the MENA region in an online webinar format with live Q & A polling and real-time interaction with an IELTS expert.

This session will be of interest to teachers of IELTS-preparation courses as well as anyone interested in a fresh new approach to IELTS test preparation.

140 - Is it time to say farewell to Brick and Mortar class?

Akram Baddoura

14:30 - 15:00 - 10 March

Room 8 - 02-L2-030 | Convention Center

A growing number of educators argue that the traditional learning approach taking place inside the physical classroom referred to as the "Brick and Mortar" class in which the teacher is the "controller" of the learning environment and the students are recipients, will very soon be history. They assume that due to fast-growing trends in educational uses of technology, the online virtual learning environment, where students are in control of learning at their pace and can learn from anywhere separate from the physical school, will eventually take over and wipe out the traditional approach. Opponents of this view consider the face-to-face interaction in a real classroom between the teacher and the learner crucial, indispensable and irreplaceable. The purpose of this presentation is to compare the characteristics, features, and the weaknesses and strengths of the seemingly opposing two learning styles. It will also attempt to find out whether the existence of one always precludes the need for the other, or both could join forces in an ideal style, namely, the blended learning approach. It is the hybrid style that encompasses both, the traditional in-class learning and the online virtual learning.

141 - The Role Of Technology in Attaining Higher Standards of Achievement and Conduct

Hala El Miniawi

15:30 - 16:00 - 10 March

Multipurpose Hall 2 - 02-L2-033 - | Convention Center

Educational technology is continuously creating new opportunities for learners to develop their abilities, raise their standards of achievement, and improve their conduct as well. Therefore, new concepts of language teaching are evolving as the internet continues to offer tremendous opportunities for teachers and learners. New computational learning environments emerge, allowing learners the chance to experience real involvement in authentic educational situations. In this aspect, the implementation of modern technology, as a tool to enrich the teaching-learning process, has reformulated many educational concepts. Supported by the vision of the government, the MOE has made great progress in their plan to provide the infrastructure, curriculum and assessment procedures, ICT and training for all teachers and schools in the UAE. Hence, a research study that sheds light on such an experience, would be beneficial. In this session, I will present the results of a field research study that I conducted on the implementation of educational technology in language teaching. The study addresses the following issues:

1. Adapting educational technology in classes can increase learners' achievement standards.
2. Modifying learners' behavior by adopting technology in the classroom.
3. Teachers' attitudes about educational technology are key in the success of any smart learning plan.

142 - Issues on the Japanese Language Teaching Program for Bangladeshi software engineers

Kiyoko Eguchi | Hisashi Kawano | Tsuyoshi Kano

12:00 - 12:30 - 9 March

F-GF-033 | F Wing

The strong global demand for skilled ICT professionals at present is well known, and Japan is certainly no exception. Indeed, the severe shortage of such professionals in Japan, particularly outside the main urban centers, has become a serious social issue. The general labor shortage in Japan, stemming from the declining birth rate; has also made it increasingly difficult to secure young ICT professionals. The University of Miyazaki, in collaboration with other institutions, is aiming to help overcome this deadlock through a Japanese Language Teaching Program for software engineers in Bangladesh that aims to recruit to Japan highly skilled software engineers from that country. The present study seeks to investigate how the program can be improved so that the trainees can successfully launch their career in Japan. The program not only contributes to stemming the human resource shortage in Japan, but also builds future business ties between Japan and Bangladesh. On the basis of surveys, we will analyze the following: 1) what type of human resources Japanese ICT companies require, 2) what Japanese language skills are needed, and 3) how to provide the course effectively.

143 - Teaching with a Twist: eVoc

Naureen Shehzad

12:00 - 12:30 - 8 March

Multipurpose Hall 2 - 02-L2-033 - | Convention Center

Information literacy is embedded as a part of the curriculum in many of the educational institutions around the globe. Many authors propose that to equip 21st-century learners with futuristic skills, there is an urgent need to redefine literacy and blend technology in every aspect of English Language lessons especially for teaching/learning vocabulary (Saine, 2012). The traditional methods of teaching, like memorization and recitation seem no longer compatible with students' passion towards technology. The benefits of using technology in ESL classrooms increases learner autonomy, transferability of skills, increased student motivation, immediate and precise feedback and ease of tracking progress (Ball, 2011). Therefore, to keep learners engaged in their self-selected and tracked goals there are certain apps that can be used by teachers in the classroom. eVoc is an electronic or technology based strategy that teachers can use to develop students vocabulary and build interest in words. Technology in literacy instruction and specifically vocabulary instruction depends on the learner's abilities, interests and needs. There are practical recommendations and resources for promoting lexical resources among ESL learners using student-centered apps like Quizizz and Quizlet. These apps are free to use with lots of features that allow students collaboration and learner independence.

144 - Differentiated Instruction: No Learner Left Behind

Fariha Asif

14:30 - 15:30 - 9 March

Room 6 - 02-L2-021 | Convention Center

Differentiated Instruction is the approach that supports the success of all students given the different achievement levels, developmental levels, and learning needs within one classroom. The point is not to make tasks easy for the learner. It is to make tasks possible. You would teach the language skills dunking at the intersection of challenge and ability for each individual learner. Low performing learners cannot be ignored; rather they need and deserve more attention by the teacher. Teachers can instil in them the fervour of learning and they can be made active and willing to keep pace with the class for getting better results. Their potential cannot be neglected. Their talent is hidden so it needs to be explored. The only thing they lack is fondness and interest. If these challenges can be overcome, the capabilities of these learners can be properly directed so they can become active learners. Various techniques and tips have been adapted to make them active and interactive participants in the class. This presentation will cover all the relevant issues about low performing learners and how to grapple this issue in a judicious and sagacious manner.

145 - Identifying opportunities to boost students' academic writing skills

Syuzanna Torosyan

11:00 - 11:30 - 10 March

F-GF-027 | F Wing

Academic writing is a vital skill set which students at university level need to develop. The process of writing is quite complex, and students struggle with various aspects of academic writing in English as a Foreign Language. As a multipart process, writing incorporates pre-writing (brainstorming, outlining), drafting, soliciting feedback, revising, and editing which results in a writing piece. Thus, for students, developing this skill is a challenging task.

This workshop shares the various ways in which we, a team of instructors, scaffold assignments and help undergraduate students at the American University of Armenia build the various intended skills to advance students' academic writing skills. The workshop, overall, advises on writing techniques that the instructor can apply to help students transition from assisted tasks to independent writing.

146 - Interactive Activities: Means to Enhance Speaking Skills

Anna Bayburdyan

11:30 - 12:30 - 9 March

F-GF-008 | F Wing

In this breathtaking world, where we interact with people from different nationalities and cultures, the rush of learning a language is necessary for communication. As a result, learning a second language is a prerequisite to communicating with people. There are many aspects on which a second language learner should focus. One of the most important aspects of this process is, of course, speaking.

Speaking is considered a vital aspect of second language learning and teaching. The ability to communicate in a second language clearly and efficiently is a key success of the learners not only in the classroom but also in real life. Consequently, teachers should provide maximum opportunity to speak by motivating and involving learners in each speaking activity during a class.

The purpose of this workshop is to share various interactive activities for inspiring, engaging and creating interest in language learners in order to boost them to interact and participate in classroom practices. The presenter will provide interactive activities that can be applied to the learning process and encourage learners to communicate with various topics. The activities will not only make learners more encouraged in the learning process but also make their learning process more meaningful and fun.

147 - Smart Strategies for Motivating Students

Aseel Aldabass Altamimi | Nada Alharbi

10:30 - 11:00 - 10 March
F-GF-013 | F Wing

Student motivation is an issue in many language classrooms. Using specific strategies to motivate students is key to increasing student engagement and achievement. In this presentation, we will share a set of strategies for increasing student motivation. In particular, we will demonstrate how to:

1. Become a good role model for increasing student interest. Deliver your teaching skills with energy and excitement as a way to show your motivation and your passion. Make the course personal, showing why you are interested in the material.
2. Get to know your students. You will learn how to deal with students and tailor your instruction to students' concerns and backgrounds. Your personal interest in them will inspire them to be creative and productive. Show a strong interest in students' learning and a faith in their abilities.
3. Use a variety of student-centered activities, which will help to engage students and attract their attention.
4. Encourage students to work together as a group by using different activities.
5. Use praise and constructive criticism. Negative comments should be directed to particular performances, not the performer.

148 - Creating flipped classroom for Kindergarten Phonics

William Sanders

11:30 - 12:00 - 9 March
F-GF-005 | F Wing

This workshop will walk teachers through how and why to create digital content for flipped classroom teaching for Kindergarten Phonics. Students use their devices at home to practice target sounds in order to prepare them for deeper learning in future phonics classes. By the end of the workshop teachers (regardless of technological comfort levels) will be able to create short interactive digital content for their learners that will be short, fun and interactively engaging. As an added benefit, the voices used in the videos will be that of their teacher, thus bringing the experience of the classroom into their homes. This will reinforce the student's understanding of the target sounds and assist parents in becoming more involved in the process.

149 - Digital literacy in English Language Teaching

Sofiene Tergui

11:30 - 12:00 - 10 March
Room 8 - 02-L2-030 | Convention Center

People in this digital era are constantly immersing themselves in up-to-date digital electronic devices, 21st century EFL teachers and students are no exception. This paper explores how visual media (e.g., animation videos, pictures, films, on-line applications, etc.), when appropriately used as a motivational tool, has a paramount influence on elevating EFL students' interest in speaking and writing classes. Using technology, indeed, helps to generate their creativity and trigger their language skills. Thus, this paper delves into the benefits of digitizing EFL classes, and shows the potential challenges that EFL teachers as well as learners may face when using technology in the classroom. In the first part of his presentation, the researcher sheds light on some efficient digital on-line applications that overwhelmingly helped EFL students in acquiring the necessary language skills. To illustrate, "digital storytelling" is an example that brought lots of positive effects on students' writing proficiency and speaking fluency. In the second part of this paper, the researcher puts an emphasis on some frustrating challenges when using technology in EFL classes, revealing practical ways to efficiently profit from technology and realize the (SLOs) par excellence.

151 - English language textbooks and culture: The local, the target and the intercultural

Laure Salem

11:30 - 12:00 - 9 March
F-GF-013 | F Wing

This paper discusses the perceived disengagement and disinterest of students in English language learning within a specific university context. I argue that the reason behind this issue is the gap between what is happening in the English language classroom and students' everyday lives. Students' apparent disengagement raises questions concerning the culture portrayed in their EFL textbooks. In the field of book publishing, the familiar or the local culture is absent from books produced in the target culture - the USA and UK cultures. The purpose of this paper is to survey the cultural components of English language textbooks, to address the fear of local stakeholders of the target culture domination, and to look at ways of engaging students in the process of teaching and learning. This paper proposes points of congruence between the local, the target and the global culture and a cultural synergy model to create a third place - a non-essentialist stance in the process of English teaching and learning.

152 - Verb tenses LIVE: grab them with your grammar lessons**Derek Straat****14:30 - 15:30 - 10 March**
F-GF-007 | F Wing

Do your students like to speak in class or do they ignore you when called upon? As a current English teacher in the MoE public schools, I know how difficult and frustrating it can be. In the one hour session, participants will receive a demonstration lesson complete with TPR gestures to teach the 12 tenses. We will explore gestures, beats, delivery and arrangements. As delivered by this former NYC actor, participants will have a chance to unlock the magic of drama and movement as it applies to verbs. After the demonstration, we will take a lesson from the local MoE textbook and apply the same dramatic techniques. If this lesson can save you one day of planning and give you one new idea, then the workshop will be a success. Join past participants who have come to love teaching grammar around the globe, and make those verb tenses LIVE!

155 - The Benefits and Challenges of the Flipped Classroom in the UAE**James Ishler****15:00 - 15:30 - 10 March**
Room 3 - 02-L2-025 | Convention Center

The presenter will discuss current classroom research conducted from January 2017 to December 2017 at Fujairah Women's College (FWC), HCT in the UAE. Following the flipped classroom model, the presenter assigned his education classes videos and selected readings that the students completed at home. These videos and readings delivered the background knowledge for education topics that the teacher would normally provide during class. Afterwards, the students participated in regular group and class discussions and completed required assignments based on information from the videos and readings. At the conclusion of the research, students completed a questionnaire, which elicited their opinion of their experience with the flipped classroom model. The presenter analyzed student attitudes to the flipped classroom experience on three levels: first, their attitude to the flipped classroom versus the normal, teacher-focused classroom; second, the addition of worksheets to help students increase their focus on important information in the videos and readings; third student suggestions to improve the flipped classroom experience. The findings suggest that a majority of students found the flipped classroom approach more engaging than a traditional teacher-focused, lecture-based approach. However, challenges remain concerning how to encourage all students to complete the assigned work at home before the class.

156 - Introduction of academic digital technology to early career undergraduates**Eddia Solas | Frances Sutton****12:00 - 12:30 - 8 March**
Room 9 - 02-L2-031 | Convention Center

The increase in the use of digital technology has made working in many spheres more efficient and less time consuming. Academia is no exception. The use of technology in academia has transformed mundane tasks, such as referencing, into achievable and less tedious activities. Technology has also been useful in facilitating synchronous and asynchronous collaboration on tasks, and easy transfer and sharing of information through cloud computing. In fact, those among us who are language learners, or deficient in particular language skills, have many tools at our disposal to check our grammar, spelling and even formatting of our written products.

Despite the technological competence of many of our students, and accessibility to mobile technological tools, such as laptops, smartphones and tablets, it has been observed that many students are not aware of technology helpful to their academic careers. On entering the classroom it is noted that there is inhomogeneity in student awareness of applications that could assist them in enhancing their academic output, hence increasing academic attainment.

In this study, a group of activities which supports learning, and facilitates student success, were compiled in a 28-item challenge for early career students, as a part of a Life and Study Skills course.

158 - Promoting 21st century skills in EFL classroom

Anna Ayrapetyan

12:00 - 12:30 - 10 March
F-GF-033 | F Wing

Our life changes very rapidly and the demands of the world change too. Today, studying hard and having knowledge is not enough to become successful. Modern education strives to produce life-long learners who have a good command of 21st century skills such as leadership, time management, cooperation, and communication. We as language teachers should be well aware to meet the requirements of learners and the world. A modern teacher is responsible for not only providing learners with knowledge but also promoting essential social skills.

This workshop will give language teachers an idea of how to encourage students to become independent learners. In the first part of the workshop there will be a short lesson with fun games, language activities, and online tools. After that, the presenter will explain how to use these tools to encourage students to cooperate efficiently and develop their social skills. All the ideas and the materials of the workshop can be used by the participants in their classrooms. The intended audience includes EFL teachers and educators.

159 - Translanguaging Pedagogy and Cooperative Learning Techniques in Higher Education

Telma Steinhagen

11:00 - 11:30 - 9 March
Room 5 - 02-L2-020 | Convention Center

The bilingual learners' act of using the features of more than one language, which is referred to as translanguaging, and the use of L1 to scaffold and facilitate classroom learning were emphasized by educational researchers. Yet, the situation in the United Arab Emirates higher education system is different; more than 80% of the population of the country are expatriates and often non-Arabs, and English is the preferred lingua franca and the medium of instructions in higher education sectors. Although many non-Arab teachers of English in the United Arab Emirates are aware of the positive effects of accommodating Arabic into their classrooms, some seem to lack effective teaching methods to integrate Arabic in their teaching practice. Cooperative learning techniques are one possible solution that has the potential to activate students' prior knowledge about their first language and to encourage them to use their whole linguistic repertoire to acquire new contents in English. In this presentation, three cooperative learning techniques; stations learning, placemat work and jigsaw puzzles, are introduced demonstrating how students build on their Arabic, their first language, to learn new contents in English.

160 - Peer-editing that Works

Anthony Francis Pellicane

11:30 - 12:00 - 10 March
F-GF-026 | F Wing

Students in the GCC often have issues with writing. They struggle to recognize the difference between a mistake that they can self-correct and an error that they need teacher support to correct. The question is: how do you get students to self-edit and to support each other with the writing process?

Peer-editing seems like a logical choice, but often instructors find these sessions unproductive for developing student writing or editing skills. This presentation discusses a structured 3-stage peer-editing system that scaffolds students through organizing their ideas, writing, self-editing, and peer-editing. Through this system, students take ownership of developing a complete process for writing.

161 - Teacher Training Needs Assessment

Jihan Alkhudair

11:30 - 12:30 - 10 March
F-GF-003 | F Wing

Conducting a training needs assessment (TNA) is crucial for designing and developing an effective training program that is tailored to the exact needs of participants. Therefore, to conduct an effective training needs assessment, a comprehensive understanding of what a TNA is should be developed first. A training needs assessment is a systematic process of identifying and evaluating needs or any performance gap of a certain target population in order to find possible solutions. Thus, the main objective of TNA is to ensure that training addresses the exact needs to close the gap between current condition and desired condition effectively. On the other hand, there are three levels of needs assessment: a) organizational analysis, b) task analysis, and c) individual analysis. For the purpose of collecting data to conduct a comprehensive training needs assessment, there are many data collection methods such as surveys, interviews, focus group, observation, etc. Once the training needs are identified, developing a training program becomes the key for effective and targeted professional development. As has been noted, without a clear identification of needs, training might be considered useless. In this session I will share the strategies for designing and carrying out an effective training needs assessment.

162 - Exaggerating EFL teachers' Engagement in PD MOOCs

Ashraf Atta Mohmed Safein Salem

10:30 - 11:00 - 9 March

F-GF-005 | F Wing

Using Massive Open Online Courses (MOOCs) can greatly help non-native teachers of English to grow their own skills as a teacher and learn more about professional development. It is well known that only four years of academic preparation in colleges of Education are not enough to make well qualified teachers. Therefore, Professional Development (PD) is of paramount importance for EFL teachers' developed competencies.

Schools in the Arab region organize workshops, seminars and training courses to improve teachers' skills. Teachers fail to attend such PD events due to teaching as well as the administrative load they suffer at work. Also, these events may be located miles away, thus, MOOCs can help teachers overcome the time and place obstacles to achieve their PD. Teachers are highly motivated to participate in Webinars and online forms, yet, further strategies can be adopted to exaggerate their engagement in MOOCs.

163 - Student Motivation

Bushra Al Naqbi

14:30 - 15:00 - 10 March

F-GF-013 | F Wing

Student motivation is very important for learning. Students who are not motivated will not learn effectively. There are many ways to motivate students such as encouraging them, getting them involved in interesting activities and using different strategies for teaching.

In this session, I will focus on the ways of motivating students in the classroom. For example, I will demonstrate how to:

- Encourage your students.
- Use creative strategies in education.
- Involve your students in education.
- Use creative problem solving (CPS) in your classroom.

164 - Cultural Awareness in ELF Classrooms: Effect in Resolving Cross Culture Conflict

Maryam Nahari

14:30 - 15:00 - 9 March

F-GF-033 | F Wing

Being an integral part of language, culture is an essential ingredient in language learning and a core component in understanding the messages carried behind the words and signs of language. While language is the framework of culture, many fail to acquire language as a tool of communication, not being exposed to the culture the use of language becomes an obstacle many second language learners face. The role of cultural awareness in EFL classrooms in King Khalid University is not a priority and unfortunately English language major students lack the cultural awareness needed to understand and use the English language in an accurate manner. The duty of cultural awareness among language instructors is not clear in terms of methods and strategies, yet the vivid need of culture awareness in language classrooms is essential. Therefore, in view of this, this study aims to explore the effectiveness of cultural awareness in EFL language teaching and the attitudes and opinions of students towards the target culture and the need of cultural awareness in language classrooms in KKU.

The result of this study confirmed the need of culture awareness and the role of culture in understanding a foreign language.

165 - Investigating the Arabic Children's Book Publishing Industry in the UAE

Shelley Lawson

11:00 - 11:30 - 9 March

Room 4 - 02-L2-019 | Convention Center

To become a skilled reader, students require linguistic, topical, inferential, and rhetorical knowledge (Resnick, 1987, p. 10). And, since reading is thinking (Norris & Phillips, 1987), this background knowledge might itself be gained by reading regularly. In the UAE, however, an oral storytelling tradition (Ahmed, 2011), past low literacy rates (Dünges, 2007), books in classical Arabic (Korat, Arafat, Aram, & Klein, 2012), limited bookshops (Dünges, 2007), and distribution issues (ibid.), have meant Emirati children are less likely to become interested in books. This has prompted leaders to call for more reading among the young in the hope that they may become successful future "scientists, researchers and innovators." (Shaikh Bin Rashed, 2015). Yet in order to achieve this, there needs to be appropriate material for aspiring readers to consume. This study (Lawson, 2018 – in press) investigates the current UAE Arabic children's book market and discusses an interview with Emirati writer-illustrator Maitha Al-Khayat, highlighting the issues Arab writers face today. Most importantly, it points to the need for a greater number of interesting local stories so that Emirati children might have the opportunity to gain various knowledge types (Resnick, 1987, p. 10) and develop a culture of reading in their nation.

166 - Ready or not? Vocabulary size and academic reading skills for EMI

Michael Bowles

16:00 - 16:30 - 8 March

Room 3 - 02-L2-025 | Convention Center

According to research, learners who are about to commence an undergraduate degree course with English as the medium of instruction (EMI) require a minimum English vocabulary size in order to decode and comprehend the academic texts that they have to read (Hazenberg and Hulstijn, 1996; Staehr, 2008; Laufer and Ravenhorst-Kalovski, 2010; Schmitt, 2010; Nation, 2013, Milton and Treffers-Daller, 2013). In the United Arab Emirates, several thousand Emirati students attend English foundation programmes prior to starting their EMI degrees in order to improve their vocabulary knowledge and reading skills. However, despite the increased use of Technology-Enhanced Learning (TEL) and the introduction of mobile learning and iPads in 2012, the results of this study show that the vast majority of female Emirati at one HE institution still have insufficient receptive vocabulary knowledge and inadequate reading skills for beginning an EMI undergraduate degree course. In addition, the use of a generic vocabulary learning app over a four-month period has not led to a significant increase in most students' vocabulary size. It is suggested that a new, customised app could address these weaknesses by fully utilizing the affordances of mobile learning and focusing on the particular learning needs and lexical weakness of Emirati students.

167 - Impact of Mobile Assisted Language Learning on Developing EFL Students' Speaking Skills

Paiman Azeez | Fatimah Hasan

12:30 - 13:00 - 8 March

Multipurpose Hall 2 - 02-L2-033 - | Convention Center

Research on the effects of mobile learning upon improving speaking skills in Kurdistan Region of Iraq has expanded in the field of applied linguistics for the last few decades. This qualitative study investigates the effect of mobile assisted language learning devices such as smartphones on developing EFL Kurdish undergraduate university students' speaking sub-skills. To achieve this goal, fifty seven (57) students at Koya University participated in the study and they were divided into two groups of experimental (31) and control (26) students. It is hypothesized that there is a significant development in the students' speaking sub-skills after conducting the experiment. The experimental group was exposed to mobile learning whilst the control one was taught conventionally. The experiment lasted for fifteen weeks and the study participants had received the exact materials yet the method was different. The results revealed a significant difference between the two groups' post-test mean scores speaking sub-skills in favor of the experimental group. It is, thus, recommended that mobile assisted language learning needs to be integrated into language instruction though challenges and problems are inevitable.

168 - Accelerated learning through emotional intelligence

Carl Garner

15:30 - 16:30 - 9 March

F-GF-015 | F Wing

How we are motivated to learn depends a lot on our mood. We now have the capability to assess emotional intelligence and interpret the data. We also have the ability to enhance it. Emotional Intelligence is having more influence over the way we educate and it is now an integral part in the development of our students. The workshop will take you through a short journey on understanding how to develop EQ and implement it in the classroom to enhance the student experience, empowering them to absorb information and retain it for longer.

169 - Approaches to Make Your Classroom More Student-Centered

Dima Yousef | Laura Toma

15:30 - 16:30 - 9 March

Room 5 - 02-L2-020 | Convention Center

Implementing various teaching approaches and exploring classroom practices are at the core of teacher's daily tasks to influence learning, achieve intended outcomes, engage students, ensure innovation in the learning process.

Moreover, to help our students survive in today's competitive world, they should become globally competent and have essential skills such as creativity, curiosity, and critical thinking. Through active learning strategies, use of technology and utilization of classroom space, teachers can develop these skills, improve student engagement and facilitate a student-centered learning environment.

The workshop will:

- Offer approaches for designing and planning activities that effectively engage students throughout their learning process.
- Discuss a range of activities that will activate prior knowledge, trigger discussion, and encourage reflection.
- Focus on how to maximize classroom space and transform it into a learning platform conducive to students' needs.

170 - Engage Minds With QR Codes

Rahma Al Alawi

15:00 - 16:00 - 10 March

Room 9 - 02-L2-031 | Convention Center

Today's learners are consumers of technology. They are screenagers; therefore, it is very essential to embrace and take advantage of mobile technology. Quick Response (QR) codes can create a dynamic and innovative learning atmosphere in the EFL classroom where learners can make use of their smart devices. A QR code is a quick, scannable barcode-like image that takes you to a specific digital destination. QR codes can be linked to variety of things such as websites, images, videos, audio files, texts and contact details. Hence, teachers can design warm-up activities, provide extra teaching materials, create online formative assessments, administrate quizzes, create poll questions for their entire class and seek real-time response. QR codes are one of the most appropriate tool not only to have a paperless classroom but also to create an engaging environment. Based on a case study conducted at Ibri College of Technology, Sultanate of Oman, the presenter will elaborate the effectiveness of using QR codes in improving student engagement and enhancing the learning experience compared with the traditional learning setting. The participants will be involved in interactive activities using their smart devices. They will also learn how to design efficient activities through QR codes.

171 - Applying linguistics? An integrated Model Session

Dina Awad

11:30 - 12:00 - 10 March

F-GF-006 | F Wing

The workshop presents a hands-on session in language and linguistics, offering a model that can be employed in both; BA and MA programmes and based on task-based learning (TBL), Content and Language Integrated Learning (CLIL) as well as Assessment (both formative and summative). The topic of the model session is English as Lingua Franca (ELF). Based on the latest research in applied linguistics, the pedagogical components involve cognition, self-directed learning and productive education. The participants will be actively engaged in a wide range of activities with specific objectives and source materials in elaborate succession. Discussion will focus mainly on the rationale underlying integrated teaching approaches but also include learner style challenges, teacher-talking-time (TTT) and validity. The model session also mapped onto higher education contexts such as TESOL and Education studies in addition to its practical suitability for trainees and interns.

173 - Online collaboration: A window on learning, and more

Jonathan Fiteni

14:30 - 15:00 - 10 March

Room 9 - 02-L2-031 | Convention Center

Online collaboration in and outside the classroom is supported by numerous applications, such as Google Docs, Pages, Padlet, and Microsoft OneNote. These tech tools broaden the range of options language and content instructors have for supporting learning; moreover, many learners find working with them engaging. But what distinguishes this technology is that it enables instructors to focus on learner language and knowledge in much more efficient and effective ways. For language instruction in particular, two key areas of gain are that it supports collaboration, and perhaps more importantly, it provides a simplified and effective means to identify, capture and exploit learner language at or near the time of production. A central point covered in the session is that these tools create a window from which we can observe language production (and comprehension) processes. In the session I will share practical techniques that highlight the potential of these tools for 1) the exploitation of learner language and 2) learner collaboration. This will be followed by a discussion of the points covered in the session.

174 - "Teaching is happening in Arabic anyway": EMI in Saudi Arabia

Ismael Louber | Salah Troudi

14:30 - 15:00 - 10 March
F-GF-034 | F Wing

There has been much debate about the issue of English as a Medium of Instruction and the place of English in the context of international education in general and in the Arabian/Persian Gulf region in particular. This presentation reports the finding of a study exploring the use of EMI in an undergraduate engineering programme in the Kingdom of Saudi Arabia. Using a qualitative approach to data collection, this small-scale investigation explores the views of Arab expatriate teachers of scientific subjects, Saudi engineering students and preparatory year EFL non-Arab expatriate teachers on the use of EMI in their institution. The study sheds light on the participants' views on the effectiveness of EMI as a language policy and on its relationship with wider global trends. The presentation will point to a certain gap, in terms of actual classroom practices, between EMI as an official language policy and Arabic as de facto medium of instruction. The findings of the study suggest that the implementation of EMI may pose several challenges to both teachers and students. However, despite the ideological and cultural implications of EMI in the region, participants did not perceive this policy as hegemonic, ideologically driven or culturally threatening.

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استراتيجيات تعليم اللغة العربية لغير الناطقين بها: تجربة وزارة التربية والتعليم في الإمارات

Aisha Alfalasi

10:30 - 11:00 - 10 March
F-GF-033 | F Wing

يعتمد برنامج اللغة العربية لغير الناطقين على برنامج المجلس CEFR والإطار الأوروبي المشترك للغات ، ACTFL الأمريكي للغات في وضع المعايير والكفايات اللغوية، ومؤشرات الأداء للبرنامج

يهدف هذا العمل إلى بيان الفرق بين البرنامجين في تناول استراتيجيات تعليم اللغة العربية لغة ثانية، والمعايير المعتمدة من كليهما لوضع برنامج متكامل النتائج التعليمية والكفايات المستهدفة وتوزيعها على مستويات التعلم ومهارات اللغة (الاستماع، التحدث، القراءة، الكتابة). كما يهدف إلى تسليط الضوء على تجربة وزارة التربية والتعليم في تعليم اللغة لغة ثانية في مدارس دولة الإمارات العربية المتحدة و مقارنة تعليم اللغة العربية لغير الناطقين بها للناشئين والكبار. ومن خلال الموضوعات السابقة، هذا وتتطرق الباحثة إلى استنباط ما يلي مكونات مستويات الكفاية اللغوية ومؤشرات الأداء في ضوء مهارات تعلم اللغة قياس الكفاية اللغوية من خلال استراتيجيات تعلم اللغة العالمية

176 - Examining Effective Learning Strategies in Handling Challenging Situations in a Professional Way

Tauseef Kamran Khan

11:00 - 11:30 - 9 March
F-GF-015 | F Wing

Effective language learning strategies and styles are important in deciding how EFL learners acquire English as a second language. There are many challenges while teaching EFL learners and teachers; therefore it is essential to use various learning strategies and techniques. The presenter shares his own personal teaching philosophy and discusses different learning strategies to lower learners' anxiety, increase task self-esteem, execute effective lessons and encourage learner autonomy along with participation. This action research was conducted at Saint Mary's University, Halifax, Canada where the learners were enrolled in an ESL content based course. The aim of this session is to present effective learning strategies that are most effective for language teachers to handle challenging situations in a professional way by integrating task based language teaching (TBLT). EFL teachers have to be constantly aware of the affective factors in second language acquisition and how they could execute productive lessons without instilling fear or anxiety in the learners. Practical tips are discussed about the evidence of learners' implementing learning strategies in classrooms through experiential learning. Therefore, educators have to constantly adapt, modify, re-evaluate, self-reflect and re-assess on their teaching methodology.

177 - SLA principles and foreign language pedagogy best practices in Arabic CALL materials

Bouchra Kachoub

11:00 - 11:30 - 10 March
Room 9 - 02-L2-031 | Convention Center

This study examines the extent to which Second Language Acquisition principles and foreign language pedagogy best practices have been incorporated into three Arabic CALL materials, namely Al-Jazeera Learning Arabic, Arabic Voices, and Al-Kitaab Textbook Companion. Qualitative analysis of the selected CALL materials generally reveals that while some of the principles of Second Language Acquisition are present in the three online learning resources, foreign language pedagogy best practices are less commonly employed. Specifically, the analysis demonstrates that: 1) CALL learning materials are still not designed in the same way as traditional learning materials that are typically utilized inside the classroom; 2) foreign language pedagogy best practices do not seem to be understood and implemented by all CALL material developers; 3) SLA principles are sometimes not well incorporated; and finally 4) CALL materials have yet to integrate better oral interaction tools and designs in the target language.

179 - Factors Impacting Oral Communication and Establishing Speaking Assessment for students in the UAE

Myasar Abdulqader

11:00 - 11:30 - 10 March

Room 1 - 02-L2-023 | Convention Center

Oral communication is vital in academic, social and professional disciplines. Speaking is a basic skill in communication. However, many English learners encounter barriers to learning speaking skills. Therefore, it has become necessary to investigate these barriers and assess English learners' abilities to learn speaking. The presentation is based on a study that investigated the problems that the students at AUE University encounter in English oral communication activities, particularly when they are involved in oral academic discussion or oral presentations. The ultimate goal of this study was to establish pre-university oral skills assessment standards. The data were collected through three instruments: tests, questionnaires and interviews. The study found that in establishing the expected standards, the cut off scores determine the students' levels in oral skills and the analysis obtained can provide the English Language Institute (ELI) with the needed information to establish benchmarks for pre-university students' abilities. The findings of the study can assist Arab students at university level to overcome their problems with English oral communication.

180 - Including all students in Writing activities

John Cargill

12:30 - 13:00 - 8 March

Room 6 - 02-L2-021 | Convention Center

Many students often sit back and allow others to complete writing tasks for them in the classroom. I will show one method for including all students in the writing process so that they have all contributed to the end product. This involves pre-teaching of main areas of structure, grammar, and vocabulary in preparation for the writing process. By the end of the lesson, all students will have added to the final product which can then be used for evaluation and remedial action by the teacher and students.

181 - Qualities of Professional ELT Teacher Educators: Implications for Achieving Quality and Accountability

Ali Al-Issa

10:30 - 11:00 - 10 March

F-GF-004 | F Wing

There is a growing body of literature about the qualities of professional teacher educators (TEs) and their impact on preparing professional teachers. However, English Language Teaching (ELT) research has fallen behind in this regard, despite the fact that different programs worldwide suffer from different limitations, due to certain aspects related to TEs' qualities. This qualitative study investigates the qualities of the professional ELT TE and what implications such qualities have for achieving accountable and quality Second Language Teacher Education (SLTE). A form comprising a set of closed and open ended questions was distributed to 63 participants representing 23 countries. Findings and discussion have revealed that the professional ELT TEs are empowering educators and holders of strong disciplinary knowledge, who pursue achieving social justice ELT education. The findings can be considered a milestone and have important implications for preparing professional English language teachers and achieving quality and accountability in SLTE.

182 - The Role of Timing in Collaborative Writing

Jingjing Qin

10:30 - 11:00 - 10 March

F-GF-027 | F Wing

Over the last two decades, the role of collaborative writing has received a growing interest in the field of second language (L2) writing. Collaborative writing is different from individual writing in that it involves learners interacting in pairs or groups. Previous research shows that collaborative writing tasks promote a higher quality of writing in terms of task fulfillment, grammatical accuracy and complexity compared to individual writing (Storch, 2005). From practical perspectives, although collaboration has been suggested as a positive feature of language teaching, teachers often struggle with time constraints. Therefore, it is pertinent to examine how and when collaboration should be encouraged in L2 writing classrooms to maximize the benefit of collaboration in L2 writing development. Therefore, the purpose of the current study is to examine the role of timing of collaboration during collaborative writing in the quality of writing. This presentation will first examine the most recent research on collaborative writing, followed by discussions on some initial results of this on-going study of the timing of the collaboration during writing processes in class. The expected audience for this presentation are academic writing instructors and researchers interested in collaborative writing.

183 - Using 21st Century Skills/Themes to Prepare Students for College/Career

Inas Kotby

15:00 - 15:30 - 10 March
F-GF-033 | F Wing

The creation of new fluencies, tools and paradigms have resulted in a new breed of problem solvers, critical/analytical thinkers and creative/innovative individuals. For these individuals to be successful in colleges and careers, they need to develop new abilities and traits. One way of doing this is through integrating 21st century skills: learning, literacy, life and themes: global awareness, civics, health, financial and environmental literacy to English language teaching. As an EAP (English for Academic Purposes) Grades 11 and 12 teacher, I help students become globally aware citizens by exposing them to the 21 century skills/themes they will need in their college/career. Through readings, videos and practice, they build bridges between the school and the world. Students engage in simulations of future careers and challenges. They tackle challenges through problem solving, critical/analytical thinking, collaborating and presenting techniques. Teacher methodology is under the umbrella of the 5Cs of language teaching. Generally speaking, the 21st century skill/theme approach is motivated by the fact that teaching students relevant, useful, and college/career applicable skill/theme should be prioritized in today's education.

186 - Which English(es) should be used in international English tests?

Jason Thompson

12:00 - 12:30 - 8 March
Room 2 - 02-L2-024 | Convention Center

The English language today is spread widely across the world: it is spoken in over 100 countries and there are now more non-native speakers than native speakers. English is therefore no longer just primarily used in countries where it is the main language. One main consequence of the spread of English is that new varieties of English have emerged; leading to the acknowledgement that multiple varieties of English or World Englishes (WEs) exist and not just the English of native speakers. However, even with the existence of different varieties of English, the norms for many international tests are still mainly based on standard British and American English, which can result in test takers being penalised for the use of their variety of English in tests that have been branded as international. In this session both sides of the debate will be discussed. The arguments for incorporating WEs into tests will first be considered and then issues that make it difficult for language testers will be discussed. Following this, a brief overview of the different groups responsible for change will be given, and then the session will finish with surveying the views of the participants on this language testing issue.

187 - Extensive Reading: M-Reader and XREADING

David Bozetarnik

12:00 - 12:30 - 8 March
Room 4 - 02-L2-019 | Convention Center

"If you don't like to read, you haven't found the right book." J.K. Rowling had no trouble getting her readers to like reading, but what about teachers? Getting students to like reading is difficult. Often they don't understand many words and the topics are not interesting. They read because they have to and because there is a quiz on Thursday. Extensive Reading is one way to help develop a culture of reading, and in so doing improve one's four skills for any given level. Students choose which books they wish to read, and proceed at their own pace, in and out of the classroom. They choose books at their level, bringing Steven Krashen's Comprehensible Input into play. Students will enjoy reading not only because they decide what to read, but because they will understand more of what they are reading. The more that students read, the more they will advance in listening, writing and speaking. The presenter will describe the M-Reader and XREADING programs, two extensive reading programs. Participants will also learn how they might adopt it within their own institutions.

188 - The Challenging Task of Finding the Main Idea of a Paragraph

Hedieh Najafi

12:00 - 12:30 - 10 March
F-GF-027 | F Wing

Finding the main idea of a paragraph can be very challenging for ESL students. This task becomes even more challenging if the concept of finding the main idea is not very prominent in the first language of the ESL learner. ESL instructors also feel challenged when teaching how to find the main idea of a paragraph. This workshop provides the audience with a simple things-to-do list that will enable ESL students to find the main idea of a paragraph easily. By the same token, instructors can use the same list to teach students and grade their work objectively.

In this workshop the attendees will have the opportunity to find the main idea of a few paragraphs on their own, using their own methods. Later, they will be asked to use the things-to-do list provided by the presenter and find the main idea of the same paragraphs and then some. The audience will have the chance of working with each other and sharing their input regarding the things-to-do list.

189 - ESL with EQ

Suad Mohamed

14:30 - 15:30 - 9 March
F-GF-015 | F Wing

Emotional Intelligence is a topic that is an integral part of developing one's personality and as educators, we must infuse it within the curriculum to prepare the student for life skills and how to apply it on an ongoing basis. ESL with EQ will introduce the educators to methods that will benefit their students to internalise their extrinsic motivation and find solutions to address their needs and bridge the gap with a realistic and a rewarding way of learning by finding their 'WHY'

Delegates' will be introduced to new methods of teaching/ reaching out to students that can sometimes be difficult to teach due to the limitations/language barrier of the students I intend to deliver the workshop/seminar in a facilitation style allowing for ideas and best practice to be shared amongst the group. The style is to allow for a collaborative and more receptive workshop in order to get the most from the experience in the room.

190 - When to Correct and Monitor

Raghdah Al-madany

14:30 - 15:30 - 10 March
F-GF-003 | F Wing

This workshop will discuss techniques that all teachers need to be aware of when teaching in an EFL/ESL setting. The workshop will address techniques of teaching that are somewhat underestimated in terms of its sensitivity and placement of the classroom. Monitoring is either overdone or not used in the right place or context. The workshop will facilitate collaborative efforts from the delegates discussing: What is monitoring? Why do we monitor? How and when do we monitor? Tips for monitoring? Why is error correction important? Errors and the skills they are made in; What to correct and when? How do we correct? Downfalls to error corrections and benefits of error corrections.

191 - CSR, Collaborative Strategic Reading

Sahar Moursi

15:30 - 16:30 - 9 March
Room 4 - 02-L2-019 | Convention Center

Collaborative Strategic Reading (CSR) is a research-based strategy that encompasses several reading strategies such as: finding the main idea (Gist) and using context clues to understand the content of a given reading selection. While using this strategy, students look for suffixes, prefixes, antonyms, and synonyms to understand the meaning of new vocabularies. In addition, this strategy provides students with the opportunity to build critical thinking skills such as predicting and analyzing texts. CSR is perceived as a safe haven for English Language learners where they work to improve their reading comprehension skills while working comfortably in small interactive groups. It also provides students with the opportunity to boost their leadership skills and it teaches them how to be effective team players as they learn how to delegate tasks and to thoroughly carry out those tasks. CSR proved to be effective with all students, including ELL, and it is recommended for educators to motivate their students and encourage them to be more involved in the learning process. CSR promotes students' emancipation as it teaches them to be independent while carrying out their tasks rather than depending on the teacher and perceiving her/him as the only authority and resource of knowledge.

192 - Professional Learning Communities and Social Media Tools: Best Practices For Enhancing Student Achievement

Madawi Al-Obathani

11:00 - 11:30 - 9 March
Room 8 - 02-L2-030 | Convention Center

The idea of improving schools by developing professional learning communities is currently in vogue. People use this term to describe every imaginable combination of individuals with an interest in education: a grade-level teaching team, a school committee, a high school department, an entire school district, a state department of education, a national professional organization, etc. In this session I will discuss three "big ideas" that represent the core principles of our professional learning community: Big Idea #1: Ensuring that Students Learn. Three crucial questions that drive the work within a professional learning community: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? Big Idea #2: A Culture of Collaboration. Collaborating for School Improvement; Removing Barriers to Success. Big Idea #3: A Focus on Results. Hard Work and Commitment.

193 - Researching Motivation and Second Language Acquisition: A Fine-Grained Approach

Danya Shaalan

12:00 - 12:30 - 10 March
F-GF-013 | F Wing

Arguably, second language (L2) motivation is a significant factor that determines successful L2 acquisition (Gardner, 1985; Masgoret & Gardner, 2003; Dornyei, 2005). Although some studies tend to examine the relationship between L2 motivation and L2 ability on a global level from various perspectives such as the degree of motivation and L2 course grades, or motivation and its link to performance in proficiency tests, such studies fall short in explaining both how motivation plays a role in linguistic development and what types of motivation correlate significantly with linguistic improvement. Therefore, this study seeks to bridge the gap between mainstream motivation research and applied linguistics by investigating the relationship between motivational variables and the acquisition of English articles and the third person morpheme, *-s*—considered difficult to master for learners of English (Tarone, 1988; Alhaysony, 2012; Kim, 2016). Drawing on Dornyei's (2009) L2 motivational self system and Ushioda's (2009) person-in-context theory, 20 students in Saudi university will participate in writing prompts that reflect different aspects of their language learning trajectories, like what learning English means to them, and what factors contribute to their drive to learn English. The results endeavor to shed light on any correlations between motivational variables and SLA processes.

194 - The Effect of the FCL on Saudi University Students' Receptive English Vocabulary

Nouf Al Karzar

14:30 - 15:00 - 9 March
F-GF-007 | F Wing

This study reports the results conducted to explore the effect of using Flipped Classroom Learning through Schoology, to enhance Saudi female university learners' receptive vocabulary. The participants of this study comprised 80 learners divided into two groups of 40. The experimental group lectures used the flipped learning strategy, while the control group lectures used traditional teaching and learning strategies. The results indicate that the experimental group achieved higher marks on their test results. The experimental group learners were more motivated to learn than the control group. The implication is that further research is needed to design future studies in a way that will quantitatively and qualitatively evaluate the perceptions of teachers regarding the use of flipped classroom strategies of learning.

195 - PBL, Project Based Learning

Sahar Moursi

10:30 - 11:00 - 9 March
Room 3 - 02-L2-025 | Convention Center

Conducting a project is an approach that is well known by most educators. However, some educators do not discriminate between Project and Project Based Learning (PBL). The purpose of this presentation is to help educators differentiate between the regular project assignment and PBL, and to shed light on the importance of using the PBL with English Language Learners (ELLs). In order to be an effective learner, ELL student needs to develop what is known as the 21st century 4Cs (Critical thinking, Communication, Collaboration, and Creativity). The project-based learning approach encourages students to participate in project planning, research, investigation, and the application of new knowledge in order to reach a solution to their problem (Rule & Barrera, 2008). In addition, PBL creates more opportunities for the teacher to differentiate, scaffold, as well as create a safe environment for students to interact with each other. I also aim to present my colleagues with the necessary outlines, elements, and mechanism of successfully implementing PBL, along with introducing them to few examples they can use with ELL.

199 - Using Technology to Empower Learning

Laura Toma, Dima Yousef

14:30 - 15:30 - 9 March
F-GF-006 | F Wing

Technology is a word that creates passionate disputes. There are voices who would like for us to abandon completely in the hands of technological development and there are those who call for caution. The debate is even more heated in the educational industry. Students are considered digital natives and advanced users of technology and there are talks of teachers being completely replaced by robots. It seems there is a tendency to forget that learning is human and that technology has existed from the beginning of times and it has always worked best when it was used as means and not as end goal. The interactive workshop will consist in activities and strategies around:

- Keeping up with technological advances
- Identifying ways in which emerging technology can support the learning process
- Providing a framework for students to evolve to producers of content and technology, from the current state of consumers,
- Involving students and their technological knowledge in building meaningful courses

The workshop will integrate the design thinking method (empathy, problem definition, ideation, prototyping) and will use real life case studies for discussion. The learning outcome for the participants is to naturally integrate technology into their classrooms.

200 - Engaging Teenage Learners

Satya Priya Anand

15:00 - 16:00 - 10 March

F-GF-013 | F Wing

This workshop is based on my research in Diploma in Teaching English to Speakers of Other Languages. For my Diploma I researched and designed a course for teenagers that would address their social, cognitive and psychological developmental needs. This workshop highlights teenagers' needs from my research and has a task from the course that addresses those needs.

By the end of this workshop, participants will have understood the cognitive, social and psychological needs of teenagers, tried a classroom activity that addresses teenagers' needs and reflected on its effectiveness.

First, participants share what they already know and what they would like to know about engaging teenager learners. It is important for participants to share their past experience dealing with teenagers. Then, I present the cognitive, social and psychological needs of teenage learners. Next, participants do a classroom task that I have tried with teenagers with success. In the context of a shipwreck, participants express their opinions on why they should go on the lifeboat. The task involves reasoning, negotiating and logical decision making. Finally, participants discuss the effectiveness of the task in addressing the social, cognitive and psychological needs of teenagers.

201 - Teachers Conceptions of Assessment: The case of Pakistan

Sahbi Hidri, Musharraf Aziz

12:00-12:30 – 8 March

Room 1 - 02-L2-023 | Convention Center

In general, assessment in Pakistan is traditional. A traditional question paper is considered the best assessment tool. The modern types of assessment are gaining popularity but that needs assessment experts to raise teachers' awareness of assessment. Data for the study was administered to 761 teachers of English in Pakistan revealed that the four-factor inventory of teachers' conceptions of assessment (TCoA, Brown, 2006): student accountability, school accountability, improvement and irrelevance did not hold true in the Pakistani context, since the findings indicated a three-factor model showing a significant relationship between student accountability, school accountability and irrelevance. Recommendations were made to consider teacher training to utilize assessment and to broaden the scope of teachers' conceptions of assessment. In addition, second language assessment in Pakistan needs to be aligned in accordance with modern testing theories and international benchmarks.

202 - The effectiveness and challenges of a field-experience program: Trainee-teachers' perspectives

Sadiq Ismail

10:30-11:00 – 9 March

Room 8 - 02-L2-030 | Convention Center

Preparing skillful, competent and motivated teachers equipped with all the fundamental pedagogical and content knowledge and language proficiency has become a challenging priority in many countries including the United Arab Emirates. The issue of training well-qualified teachers has even become more challenging with the introduction of English language in early stages and sometimes to be used as the medium of instruction for school subjects, such as mathematics and science. The purpose of the present study is to investigate the impact of teaching practice on pre-service teachers' perceptions of their pedagogical preferences, teaching-competence and motivation for choosing teaching as a future career. Overall, a considerable number of results revealed that prospective teachers view teaching-practice experience to have an impact on their pedagogical preferences, teaching competence and motivation. This presentation aims at highlighting and discussing with the audience interactively how teachers view their experience when doing teaching practice in elementary schools. It will specifically shed light on the impact of teaching-practice on teachers' pedagogical preferences, teaching competence and motivation. This presentation may have pedagogical interests to different groups, including teachers, teacher trainers, educators, researchers, etc. The audience will be invited throughout the presentation to share their thoughts and ask questions.

203 - Digital Badges in the Language Classroom

Preeya Reddy | Peter Davidson

15:30-16:00 – 8 March

Room 8 - 02-L2-030 | Convention Center

Digital Badges are an online credentialing mechanism that allow you to document and validate your professional development and learning in both formal and informal settings, and get recognition and credit for it. They are being used increasingly by online course developers and their credibility and usefulness is rapidly gaining momentum in education and in industry. Now teachers have also started experimenting with using Digital Badges in their classrooms. In this talk we will outline what Digital Badges are and will suggest why they came about in the first instance. We will then move on to consider whether or not Digital Badges are useful and worthwhile and will outline some of the problematic issues surrounding their use. We will discuss how teachers can use Digital Badges in their classrooms, and outline how teachers can actually create them. Finally, we conclude by speculating on the future of Digital Badges, and hypothesize on how they might be utilized by course developers, teachers and employers in the years to come.

204 - Unleashing the challenge of 21st: Empowering teachers to differentiate 21st teaching strategies**Hanan Nassar****11:30-12:30 – 10 March****Room 6 - 02-L2-021 | Convention Center**

The learners of today are naturally technology users and they have more skills than their teachers. Connecting with students' interests, providing enriching learning opportunities, using innovative learning tools, and tapping the critical thinking zone are increasingly challenging for teachers.

Students' learning should be transformed and taken beyond knowledge mastery and today's teaching. Teachers need to be equipped with 21st Century skills, integrate the new century methodology into their classroom practice, meet the challenges of students' changing needs, and face the interesting 21st Century skills of collaboration, communication, critical thinking and technology literacy.

We are under the pressure of educational excellence, life skills, career and citizenship. In this session I will discuss how teachers should prepare for a change in their pedagogy in order to tackle effective strategies and integrate digital tools into their instruction, improve students' learning, increase motivation and boost classroom engagement

206 - Thinking Critically in a Globalized World**Sean Bermingham****12:00-12:30 – 9 March****F-GF-013 | F Wing**

In today's globalized world, learners encounter thousands of pieces of information every day from all over the world. So how can students know what is reliable and authentic—and what is false or misleading—especially when it is communicated in another language? Using authentic content, images, and video adapted from TED Talks and National Geographic, the presenter will show how essential 21st century thinking skills—particularly the ability to critically analyze, evaluate, and apply information—can be incorporated into everyday teaching. He will demonstrate how these skills can help students develop both a critical eye and an open mind, enabling them to become more effective communicators and global citizens. The session will be relevant to instructors teaching students at any level of English ability.

207 - Early Childhood Language Teaching**Abir Hubi Saymeh****11:30-12:00 – 9 March****F-GF-026 | F Wing**

This presentation gives voice to the acquisition of linguistic components in its expressive and receptive aspects which is the main purpose of the preschool period. Improving linguistic preparations in children facilitates their literacy when they move to the upper grades, concentrating on reading and writing. In order to design an effective preschool curriculum, teachers need to identify strengths and weaknesses of children.

This presentation addresses the following key questions: What are the main linguistic components? How do we contribute to improve the linguistic preparations in children? What are suitable activities for reading and writing preparations? What are we supposed to do to prepare children for school? How do we design activities that are suitable with the skills we intend to improve in children?

This presentation will help kindergarten teachers recognize scientific and theoretical information while practically implementing them.

208 - Critical Thinking Skills and Literature**Sofia D. Papakosta****11:00-11:30 – 10 March****Room 5 - 02-L2-020 | Convention Center**

In a world dominated by smartphones and iPads, it is getting harder and harder to get our students to focus and think for themselves. Incorporating Short Stories in the ESL classroom can be of vital importance in turning passive learners into critical thinkers. The works of Sandra Cisneros explore the themes of immigration, urban and domestic violence, identity, womanhood, independence, family, marriage, friendships, and the idea of the Self. The stories, some just a paragraph long, can be incorporated in lessons to empower our learners to imagine, empathize, evaluate, think and reflect on the lives of the characters and their own reality and future. The stories can be used as a springboard for online Discussion Forums, scripts, class wikis and essays.

209 - Arabic loans in English newspapers in Bangladesh: A Sociolinguistic study

Mohammed Nurul Islam

12:00-12:30 – 9 March
F-GF-034 | F Wing

This is a study of Arabic loan words borrowed from Bengali language, which is comprised of Arabic/Perso-Arabic, Urdu and Sanskrit/Hindi loanwords in local English newspapers. This paper is confined to three English language newspapers namely The Daily Star, The Independent, and The News Today. This study seeks to identify Arabic loanwords in the English-language newspapers and to investigate the types of lexical items or loanwords found therein. This survey examined the authentic use of Islamic English particularly the occurrences of borrowing Arabic terms, collected from October 2013 to April 2014. The loanwords are also categorized and analyzed to show their function in the English newspapers. The findings of this study prove that the English language is still in contact with other languages to express new ideas and concepts. It is hoped that this study will assist in some measures towards an understanding of the way local words, phrases, and ideas are nativized into the English language and the extent to which these Arabic loanwords are used in the local English newspapers.

210 - Detecting Gender Preferences within English Reading Comprehension Passages via a MIMIC Model

Yong Luo, Abdulrahman Shamrani, Bjorn Norrbom

16:00-16:30 – 8 March
Room 1 - 02-L2-023 | Convention Center

There is a general awareness in the testing industry that the content of a reading comprehension passage may cause fairness issue between boys and girls, as numerous studies (e.g., Pomplun & Omar, 2001) have found that passages concerning war and military tend to favor male over female. Consequently, testing organizations have been cautious about adopting in their tests potentially gender-biased passages: for example, reading comprehension passages of sports content have been largely avoided in SAT (Chubbuck, Curley, & King, 2016), due to the belief that boys may be favored by such passages as a result of their familiarity with sports. Psychometrically speaking, as boys' and girls' background knowledge of certain contents may be at different levels, use of reading comprehension passages of such contents may cause a phenomenon known as differential testlet effect (DTE), which causes items wherein to display differential item functioning (DIF) behavior (Paek & Fukuhara, 2015). In this study, we propose to use a multiple indicator multiple cause (MIMIC) model to detect DTE. This method is applied to test data from Standardized Test of English Proficiency (STEP), a high-stakes English proficiency test developed by the National Center for Assessment in Saudi Arabia.

211 - Using Eye-tracking for the Analysis of Grammatical Errors of L2 Learners

Yuko Yoshinari

15:00-15:30 – 9 March
Room 1 - 02-L2-023 | Convention Center

Recent studies have discussed the importance of the L2 Research Method, which captures real-time interpretation of the target language, such as eye movement. This paper explains the use of eye-tracking to investigate the factors in language learners' errors. We focus on causative alternation, which has various features depending on languages. The difference between transitive and intransitive constructions can be found in the subject and object of a sentence. Moreover, the forms of the verbs and the types of case-marking particles are distinguished from these constructions in Japanese. This complexity causes grammatical errors among Japanese language learners. What remains unsolved is how this complexity relates to the difficulty of creating correct sentences. We conducted the recognition test to twenty Japanese language learners which required them to choose the correct sentence among three choices. The results showed that there was no significant difference between their eye movements regardless of the sentence structure; participants always paid attention to the verb forms and particles. We concluded that they recognize the distinction of causative alternation morphologically and syntactically, but have difficulty establishing its pattern in their minds.

212 - Developing Lexical Competence through Literature: A Study of Intermediate Students of Pakistan

Muhammad Din

11:00-11:30 – 9 March
F-GF-007 | F Wing

This study brings to light the fact how much teaching English through literature renders any pay off in developing and honing the EFL/ESL learners' lexical competence. This study strives to find out the ESL/EFL learners' attitude towards teaching lexical competence through literature, know the lexical competence level of the ESL learners, examine ESL/EFL learners' vocabulary knowledge and get insight into the difference between the ESL/EFL learners' receptive and productive knowledge of vocabulary. In the Pakistani context, literature seems to be inadequate language teaching tool at HSSC level. To achieve the set objectives, the researcher to use a quantitative research methodology. A questionnaire comprising of 15 items encompassing the different aspects of vocabulary was designed to collect data from 600 subjects (male/female) of intermediate level. The researcher also conducted a "Vocabulary Level Test" and "Word Associate Test" as achievement tests. The collected data were analyzed through the software package (SPSS XX). The findings of this study explicitly reveal that the EFL learners remain unable to develop lexical competence when they are taught English through literature. This study recommends that the teaching of English should be application oriented and task-based strategies and activities should be resorted to by the EL educators.

213 - Students presenting essay writing concepts via unique presentation styles

Claire Murphy

12:00-12:30 – 10 March
F-GF-026 | F Wing

At AUS Bridge Program, one of the primary purposes of the course is for the students to learn the characteristics of good technical writing. The syllabus covers many engaging methods of getting the students to write coherent and organized essays. Students who take this course are expected to have demonstrated skills in the basics of writing, including grammar, punctuation, sentence structure, and paragraph structure.

One of the new methods used to review the writing process before their final exam was the concept of students preparing a power point on a particular essay title. When delivering their unique presentation, the student could deliver some of the key components of an essay, including the introduction, background, methodology and conclusion. The key was for each student to incorporate a particular area of writing and summarize on either one or two areas that would make the essay writing structure more accessible to their classmates. This form of review improved their presentation skills and clearly showed the instructor and classmates how much writing knowledge was learned throughout the semester.

214 - Educational Tools Used in EFL Teaching

Irfana Hafeez

12:00-12:30 – 10 March
Room 8 - 02-L2-030 | Convention Center

The goal of this poster is to explore the role of technology in enhancing and learning processes of English as a Foreign Language. In the past, there have been different forms of technologies which were used in the language teaching, but this poster will describe specific technologies for each language learning skill. My poster will also focus on the frequently used technology used by the EFL teachers and the effects of using Interactive White Boards in EFL settings. First, I am going to introduce trending technological tools in each language learning skill. For this, different apps and websites will be shown separately for each of the skill with detailed description on the application of the tool. This section will cover reading, writing, grammar, listening and speaking. My goal is to facilitate EFL teachers and introduce them to latest technology based teaching tools. The second section of the poster focuses on my investigation on the frequently used technological tools. This section of the poster will provide statistical evidence about the technological tools used. The last part of the poster will be digital and infographic representation on the use of Interactive Whiteboards in teaching.

215 - Making Meaning to Technology in Education

Elham Abu Alezz

11:30-12:00 – 9 March
F-GF-003 | F Wing

The presentation addresses 9 questions about the use of technology in education. The answers to these questions help both those who believe in ICT and those who find it an obstacle in the educational process. Most of the questions focus on the impact of technology in developing the learners' skills as well their readiness to the future. Some questions bring to light the new roles of teachers in technological classes and how teachers need to be trained to match pedagogy with practice in the new cyber world. We present some queries related to the influence of technology on teachers: Does technology facilitate their teaching, does it change the learning space? The presentation also provides some simple apps and programs to enhance the learning and teaching process.

216 - Using CCQs and ICQs in English Language Teaching

Randa Abdelmagid

10:00-11:00 – 9 March
Poster Sessions (2nd Floor Convention Center)

The presentation will illustrate the importance of using CCQs and ICQs with ESL students. Concept Checking Questions (CCQs) is the use of a set of questions designed to ensure the comprehension of the target language, and to indicate to the teacher whether the learners have fully understood the meaning. ICQs (Instruction Checking Questions) are used after a teacher has given instructions to ensure students have understood what they need to do. CCQ examples will be provided regarding how teachers can check students' understanding by using sentences for completion, pictures or even indirect questioning and so forth. In addition, ICQ examples will also be given on how to check given instructions by avoiding the use of sentences like "Have you understood? Did you get the instructions?" and instead use phrases as binary choices like "Should you tick or underline the new words?" The former doesn't necessarily show students comprehension by saying "Yes or No", while the latter will allow students to clarify their understanding by giving an explanation. At the end participants will be able to distinguish between each technique and be able to apply them with their students in an ESL class.

217 - Using Meetingwords to Improve Writing Skills**Randa Abdelmagid****15:30-16:00 – 8 March****Room 9 - 02-L2-031 | Convention Center**

Collaborative tools encourage students to learn how to work in teams and provide an interactive environment thus making learning more enjoyable for the students. The workshop will illustrate the use of “Meetingwords” with ESL students. “Meetingwords” allows you to collaborate seamlessly on documents while the information is synchronized and viewed instantly. Focus will be on how to use the various features of “Meetingwords” and how it can be used to improve students’ writing skills. Demonstration will be on features like how teachers can create different online writing practice for each group of students, instant view and track of students’ written piece and chat option for error corrections. In addition, how files can be added, import and export of the word pad and viewing the content later on for constructive feedback will also be illustrated. At the end of the session, participants will be able to understand how to apply this tool with their students and utilize it to their needs.

218 - Incorporating Literature Circles in Blended EFL/ESL Courses**Zainab Abbas****11:00-11:30 – 10 March****Room 8 - 02-L2-030 | Convention Center**

Reading circles make reading a fun social experience. Students in a literature circle discuss and respond to a certain reading together. They connect their real life experiences to the reading and create meaning. At first, teachers guide the literary discussion. After that, they only monitor how the discussions go and let students engage in a learning environment that while monitored is still free. Traditionally, communication inside the reading circle was limited to face-to-face meetings in class, but a blended approach to reading circles permits additional contact in a virtual setting. Blended learning is a novel way of blending the traditional approach and distance teaching in a way that fosters critical thinking and ongoing participation of the students. Research shows that a blended approach in an English Language learning class positively affects student’s motivation, independency, and critical thinking skills as it combines various delivery modes using diverse strategies for different learning styles. The students also develop social awareness by connecting the concepts discussed in the book to their life. The aim of this paper is to present the process of using literature circles in an EAP blended course in Iraq while providing suggestions for fostering this approach.

220 - Maisie Sly and the art of communication: Remembering my passion**Belinda Southby****11:00-11:30 – 10 March****F-GF-013 | F Wing**

Maisie Sly is an Oscar nominated 6 year old from the UK. She shares a story of deafness and communication in a short film called The Silent Child. Looking at the story and how she learns to communicate resonated deeply with why I became a teacher and why I stayed in the profession. I am reconnecting with the passion I had for communication and I thank my re-discovery to a chance encounter with British Sign Language and two very special teachers.

Student motivation makes the difference between a hard slog in the classroom and a positive, exciting lesson. To me, refocusing on communication as the goal has subtly changed my approach and has helped create a more positive dynamic in the classroom.

221 - Telling the story of a semester: The impact of student award ceremonies**Jessica March | Tahani Qadri****10:30-11:00 – 9 March****F-GF-015 | F Wing**

Positive encouragement, praise, and recognition are motivating factors to many of our students during their journey to achieve their goals of getting 6.5 in IELTS or 550 in TOEFL. The student award ceremony is an effective way to celebrate student achievement and make them feel special. It started as a way of the instructors motivating students and showcasing their considerable contributions to the Achievement Academy community during the semester(s) that they spent in the department. In essence, this presentation will outline how our award ceremonies have grown in profile and, more notably, how the preparation for this event is integrated into course level planning from the beginning of each semester. The award ceremonies now tell a story of the students’ journey both in and out of the classroom and provide a legacy for the students who leave us. Finally, we want to share how students have been motivated by these award ceremonies and demonstrate the significant ripple effect of this 1.5 hour event.

222 - Learning to read is fun with phonics

Hawys Morgan

11:00-11:30 – 9 March

F-GF-026 | F Wing

Teaching reading and writing in English can be challenging. Phonics is a method of teaching young learners how to read by encouraging them to make the connection between sounds and letter shapes. It has become an increasingly popular tool in teaching not only reading, but also writing, handwriting, spelling and even pronunciation. The session will examine how teachers can use phonics to teach young learners in their own EFL classrooms. It will explore how phonics can help students gain confidence in reading and writing in English, particularly when their first language uses a different alphabet. There will be demonstrations of hands-on, fun classroom activities that lead learners from the basics of gross-motor skill development to reading and writing for themselves in English.

223 - Emotions in English Language Education: Opportunities for Embracing Global Perspectives

Alina Chirciu

11:30-12:00 – 9 March

Room 3 - 02-L2-025 | Convention Center

In an age where education is chasing standards and uniformity along with an increase in productivity, this study argues that educating global citizens in increasingly globalized contexts, translates into educating towards an awareness of Other's perspective. This involves a continuous emotional labour in the quest for empathy and solidarity. The current study was an action research intervention carried out at an Omani higher education institution where 17 female students were exposed to various texts related to issues that affected women in the region and in the world. The chosen texts were prone to provoke emotional reactions and result in a release of a varied emotional range. Emotions were stirred as a result of empathetic provocation where students were asked to re-examine and justify their personal values while engaging in caring inquiry. This resulted in a feeling of relatedness and compassion with the situation of the actors involved in the material presented in class. The students reported having become aware of multiple perspectives along with an increased development of all the four language skills. The study thus illuminates the importance of considering emotions in English language education and ELT's responsibility, as a field, to form globally-ready as well as locally-rooted individuals.

224 - A Communicative Approach to Teaching Writing

Bela Toth

15:30-16:00 – 9 March

Room 9 - 02-L2-031 | Convention Center

Writing is an area that poses difficulties to many learners in the UAE. Students frequently struggle with spelling and punctuation and as a consequence, teaching writing is mostly limited to facilitate the acquisition of the required handwriting format. Also some teachers believe that writing is a support skill and therefore acquiring the mechanics often becomes the ultimate goal of teaching writing.

The aim of this workshop is to explore ways of teaching writing which differ from the conservative approach and focuses on the blending of product and process approaches and on principles which help teachers decide when and how to use them. The workshop takes a hands-on approach, i.e. all exercises will be demonstrated with teachers being the participants. As a rule, none of the exercises require lengthy preparation and all of them can be utilized at multiple levels. By the end of the session teachers will have experimented with a number of techniques that they can later use in their classrooms

226 - Letting the classroom loose: Utilizing Seppo online platform

Jenifah Abu-Hassan | Jessica March

10:30-11:30 – 10 March

Multipurpose Hall 2 - 02-L2-033 - | Convention Center

Seppo is a student and teacher friendly tool from Finland that motivates and supports both teachers and students in a fun and interactive way. Students work not only on team-building, but utilize problem-solving skills to complete tasks via mobile phones. Teachers are able to enliven lessons by getting the students to explore outside of class, and simultaneously give real-time feedback from the classroom (or from any other venues).

In this workshop, presenters will first demonstrate how the online platform is used as a flipped learning tool. Presenters will show examples of how this online tool was used in their program (for orientation and field trips) and classes (for learner motivation outside the class).

The audience, assuming the roles of students, will be asked to complete a set of tasks. They will be put into teams and given time to experience this platform first hand. Finally, the audience will be invited to generate tasks via Seppo. Presenters will guide them in this process.

227 - Language Showering and Pronunciation Development**Virpi Bursiewicz****15:00-15:30 – 9 March****F-GF-026 | F Wing**

Obtaining a strong foundation for the acquisition of target language sounds as a young learner may have a significant impact on later pronunciation development and language learning success in Finland. However, foreign language education in the public schools has not conventionally begun until the third grade. Since 2004, the National Core Curriculum for Basic Education has included provision for an earlier start, but few schools have offered any foreign language tuition during the first two years of elementary school. In the new 2014 curriculum, the option to study a foreign language starting from the first grade is promoted, and some public schools have been given additional funding for language education. Language showering is a method included in the foreign language curricula in Finland as a way to introduce language learning in the first and second grade. It involves exposing children to a limited daily use of a foreign language. The presentation introduces a study on a classroom trial of English language showering in an elementary school in Finland. The preliminary results show whether a low-immersion technique such as language showering has an effect on the pronunciation development of English sound segments for Finnish students.

228 - Stimulate an engaging and dynamic MOOCs in Humanities courses**Sahar Al-Keshwan****16:30-17:00 – 8 March****Room 9 - 02-L2-031 | Convention Center**

There are several studies of why students drop out of online courses, particularly humanities courses. This includes demographic and psychological reasons and the design of online classes. Many educators try to analyze the reasons and find solutions to create a successful environment for online courses to boost retention rates. This research, however, argues that instead of relying only on developing the design of MOOCs, educators should consider building a democratic community where students are able to express their thoughts and develop their critical thinking skills. To achieve this, educators need to develop context (according to Freire) of MOOCs and understand culture, linguistic patterns, and lifestyle of students. Most importantly, educators have to consider that many students are coming from post-totalitarian systems and marginalized communities when designing their MOOCs. As Freire discussed that educators need to understand reality before they can encourage students to change their reality. Changing the design of the course is not the solution for students' dropout. Other pedagogical concepts need to be considered. This project gives more importance to educators than technologies. It also shows a different perspective and analysis for students and their reasons to dropout while offering solutions for this issue.

229 - Kaizena: Writing Feedback Made Simple**Shorouk Hanafyname****11:30-12:00 – 9 March****Room 5 - 02-L2-020 | Convention Center**

College Writing Instructors find themselves going through multiple drafts of essay assignments for which they need to provide students with feedback. Instructor feedback could either be in the form of written comments, paper and pencil format or online, or oral comments during one-on-one conferences with students. As supported by research and personal experience, students prefer feedback given through conferences as they better understand the comments provided and find the interaction with the instructor useful and more personal. Nevertheless, conducting conferences can be very time consuming and hectic for instructors in terms of scheduling logistics and restrictive for students in terms of timing and slot availability. Kaizena helps in solving this issue through an online platform with a downloadable free app, that enables instructors to provide audio and written feedback on student work as well as links to different skill lessons. The workshop demonstrates how to make use of Kaizena to reduce the time taken to provide feedback on drafts, give better quality feedback, and provide extra help by including links to extra material addressing specific skills.

230 - Credibility and Authenticity: What adult students value in Teachers**Damien Carberry****11:00-11:30 – 9 March****Room 7 - 02-L2-022 | Convention Center**

The classroom or lecture theatre of an educational institution is a dynamic place. It's a space where individual personalities converge with specific purposes in mind. As educators, we prepare our material, organize our schemes of work, deliver our information, design our assessment criteria and outline what we expect from the students. But what do students expect of us, the educators? Based on the insights of renowned adult educator Stephen D. Brookfield, this presentation will outline and discuss some of the main qualities that adult students value in their educators, the concepts of credibility and authenticity.

232 - التعلّم الذاتي لمهارات اللغة العربية

Ahlam Zahawi

12:00-12:30 – 9 March

Room 7 - 02-L2-022 | Convention Center

إن التطبيق العملي للأنشطة يتيح للطلاب التدرب على المهارات الأربعة مع التركيز على مهارتي القراءة والكتابة التي سوف تتكرر تلقائياً دون إجباره تنفيذ مهارة معينة تصيبه بالتذمر والملل. كما تتميز بكونها فرصة للخلق والإبداع فالطالب في كل الأحوال يكتب استنتاجاً أو نقداً أو تحليلاً أو يقدم تقريراً أو عرضاً عن خطوات العمل والتنفيذ التي تتيح له فرصة التعبير الذاتي؛ لأنه يكتب عن نتاج مبتكر.

يمكن أن تكون تلك التطبيقات بصورة حلقة عمل، منتدى اقتصادي، أو مؤتمر صحفي تنفذ وفق مبدأ العمل الجماعي ينتهي - مثلاً - بتقديم (منشور) يستفيد منه الآخرون، ويمكن أن يكون بصورة مجلس وطني مصغر، أو مناظرة أو حلقة نقاش، يرسم مساراً مغايراً لتعلم مهارات العربية، يبعد عنه الرتابة، كما يمكن أن تقام بالتنسيق بين شعبتين، وقد طُبّق كل ذلك في التخصصات للسنة العاشرة.

يمكن أن تفضي المبادرة إلى أفكار جديدة ومبتكرة إن استراتيجية التعلم عالم خاص بالمتعلم يستطيع أن يرسم لنفسه من خلالها استراتيجيات متعددة تتوافق وميوله الثقافية والمعرفية؛ لذلك تهدف المبادرة إلى جعل الطالب الركيزة التي يجب الاستناد إليها في عملية التعليم في عصر تتجه فيه كل الجهود نحو حرية التعلم وخصوصيتها بالنسبة إلى المتعلم.

234 - Investigating EFL Teachers' Use of Differentiated Instruction in Teaching English

Halah Alamairi

10:00-11:00 – 10 March

Poster Sessions (2nd Floor Convention Center)

The study aimed to determine differentiated strategies that are available and appropriate for use in secondary grade to find out to what extent EFL teachers use differentiated instruction, determine any statistical relationship (at 0.05) between EFL teachers' use of differentiated instruction strategies and their experience duration. The purpose of this study was to reveal which differentiated instruction strategy is most commonly used by English teachers. The study followed a descriptive approach and its sample consisted of fifty EFL teachers. The researcher developed a list of 19 differentiated instruction strategies based on EFL jury. Based on it, the researcher developed an observation form to collect the required data needed to answer the research question. The collected data were analyzed by appropriate statistical methods using Statistical (SPSS). The results of the study revealed that EFL teachers' use of differentiated instruction strategies could be described as medium with mean (1.75) and standard deviation (0.586). Pearson correlation coefficient revealed that there is a statistical significant relationship at level of significance (0.05) between EFL teachers' use of differentiated instruction strategies and experience duration. Regarding the most common used strategy, results revealed the strategy compacting was ranked first with a mean (2.02) and standard deviation (0.819).

235 - Using Quizlet: Live to Learn and Recycle Vocabulary

Melanie Gobert

15:00-15:30 – 9 March

F-GF-008 | F Wing

Teachers often teach vocabulary only as a pre-reading task in standard ESL/EFL methodology with perhaps a crossword puzzle or gap fill for reinforcement at the end. Yet, research has shown that vocabulary needs to be recycled 7-10 times before it is acquired (Nation, 2013). Quizlet is a great online tool for introducing, learning, and recycling vocabulary, but Quizlet Live makes it fun. It is an interactive, team game played online that takes vocabulary learning to a whole new level.

237 - Continuous professional development opportunities for teachers in a private school

Rabail Qayyum

10:30-11:00 – 10 March

F-GF-005 | F Wing

This paper looks at continuous professional development (CPD) opportunities offered to teachers vis-à-vis improving the teaching-learning practices. For in-service teachers, this goal of constant learning is accomplished through CPD. The author provides an account of an inquiry into the CPD opportunities provided to teachers in a private school in Karachi. The data collection tools involved semi-structured interviews with selected teachers. The qualitative data gathered was then coded to identify themes. The findings of the inquiry showed that the school was heavily reliant on the training model of CPD. This is not surprising for, in Pakistan, professional development is often thought to be a synonym of training. CPD is a multidimensional and complex process, which cannot be achieved through one model alone. The paper goes on to identify some deficiencies in the current model and then suggests some of the ways in which the deficiencies could be met.

238 - English Language and ELT Changing Scenes**Abdelrahman Salih & Ibrahim Holi****11:00-11:30 – 9 March**
F-GF-034 | F Wing

The history of English Language Teaching (ELT) has shown that this fast growing field is facing unprecedented challenges posed by the recent developments in the status of the English language as a world's leading language and the eventual change in the linguistic landscape. This paper provides an opportunity to examine the impact of the phenomenal spread of English in recent years and its eventual dominance in the international arena as seen in the practice of English Language Teaching (ELT) and learning, particularly in English as a Second Language (ESL)/English as Foreign Language (EFL) contexts. The paper reports the implications of the recent growth of English for crucial ELT practices and areas such as learner identity, code selection in classroom, teaching methods, syllabus design and material development. It draws on issues pertaining to English as a lingua franca theory in an attempt to address this debatable topic and consider the necessity of taking into consideration the emerging trends in ELT classrooms globally.

239 - Using Newsela to enhance reading comprehension**Clayton Young | Diana Johnston | Vaishali Samani****15:30-16:30 – 9 March**
F-GF-004 | F Wing

It is often difficult for teachers to find appropriate content that will engage students in the reading process. This is because of the complexities inherent in academic reading as well as problems associated with a lack of world knowledge. To overcome these barriers, Newsela is one possible answer. It is an online differentiated English language proficiency reading application. Each reading offers five lexile levels that simplify the article without changing the basic message. Newsela also enables teachers to quickly access a wide variety of current events articles that are relevant and engaging. At HCT, the General Studies and Foundations departments use Newsela for different purposes. In General Studies, Newsela is used by students to select texts as literature for their action research. In Foundations, Newsela helps expand student general knowledge as it develops vocabulary and reading skills. In this workshop, participants will sign up to a Newsela account and experience using Newsela in a simulated classroom setting.

240 - Assessment Literacy: Choosing the right test for you**David Booth****12:00-12:30 – 8 March**
Room 7 - 02-L2-022 | Convention Center

Teachers and school administrators are responsible for implementing a wide range of assessments in their work. Sometimes these are determined by local or even national decision makers and sometimes by school authorities and teachers themselves. At a local level teachers maybe consulted on the purpose of the assessment and have input into how it is delivered and how the test results are used.

This seminar will look at the key concerns which teachers need to consider either when questioning the types of assessment learners are asked to perform or when they are involved in the choosing of particular tests for their students. It will look at different groups of students and tests designed for different purpose. A checklist will be guide teachers so they can choose the right assessment for the context they are working in.

The session is practically based and gives teachers key insights into assessment theory and practice.

241 - The Prioritization of Verb Over Subject in Teaching the Sentence Structure**Muhammad Imran****10:30-11:00 – 10 March**
F-GF-008 | F Wing

The prior contribution of present study is its focus on verb rather than subject in commencing teaching sentence structure. This paper deals with a detailed analysis of stative and dynamic verbs and stipulates how the difference between subject and agent comes down to is, by projection on the part of either stative verb or dynamic verb. In Pakistan where more often than not, ELT practices in class rooms from grass root level to master's level look to grammar translation method, two theta roles i.e. subject and agent are conspicuous by their absence. Therefore, this paper reasons out their absence and the difficulty, in explaining the subject and agent, faced by the teaching staff members working in schools and colleges in the south southern part of Punjab, Pakistan. Finally, the study culminated that the teaching of verb prior to subject is sine qua non for teaching the sentence structure.

242 - Translanguaging in a Children's Literature Course for Future Teachers

Kay Gallagher

10:30-11:00 – 9 March

Multipurpose Hall 2 - 02-L2-033 - | Convention Center

This paper reports on an investigation into perceptions of translanguaging within a teacher preparation program for bilingual Arabic-English teachers at an English-medium university in the UAE. For the purposes of this paper, translanguaging simply means “the co-use of first and second languages” (Adamson & Coulson, 2015), and as such it can be viewed as a natural form of linguistic behaviour for bilingual speakers. Course participants were tasked with the creation of contemporary, localized story books that blended Arabic and English for young emergent bilingual Emirati children, as an assignment within a Children's Literature course in an Early Childhood Education program. Both languages were needed by the child readers to make sense of the storybooks.

The attitudes of the course participants towards this translanguaging creative writing task were investigated, along with the reactions of the young bilingual learners for whom the books were intended. Although the course participants produced engaging dual language texts, and although the books were well received by the young learners, many of the future teachers expressed concerns about the validity of translanguaging in such a way. The paper discusses the sociocultural, pedagogical and cross-linguistic issues raised by course participants as they developed their dual language texts.

244 - Supporting teachers, improving outcomes

Peter Lucantoni | Mansoor Almalki

11:00-11:30 – 10 March

F-GF-005 | F Wing

Our presentation will be in two parts, highlighting the link between teacher professional development and improved learner outcomes. In the first part, we will talk about the various Teacher Education and Professional Development programmes and awards that the University of Cambridge is able to offer, and how the range and breadth of these offerings has developed significantly in recent years. We will show that while some awards (for example CELTA and DELTA) are still highly sought after, other programmes such as online professional development courses and the Train the Trainer course are increasingly popular. In the second part, we will provide a case study, showing how a university in the Kingdom of Saudi Arabia has embraced professional development for its English language teachers and as a result has seen a positive impact on learner outcomes.

245 - ESL Vision 2020 = ESL ++

George Lapakaran Varghese

14:30-15:00 – 9 March

F-GF-013 | F Wing

Preparing youth and children for a world that doesn't yet exist is not an easy task for any teacher! There is a growing international movement focusing on the skills required for students to master in preparation for success in a rapidly changing, digital society and knowledge economy. These skills differ from traditional academic skills in that they are not primarily content based. Inter-personal skills, intra-personal skills, global citizenship, media and information literacy are some of the skills, abilities, and learning dispositions that have been identified as being required for success in 21st century society and workplaces by educators, business leaders, academics, and governmental agencies. These skills are crucial, but do not have curricula. Let's seize the initiative... My presentation is about ESL teachers and their pivotal role in spreading awareness about 21st century skills

- How (we) ESL professionals can play a leading role and how well-positioned we are to do it?
- Will demonstrate ways and means to accomplish this (also convince and motivate skeptics).
- How to seamlessly integrate discussion on these skills into our classroom practice?

Let's add value to our students, ourselves, and the ELT profession.

246 - “Englishing” the L1: Reconsidering the use of the mother tongue EFL classroom

Mario Moya

13:00-13:30 – 8 March

Room 5 - 02-L2-020 | Convention Center

A standing tradition in EFL has emphasised that for effective learning to take place, practices in the classroom should solely be conducted in the L2. Whilst such a position has been prevalent for a long time, a better understanding of their expertise in an L1, have motivated practitioners to reconsider traditional practices in favour of more inclusive and encompassing ones. This short-scale study focuses on a group of mature learners of EFL at an ab-initio level in compulsory education considering the ways in which they used their L1 to develop strategies to negotiate basic communication in English. This is what we refer to as 'englishing' or the successful use of the previous linguistic knowledge in L1 to solve communicative problems in English through the active use of metacognition. The study, therefore, re-interprets the contributions of the cognitive science in relation to language learning strategies. Given the scope of the study, although it is not possible to generalise results, the experience showed that the L1 becomes an effective tool that enables mature learners of English to transfer expertise between languages, whilst helping them to develop their learning autonomy through shared cognition as part of their language learning experience.

247 - The Center for English Proficiency: English Language Teaching with an Academic Focus

Ann Marie Simmonds | Sally Kondos | Jessica Saba, Anita Chehab

**10:00-11:00 – 9 March
Poster Sessions (2nd Floor Convention Center)**

This presentation highlights the Center for English Proficiency (CfEP) and its Intensive English Language Program (IELP) at the American University in Dubai. Since the majority of students enrolled in the program are seeking admission to the university, our focus is primarily academic, a feature that distinguishes the CfEP from other similar institutions. However, due to its intensity, our program also prepares students for standardized language test taking. While the program employs scaffolding that moves students from one level to another, many students are able to “test into” university level writing as a result of the intense focus on writing and critical thinking. Additionally, the academic focus coupled with the setting where classes are held allows students to have access to university facilities and staff, thus allowing them a period of initial adjustment to campus life. Our poster – and presence of CfEP instructional staff – will feature the program’s goals, levels of instruction, course descriptions, learning outcomes, and a method of assessment for each course.

248 - With Kahoot, MCQ quizzes will never be boring again!

Fatma Abdelrahman

**11:00-11:30 – 9 March
F-GF-005 | F Wing**

Using technology in ESL/EFL is no longer an option for teachers who want to engage their students in learning English. In such a fast-paced technological world, maintaining students’ motivation and engagement might sometimes be a challenge for ESL teachers. This session presents Kahoot!, an online tool that teachers can utilize in their ESL classes to create a more engaging teaching environment and enhance and facilitate students’ learning. ESL teachers can now create interactive MCQ quizzes to assess their students’ acquisition of vocabulary, grammar rules, reading and listening skills...etc. On the one hand, Kahoot allows students to use their cell phones/laptops to answer quizzes individually, in pairs, or in groups. On the other hand, the app helps teachers to customize their feedback to the students based on the answers they provide. Teachers can also use Kahoot to survey students, manage class discussions, or even assign homework. By creating a Kahoot account, ESL teachers can store all quizzes to be reused or modified for future classes. In addition, by means of a detailed Excel sheet, teachers can have access to students’ scores and get comprehensive data on each of the questions and distractors. With Kahoot, MCQ quizzes will never be boring again.

249 - Listening, questioning, and coaching techniques: A combination to lower students’ Threshold Concepts?

Johanna Horlings-plender

**11:30-12:00 – 10 March
F-GF-004 | F Wing**

Liminality, the interim stage between knowing and not knowing in the Threshold Concept is considered ‘troublesome’ for many students (Cousin, 2010). For lecturers to determine if students have passed this stage and “deep learning” (Marton and Säljö, 1976a, 1976b) has taken place in the classroom, reflective listening and concept questions which probe the students understanding of the material taught are necessary. The aim of this research was to get a better understanding of how a psychological coaching technique of concept questioning and reflective listening may help the lecturer to create a teaching environment in which ‘deep learning’ takes place, which in turn might help the students to progress past the liminality stage. The book: Coaching Psychology in Schools (Adams, 2016), with its three categories on questioning (open-ended, closed and steering questions), the Heart, ‘Head’ and ‘Step’ questions as well as Macro listening skills which are found in the Graydin handbook; The anatomy, Foundational Coaching course (2017) form the base for effective questioning and reflective listening. This was an Interpretive, qualitative, Action Research paper, of which questionnaires, recorded-transcribed- lessons and self-reflections were used to triangulate the outcomes.

251 - Reading: The Way Forward at a Critical Time

Michael McMurray | Amira Traish

**11:30-12:30 – 9 March
Room 6 - 02-L2-021 | Convention Center**

Over the last twenty-five years, volumes of literature that decry the decline of reading and that urge the inclusion of more, and more creative, reading instruction have been published. Such volumes are replete with catalogues of best practices that are familiar to virtually all teachers today. And yet, despite the best of intentions and considerable industry to this end, “Johnny” here in the new millennium is reading not only less but also less well than at any other time previously. This fact derives from innovative instructional approaches implemented over the last half-century. We propose in this workshop to demonstrate how reading instruction has gone awry, having given in to pressures to engage students and ensure student/consumer satisfaction. We will argue that whichever reading approach and whatever language-acquisition method are employed, grave miscalculations have been made in text design and content, instructional methodology, use of technology, use of research, assessment styles and instruments, and application of principles of engagement. Evidence is culled from student work, instructor survey responses, and current texts. In the workshop portion, we will guide attendees through authentic lessons and elicit suggestions that will hopefully contribute to more productive results and to more “real reading.”

252 - DIY Smartphone-Microscopes: Disrupting the 21st Century Classroom

Adam Arra | Mary Ashmead

14:30-15:30 – 9 March
F-GF-005 | F Wing

The purpose of this research project was to assist learners in creating their own hand held microscopes to foster the 4 C's of 21st century education (Schaffhauser, 2015). In our research, a now ubiquitous item, the smart phone, is affixed with a 12x30 mm acrylic lens using common office supplies. The simple augmentation fits to any mobile device equipped with a digital camera, and allows the user to record images in high resolution beyond the ability of the naked eye. What was mostly restricted to the laboratory in the 20th Century, can now be handheld in the 21st, opening the door on a new range of cross disciplinary pedagogical opportunities. The inherent media and sharing capabilities of mobile devices provide a platform for a paradigm shift as learners engage in their world.

253 - Audience Response Systems in Higher Education

Diana Johnston | Andrew Johnston

16:00-16:30 – 8 March
Room 9 - 02-L2-031 | Convention Center

Audience Response Systems (ARS) in higher education are applied by lecturers to gauge and evaluate students' comprehension of the materials in an effective and convenient way (Kay & LeSage, 2009). In this session we will demonstrate how ARS can be used to cater from five to several hundred students in one time. Furthermore, ARS is formal and informal feedback to lecturers. Socrative, Kahoot, Nearpod and Padlet are ARS tools that are easily accessed and set up. Questions and instructions are developed online prior to the activity. Students join in using the class code given by the lecturer in order to get involved in the activity. The purpose of using ARS in class is to encourage students to be more active and be independent learners by consolidating their understanding through interactive activities which stimulate and reinforce basic concepts to achieve the best learning results (Castillo-Manzano, 2016).

255 - Using Communication Boosters to Develop Students' Oral Skills

Sally Ali

11:00-11:30 – 9 March
F-GF-008 | F Wing

The idea of developing oral skills is a difficult but an important task to accomplish. Today, most students are expected to develop their oral skills to meet their educational needs because they must be actively involved in and outside the classroom. They need to exchange ideas, support their arguments, and give presentations. Students need guidance to communicate, so it is a good idea to introduce them to communication boosters or functions for everyday communication. You can teach them what to say if they want to get a job, go shopping, travel, praise others, say goodbye, encourage others, show appreciation and support, etc. We need to prepare them for the outside world where they will get jobs, discuss issues or simply communicate and express themselves in everyday conversations. This presentation provides various strategies for helping students develop their oral skills.

256 - Experiences from Academic Language and Literacy Support among undergraduates at Zayed University

Robert Turner | Malin Garemo | Myrelle D'Abreu
Sharon Kelly | Amal Elamin | Ludmilla Scott | Zainab Taha

12:00-12:30 – 9 March
Room 9 - 02-L2-031 | Convention Center

Zayed University (ZU) is an unusual EMI environment where the majority of students pursue their degree programs in English despite having considerably lower language proficiency than comparable programs in Europe and America. The aim was to assess attitude and language gains after the implementation of English language support in the Public-Health-Nutrition- program at ZU. Academic-language-literacy- support (ALL) was provided throughout four courses in PHN for a full semester. Language instructors worked with college faculty to provide students with mixed interventions including out of class tutorials, short workshops and team teaching, primarily focusing on reading and writing. The findings suggest strong positive perceptions of learning both from college staff and students, with 69% of students expressing that the support had been very/useful. Faculty were also positive noting that a focus on collaboration between language specialists and content specialists in terms of approach to content, scaffolding and reading strategies was needed for success. The findings indicate that a majority of students are positive to ALL, indicate that there is a need for long term ALL intervention studies to evaluate its effect on learning and language acquisition and its potential impact on the overall academic experience.

257 - Female ESP Postgraduates' Acceptance of Virtual Reality Learning: Aye or Nay**Abeer Madini | Dalal Alshaikhi****12:00-12:30 – 10 March****Room 9 - 02-L2-031 | Convention Center**

The current study examined the views and attitudes of (N=20) postgraduates' after using virtual reality (VR) headsets to learn English for Specific Purpose (ESP) vocabulary. The study also explored factors affecting their perception. A mixed method approach was used to collect the data. First, initial focus group interviews were conducted with some students to explore their opinions. To assess whether other participants share the same views, a follow up online questionnaire was adopted and adapted, afterward, based on themes emerged from the literature review and the focus group interviews thematic analysis. The results concluded that students were enthusiastic about using VR as an instruction tool in their ESP classrooms. They also suggested integrating it in other courses. This study helps to bridge the gap in literature as few studies investigated Saudi female postgraduates' perception toward the use of VR headsets to learn ESP vocabulary. This study answers the calls of using immersive interactive VR in ESP environments to provide mock-ups of real-life experiences to compensate for the lack of authentic ESP learning.

259 - Using Fakebook in an EFL / ESL classroom**Mohammed Hamdoun****11:30-12:00 – 10 March****Room 9 - 02-L2-031 | Convention Center**

Abstract

Using Fakebook In An Esl / Efl Classroom

Mainstream education is now - and will be- strongly impacted by the use of the 21st century skills. It is therefore fundamental to use them in order to prepare learners for future workplace challenges. Fakebook, a "fake" Facebook-style page(s), is one example of these skills. It allows learners to create imaginary profile pages. It is a free, user-friendly tutorial for educational purposes with no membership required. Fakebook can foster students' creativity and critical thinking in an ESL / EFL classroom. It is a stimulating tool to immerse learners in constant practice and speed up their learning process. This presentation will showcase how to create, edit and publish a Fakebook profile and how to use its different features in an ESL / EFL classroom. It will also discuss how this tutorial can provide a collaborative environment for learners to develop their English-language skills.

Keywords: Fakebook – profile – websearch – editing – sharing – social networking – user-friendly tutorial – template

260 - Multimodality and ESL: A case study of aligning assessment with digital curriculum**Ahlem Tabib****16:30-17:00 – 8 March****Room 1 - 02-L2-023 | Convention Center**

I present an explanatory case study that investigated how a constructive alignment can be reached between assessment and Multimodal curriculum in an ESL program in post-secondary education. Study questions concerned the main reasons behind the misalignment and how to create a constructive alignment between assessment and multimodal digital curriculum. First, I discuss my theoretical framework and how I employed theoretical bricolage; the multimodality and multiliteracies framework and Assessment Theory elucidated data collected from semi-structured interviews and curriculum and assessment documents. The Actor Network Theory (ANT) was used to "follow the actors" which created an alignment/misalignment between Multimodal curriculum and assessment. Second, I will discuss results which indicated that accountability models aborted or partly mitigated the implementation of an aligned multimodal curriculum and assessment as language proficiency tests often deviated classroom practice from multimodality and multiliteracies framework. I elucidate how data also intimated assessment "for" learning, "while" learning and authentic assessment that maximize the learners' chances to demonstrate their understanding in different forms of representation. I illuminate how the study entertains implications for curriculum development, assessment design and teacher professional development.

261 - Authentic Videos in a Context of Explicitness in Teaching English Requests

Areej Alawad

11:00-11:30 – 10 March

Room 7 - 02-L2-022 | Convention Center

In this session I will present my research project. The study evaluated the effects of authentic videos on students' self-evaluation of their requesting ability, awareness of pragmalinguistic variations, and videos. Since requests are one of the most face-threatening acts, it is fundamental to raise foreign language students' metapragmatic awareness through explicit instruction with the assistance of a rich tool such as videos. Fifty-six matched female undergraduates were split into two groups: 29 in the video group and 27 in the non-video group. After a two-week classroom intervention of learning how to pragmalinguistically appropriately request in English, the two groups received a questionnaire enquiring about their requesting ability and their metapragmatic awareness. The students' self-evaluation reported in the questionnaire responses, for the most part, revealed hardly any significant difference. Nonetheless, the EG seemed to significantly outperform itself in its ability to think of how a native English speaker would respond, thus revealing that the EG had become more culturally sensitive. Although the results were inconclusive, the EG's heightened awareness in some areas point to the effectiveness of the use of videos in teaching/learning requesting. Further investigation is recommended over a longer period of time to test the effectiveness of this approach.

262 - Enact and Engage: Learn English through the Arts and on Stage

Alison Koushki

12:00-12:30 – 10 March

Room 7 - 02-L2-022 | Convention Center

Stories and novels are part of the curriculum in many English language programs because they enhance powers of imagination, analysis/synthesis, vocabulary, and grammar. However, teachers may lack strategies for effective engagement in literature, and students often miss out on their benefits. The presenter will show how English learners in Kuwait collaborate to engage in stories through acting and the arts. In this process, students hone all four language skills while at the same time enhancing the "Seven Cs" life skills: communication, creativity, critical thinking, collaboration, confidence, commitment, compromise, and camaraderie. Combining literature and drama adds up to a student-centered approach in which students enjoy learning English actively and creatively and use multiple intelligence to choose from the many roles available: script-writing, acting, backstage, costumes, make-up, sound-lights, reporter, advertising, usher, writer's corner, or stage managing. Workshop attendees will learn to facilitate student teams in performing songs,

stories, novels, and poems. For hands-on experience, attendees will engage with a selected page of a novel, create a script, cast roles, and enact it as a skit. By the end of the workshop, attendees will be able to lead their student teams in organizing stage productions and art displays which blend education and entertainment.

264 - EMI and UAE Bilingual Educational Policy in the Higher Education Institutions

Mohammad Amir Samimi

11:00-11:30 – 10 March

F-GF-015 | F Wing

The study researched the ramifications of the LPP in the higher education institutions in the UAE on the undergraduate students' linguistic repertoire and their academic achievement through the lens of linguistic ethnography. It is argued that the dominance of EMI in higher educational curricula hinders students' academic achievement and plays a significant role in the decline in learning L1 and marginalization of MSA. The bipartite linguistic ethnographic research has sought to examine the ramifications of the current EMI-centered LPP in academia, from a macroscopic perspective, and the students' linguistic repertoire and sociolinguistic dynamics of language use and practice, from a microscopic standpoint by synthesizing both their perceptions and their written discourse (multiliteracy practices). The findings of the study from questionnaires, bilingual essays, multiliteracy diaries, digital photographs of multiliteracy practices and semi-structured photo-elicited interviews indicated that the respondents consider the EMI-based instruction of content course as a deterrent factor towards their academic achievement and demanded an LPP reform and focus on bilingualism in the higher education institutions. Similarly, the collected data from three home/family, academic/educational and public/social domains of language use manifested the excessive dependence on translation of lexicon using bilingual dictionaries, and great reliance on writing annotations in L1.

267 - Helping Students Work Effectively in Diverse Groups

Lana Hiasat

15:00-15:30 – 9 March

F-GF-004 | F Wing

Many students never develop good teamwork skills during their years at college or university. These students are often unaware of how important effective collaborative work is to both their work and academic lives. They are also unaware of the online tools at their disposal or do not understand the expectations of academic and professional collaborative work. Blended learning teamwork assignments that require students to collaborate both in a face to face and online environment help students in a variety of ways: to function well in team settings as both leaders and followers, to respect diversity, to acquire effective communication skills, and to improve skills in using online tools for effective collaboration. In this session, the presenter will share best practices that can be used to create team work assignments that help students collaborate effectively in a blended learning approach.

268 - Collocation Learning Through Task-Based Language Teaching

Abdelbasset Jeddi

10:00-11:00 – 9 March

Poster Sessions (2nd Floor Convention Center)

One aspect of vocabulary knowledge is the knowledge of collocations. Despite the widely-reported benefits of mastering collocations, fewer studies have investigated the mechanisms of collocation teaching/learning. Although these studies reported potential benefits of collocation knowledge for second language learners (e.g., Boers & Lindstromberg, 2012; Boers et al., 2006; Durrant & Schmitt, 2010; Wood 2002) they did not provide detailed descriptions of the most effective instructional approaches according to which L2 learners might benefit from this knowledge. Using Nation's (2001) principles of noticing, retrieval and creative use, the current study investigated the effects of task-based activities on the short-term and long-term retention of collocations. Participants, 217 Emirati year-one engineering students, were randomly assigned to two control groups (N= 106) and two experimental groups (N= 111). The treatment consisted of exposing learners to collocations through task-based activities. A pre-test and post-test were used to measure students' short-term and long-term retention of the target FSs. The development of collocation knowledge over time was also analysed. The findings confirmed the effectiveness of task-based activities for the teaching/learning of collocations. These findings can have important implications for material designers, teachers, and educational policy makers when planning second language lexical instruction.

269 - Socrative and Quizizz: Using Mobile Platforms to Enhance Learning and Engagement

Brendan Tynan

11:00-11:30 – 10 March

F-GF-007 | F Wing

Socrative and Quizizz are two examples of the spread of mobile applications into the classroom, and the gamification of education. Understanding how students and instructors can take advantage of these applications is key to their successful integration in the classroom. This presentation will examine these two platforms from both student and instructor perspectives to gain a deeper understanding of the relative strengths of these tools over traditional procedures, the ability to rapidly identify problematic topics and give directed feedback for specific students or to the class as a whole. This presentation will also discuss some considerations that must be made to adopt these applications within the classroom successfully.

270 - Nurturing non-cognitive approaches to education in Higher Education in the UAE

Sinead Eccles | Deirdre McAllister

12:00-12:30 – 9 March

F-GF-015 | F Wing

This study will examine the notion of developing 'non-cognitive' traits in learners and integrating specific approaches into current education programmes in Higher Education within the UAE. In addition, the importance of this approach as a focus of professional development for educators will be examined. A central tenet of this approach is that the stimulation of motivational factors and recognition of personal growth must be understood to be as important as 'factual' learning. In recent years there has been an increasing awareness and understanding of the role of non-cognitive traits and how these can aid and support the educational experience for both the teacher and the student. The focus of non-cognitive factors as a learning strategy is directly linked to increased ability to manage emotions, attain greater self-awareness, reduce stress, resolve conflict, establish and maintain positive relationships, and set and attain personal targets and goals. This holistic approach to learning not only prepares students for ever changing working environments but provides the support to continue within higher education. The employment of curriculum embedded educational approaches targeting the social and emotional learning of students, as well as evidence that such methodologies directly correlate with significantly improved learner experiences are discussed.

272 - The pedagogical and sociological implications of English Medium Instruction: A research initiative**Sarah Hopkyns | Timothy Nicoll****11:00-11:30 – 10 March
F-GF-034 | F Wing**

The area of English Medium Instruction (EMI) has recently been identified as a research priority by The International Research Foundation (TIRF). Despite the fact that EMI is growing rapidly at all levels of education in many areas of the world, there is relatively little empirical research on the pedagogical and sociological implications of EMI on stakeholders. This presentation will provide an overview of the expanding phenomenon of EMI, before examining the context of EMI in higher education in the United Arab Emirates. With regard to the pedagogical implications of EMI, the gap between expectations and reality will be explored through current research. In this sense, while Emirati university students' generally hold positive attitudes towards English, they often struggle to learn content through EMI due to beginning their degrees with a level of English below the global standard needed for courses delivered in the language. The sociological effects of EMI on students' linguistic and cultural identities will also be explored, with a focus on how bilingual and bicultural identities are emerging. The presentation will stress the need for further research into the realities of EMI in the UAE, and will suggest useful pathways for exploration.

273 - A Place for Literature in Freshman Composition in Afghanistan**Walter Rudolph****15:00-15:30 – 10 March
Room 5 - 02-L2-020 | Convention Center**

In a 1993 College English article, published by the NCTE, titled "A Place for Literature in Freshman Composition," Gary Tate voices the still controversial argument today: Should literature be used in composition classrooms? He suggests that "rhetoric replaced literature" and that "we have not only lost traditional, imaginative texts but also imaginative texts by students and young writers." Moreover, "composition courses have become service courses that enhance and implement writing skills across disciplines and prepare students for academic discourse." At the American University of Afghanistan in Fall semester 2017, I taught freshman student composition offering a range of literary texts to engage Afghan EFL students with close reading of texts to foster imaginative group discussion-based critical thinking activities and teach rhetorical genre writing strategies and citation. The overall student evaluations of the course were positive in terms of learning new content, thinking imaginatively "outside-the-box," writing in rhetorical genres for academic purposes, avoiding plagiarism, and citing primary and secondary sources. In brief, literary imaginative texts can be integrated into freshman composition at the American University of Afghanistan and other universities without losing the purpose of preparing students to think critically and write rhetorically for general academic discourse in their disciplines.



274 - Collaborative note-taking: Is it worth the effort?**Jennifer Benaggoun****12:30-13:00 – 8 March****Room 8 - 02-L2-030 | Convention Center**

For group-oriented cultures, such as those found in the MENA region, collaborative note-taking may be a natural extension of learning. Each member of the group takes notes on a pre-determined subtopic of the lecture, and then shares that information with the rest of the group via a document uploaded into the cloud. This sounds brilliant. Unfortunately, there are inherent problems with collaborative note-taking that may not be easily overcome, especially by L2 learners. Educators around the world agree that technology should be incorporated in language classrooms, but at what point should we reconsider technological tools, such as online collaborative note-taking? The presenter will discuss both sides of the collaborative note-taking coin, so you can decide if this method of learning will benefit your students or if it's simply a waste of time.

275 - Shifting Paradigm of Classroom Teaching: A Perspective**Sandip Sarkar****10:30-11:00 – 9 March****F-GF-003 | F Wing**

Even a decade ago chalk and talk method was considered to be the only tool available to a faculty to impart classroom teaching. With the rise of “prosumer” driven society, this pedagogic concept took a backstage making space for Heideggerian “life-world”, rather than the theoretical abstraction of fixed time lecture. Teaching is a result of interaction between one or more individuals. It does not necessarily require scheduled framework of classroom or blind folded rigid syllabi. It is more of an open ended avenue and can be acquired from various sources. The rapid increase of “indust-reality”, “glocalization” have turned the globe into Friedman’s “flat world”. Now competition is not amongst “haves and have nots” rather it’s between two camps of the same origin – who is more ace than other. Hence, educational institutions vying for excellence in academia are increasingly relying on ICT, web 2.0. Some critics point out the lacuna of excessive digitalization which poses a threat to academia at large, but still “coming community” – the denizen of virtual world has to depend on this. Through this paper the researcher would like to focus how traditional pedagogy has given birth to performative(s) to meet the demand of time.

276 - Investigating bi/multiliterate repertoires and academic biliteracies at the American University of Afghanistan**Christopher Henderson****15:30-16:00 – 9 March****Multipurpose Hall 2 - 02-L2-033 - | Convention Center**

This paper explores the influences on the biliterate repertoires, particularly the academic biliteracies, of bi/multiliterate student participants who were involved in a broader text oriented ethnographic study of student and faculty literacy practices in and around the production and reception of written assignments in content classes at the American University of Afghanistan (AUAF). In literacy history interviews, the participants indicated bi/multilingualism and oral proficiency in their ‘language(s) of inheritance’. However, they also expressed lack of facility with reproducing the academic ‘essayist literacies’ implicit in many writing assignments at AUAF in any language other than English. To investigate this unequal academic biliteracy in the participants’ biliterate repertoires, this paper extends on the literacies as social practices perspectives which underpin the mentioned text oriented ethnography, drawing on analytical lenses from Hornberger’s ‘continua of biliteracy’ framework; Rampton’s reframing of bilingual/biliterate repertoires in terms of ‘expertise, affiliation and inheritance’; and Bourdieu’s critical social theory. The paper suggests that while participants point to deficiencies in literacies development in local languages in Afghanistan’s education systems, the dominance of English in the global business and academic linguistic marketplaces, embodied in institutions like AUAF, also significantly shapes their academic and other bi/multiliterate practices and repertoires.

277 - Concepts for the CLIL EFL Classroom
Roberto Rabbini
11:00-11:30 – 10 March
Room 2 - 02-L2-024 | Convention Center

In view of the tremendous amount of information available from various digital avenues, it is essential for teachers to lead students to develop critical thinking skills and discernment. The presenter shares cutting edge research from the fields of education and motivation, which has the potential to empower people to achieve their goals, linguistic or otherwise. First, the concept of “the Four Steps to Learning” from unconscious incompetence through to unconscious competence is described. These steps are a key element in the process of absorbing any new information or data and are foundational for both students and teachers alike. Another concept that will be examined is the “Teachability Index,” which enables learners to evaluate their level of motivation. This motivational element underscores the adage that if you want things in your life to change, you have to change things in your life. Finally, a brief overview of CLIL material is given that if adopted in classrooms, could possibly aid students with their discernment skills as well as empower them. By fostering in learners the necessary skills for fluent communication, the positive implications are self-evident.

278 - Integrating Mobile Technology in the Classroom
Ferhana Thagia
12:00-12:30 – 9 March
F-GF-006 | F Wing

As language teachers are increasingly expected to incorporate technology in their classroom teaching. This workshop will explore a number of mobile device based tasks and activities, which can not only enhance our learners’ English language skills, but can also help develop mobile literacy. BYOD (bring your own device).

Mobile learning is not only effective but it is also flexible; as it can overcome restrictions of time and space, this enables learners to study whenever and wherever. With new developments in smart phone functions and features, teachers can now realize the instructional potential of these devices in the classroom. The workshop will show how to explore mobile device based tasks and activities that not only enhance our learners’ English language skills, but also help develop mobile literacy. This session is intended for teachers who currently do not make use of mobile technology in their classrooms, but would now like to do so. Participants will learn about using free internet based resources for mobile devices and get to try “real time” sessions using various mobile applications. They will go away with practical ideas for engaging, assessing, interacting and personalizing their classrooms for students by utilizing mobile devices.

279 - Guided Discovery: Practical Implications for EFL Teachers
Ahmed Ali Saleh Al Ajminame
11:00-11:30 – 10 March
F-GF-008 | F Wing

It is of utmost importance for EFL teachers to give their students the chance to take an active role in language lessons. Guided discovery is an effective example of a lesson which encourages teachers to practically involve their students in the language lesson. It involves building new language input on what students already know from previous classes. It uses hints, cues and questions to make students think about the target language item being taught and work out rules and structures. This workshop is an attempt to provide EFL teachers with practical implications about guided discovery which, in turn, they are expected to apply in their teaching contexts. At the outset, a brief background on guided discovery will be presented. Then, the audience will observe a model lesson which demonstrates the use of guided discovery in teaching present simple and present continuous. Later, they will be highly involved in preparing a lesson based on guided discovery. The audience will be encouraged to share their views and experiences and questions about guided discovery. They will be provided with a handout which can serve as a useful reference to help them prepare a language lesson based on guided discovery.

280 - Model for the factors influencing adult learners’ technology use in language learning
Sahar Alzahrani | Azza Alomari | Nadia Jaramillo
12:30-13:00 – 8 March
Room 9 - 02-L2-031 | Convention Center

This study is set out to explore the potential factors that influence learners’ use of technology for language learning in higher education and it builds upon a review of the literature as well as the authors’ experiences in teaching English language in higher education using technology. These factors form the underlying components of our proposed model - The D.P.S.E. Model. The name of this model comes from the integration of four major variables which the literature revealed to be influential in encouraging or constraining learners’ technology use in language learning, i.e. demographical, psychological, social, and environmental. This study aims to contribute a model to enhance our understanding of the factors that might influence learners’ decision to use technology in their language learning. We encourage educators and stakeholders to consider the components of this model in order to support language learners in their decisions to use technology effectively in their language learning in higher education. The authors aim to carry out an empirical confirmatory follow-up study in order to test whether these components fit together as parts of the model.

281 - Getting Students to Speak Meaningfully**Mohamed El Zamil****12:00-12:30 – 10 March****F-GF-007 | F Wing**

Speaking is productive skill in the oral mode. Like the other skills, it is more complicated than it seems at first and involves more than just pronouncing words. When it comes to getting your EFL students, especially the unmotivated ones, to speak English in a meaningful and structured way, the work needed is arduous and time-consuming. This session aims at sharing a host of interesting speaking activities that can be employed in the EFL classroom with all levels of students. Most of the activities are research-based and have been tried out in EFL contexts. By the end of the session, participants will leave the room with a comprehensive set of activities, strategies and tricks to help deal with even the most uncommunicative and recalcitrant of students.

283 - Disruptive Technology: Should technology be used in classroom?**Georgios Kormpas****12:00-12:30 9 March****F-GF-003 | F Wing**

A lot has been discussed and promoted by technology gurus that technology can help and facilitate learning in this millennium (Thomas et al, 2017). Many teachers tend to adopt new technologies that are introduced to them based on certain books or part of a conference or workshop. Sometimes they work and others tend to be a burden and add extra time to the teacher's busy schedule. Do all teachers have the time and the proper training to use all these new technologies? Does technology really help in the language classroom? Does it make the teachers life easier or does it disrupt more than it helps? What do the notions of disruptive technologies and disruptive innovation bring to the classroom? Christensen (1997) discusses sustainable and disruptive technologies and how they affect the students and the teachers using them. The presenter is going to go through the theoretical background of both disruptive technology, as well as, disruptive innovation and their practical implementation and use in today's classroom.

284 - From Teacher to Writing Consultant: Practicing the Rule of Three**Ryan Mcdonald | Hannah Murtagh****14:30-15:30 – 9 March****Room 7 - 02-L2-022 | Convention Center**

In the changing landscape of EFL instruction in the Middle East, teachers are often called upon to do tasks not traditionally associated with classroom instruction. Increasingly, teachers are asked to work as writing center consultants, literacy instructors, and one-on-one tutors. This creates a challenge, as in the classroom a teacher sets an agenda, anticipates the needs of a student, and extends activities as necessary; however, writing consultants must prioritize and condense feedback into meaningful, manageable 30-minute chunks. This workshop is designed to address teaching challenges associated with 1 to 1 tutoring and provide some solutions to consider.

Teachers who would benefit most from this workshop are those who have been asked to work in a writing center, currently participate in writing tutorials with students, or are interested in writing conferencing. Discussion will focus on limiting sessions to three items or less, prioritizing errors rather than mistakes, and re-balancing instruction so the tutee is more engaged and productive.

285 - Critical Thinking Activities for the EFL Classroom**Mohamed El Zamil****12:00-12:30 – 9 March****F-GF-027 | F Wing**

In recent years, the term critical thinking has gradually crept into the jargon of ELT teachers. The skill of critical thinking is increasingly referred to in materials and classroom activities designed for learners on general English courses at adult and secondary level. In their highly-praised book 21st Century Skills, Bernie Trilling and Charles Fadel include critical thinking as one of the five key skills that learners should develop in the 21st century. This session will demonstrate how to introduce critical thinking in the EFL classroom. The presenter will share a handful of practical activities and strategies that can help EFL students enhance their critical thinking abilities.

286 - Teaching grammar through imagery and metaphor

Leandri Kleinhans

13:00-13:30 – 8 March

Room 3 - 02-L2-025 | Convention Center

In his influential work “Concept, image, and symbol: the cognitive basis of grammar”, Langacker suggests that we ought to treat grammar in much the same way as we do lexis, i.e. as symbolic units linked to concepts. This presentation will explore what this means for language teachers. It will be argued that Langacker’s insight opens up the possibility that teachers ought to move away from rule-based approaches when introducing students to new grammatical structures, in favour of methods that rely heavily on the use of both imagery and metaphor. Some examples from lessons taught by the presenter will be shared to illustrate how Langacker’s theory can inform practical methods and strategies used in the EFL classroom to familiarize students with new grammatical structures. Observations will also be made regarding the effectiveness of these methods, especially when it comes to improving the fluency and accuracy of students’ initial attempts to use newly-acquired structures.

287 - Verb production assessment test for Emirati Arabic children

**Alexandra Marquis | Akeela Fatheen Abdul Gafoor
| Wadha Ayed Alotaibi | Al Yazia Mohammad Al
Mansouri**

11:30-12:00 – 10 March

Room 1 - 02-L2-023 | Convention Center

The aims of the current study were to develop an assessment tool for verb production in Emirati Arabic and to investigate whether templatic root forms and subject gender agreement of Arabic verbs pose problems for children. Past tense productions were elicited in 43 typically developing Emirati Arabic children (10 F, 33 M) aged 6 years ($M = 6;7$, $SD = .35$). The stimuli were 24 Arabic verbs: 10 biconsonantal template roots (e.g., طال / $t\text{ʔ}aaħ$ / ‘fall’) and 14 triconsonantal template roots (e.g., رفع / $raf\text{ʔ}\text{ʔ}$ / ‘raise’), half of which agreed with feminine subjects and the other half with masculine subjects. Children’s productions were elicited using a virtual book presented on an iPad (see Figure 1). Participants’ answers were audio recorded then transcribed by a trained research assistant. Preliminary analyses reveal a significant effect of template root form $t(1, 42) = 3.056$, $p = .004$ and a near significant effect of subject agreement $t(1, 42) = 1.953$, $p = .058$. Non-parametric analyses on the frequency of error response types should highlight production strategies used by children and further inform us about whether children’s acquisition of verb templates in Arabic. Additional research is currently being conducted to verify whether the current results are representative.

288 - Doing ELT Differently: Promoting Significant Learning for Survival in 21st Century

Hashil Al-Saadi

16:00-16:30 – 8 March

Room 6 - 02-L2-021 | Convention Center

It has become increasingly crucial for learners to be able to think, act and learn effectively and autonomously in order to survive in today’s changing and challenging world. Therefore, learning needs to be significantly effective. This necessarily warrants us as practitioners to rethink our actions and reactions and decisions, which are inevitably shaped by the type of beliefs and assumptions we hold about teaching, learning, our learners as well as about ourselves as individuals. While such long-held beliefs might not necessarily be well founded, they do influence practice and the outcome of such practices. Drawing on my recent research on learner autonomy and using the “iceberg” metaphor, participants will be encouraged to critically reflect of their current practices where attention will be shifted to focus on learning (rather than teaching) as a personal, unobservable, complex and multi-dimensional process which can no longer be viewed as a direct result of teaching. Upon this, the concept of “Significant Learning” will be introduced as an alternative model of learning to the commonly used “Bloom taxonomy”. Participants will finally use the new model to reflect on their existing beliefs and practices, and prepare their individual action plans for better and more effective learning outcomes.

292 - Teaching English to “English” Speakers?: The Case of Caribbean English Creole Students

Ann Marie Simmonds

16:00-16:30 – 8 March

Room 5 - 02-L2-020 | Convention Center

The linguistic situation of the Caribbean is rooted in a history of slavery, indentured servitude and migration. It is this final characteristic, the movement of Caribbean peoples, that has affected and continues to influence how immigrants from English speaking Caribbean islands interact with “Standard English” both within and outside a Caribbean context. On one hand, as speakers of Caribbean English Creoles, they live in societies where English is the official language. Yet, on the other hand, when they migrate to countries such as the United States of America, they often find themselves enrolled in English as a Second Language (ESL) classes, a problematic assignment to say the least. This presentation looks at the interaction of Caribbean English Creoles with “Standard English”. Specifically, it examines and critiques the pedagogical strategies which language teachers in both the Caribbean and United States have adapted to meet the needs of this “unique” set of English language learners. It seeks to answer the primary question: What pedagogical approaches have English language teachers used in their classrooms when dealing with students who speak Caribbean English Creoles and to what extent have they proven effective or ineffective?

293 - What motivates high school students in the UAE to learn Japanese?

Atsuko Yamashita

15:00-15:30 – 9 March
F-GF-033 | F Wing

The Applied Technology High School's boys and girls campuses in Abu Dhabi have been offering a Japanese language program since September 2011. The program was founded by the Cosmo Energy Group, a Japanese oil company, that responded to a request from the UAE government regarding youth educational support. The Japanese language course is an extracurricular activity for students from Grade 9 to Grade 12. At the beginning of the course, 20 students are selected after completing a diagnostic exam. Most of the students do not have a specific language target and rarely speak Japanese in their everyday lives. However, they exhibit high motivation to learn the language and culture. Some students who have finished this course do continue their academic studies in Japan. This particular study gathers information via responses taken from questionnaires answered by the students attending the Japanese course. Responses regarding student motivation to remain in the 3-year course are analyzed in order to improve the program.

294 - Teaching vs. Research

Nagakala Gopalkrishna

11:30-12:00 – 10 March
Room 3 - 02-L2-025 | Convention Center

“The dream begins, most of the time, with a teacher who believes in you, who tugs and pushes and leads you on to the next plateau, sometimes poking you with a sharp stick called truth” (Dan Rather). This session focuses on Classroom-Based Research (CBR) and Research-Based Teaching (RBT). Predominantly, classroom-based research is also known as “Teacher Action Research”. This is a practical type of research which allows educators improve the standards of their learners. The focal point of “Action Research” is on improving the students’ learning. Furthermore, it focuses on helping teachers develop their technical research skills. Research-based teaching is to use the findings from action research to make decisions about what to teach the learners. This paper discusses how classroom-based research does not refer to a specific methodology or topic so much as it refers to a way of thinking. The goal is to collect data and analyze and present the visible evidence of students’ learning.

295 - Online extensive reading: The pros and cons

Paul Goldberg

16:00-17:00 – 8 March
Room 4 - 02-L2-019 | Convention Center

With the recent advent of online reading resources such as Xreading, ER-Central, and digital libraries by various publishers such as Oxford University Press, online extensive reading is becoming more and more common. This is a positive development because online extensive reading can provide many benefits for second language learners. The primary benefit is that students can easily get access to graded content. Students only need to have a computer or mobile device, which are now ubiquitous. Other benefits on an online system include access to resources such as audio narrations, quizzes, activities, and book ratings. Additionally, compared to print books, digital options tend to be significantly less expensive. For these reasons, educators often feel that an online library is the ideal solution for their extensive reading program. However, online extensive reading does not fit all situations. The degree of its success is determined by numerous factors such as how it is introduced to students and how it is integrated into a class or program. In this workshop, the presenter who developed an online extensive reading system, will explain, using qualitative and quantitative feedback from teachers and students, why a digital option may or may not be appropriate in different situations.

296 - Developing a readability scale for graded readers

Paul Goldberg

10:30-11:00 – 9 March
Room 4 - 02-L2-019 | Convention Center

By their very definition, graded readers are divided into gradations of difficulty. This is done by the publishers, which typically “grade” their books by the number of headwords in the book. However, this system has limitations because each publisher self-reports the number of headwords of their books based on their own proprietary list of headwords. There is no uniformity between publishers, and thus the validity is compromised. Further compounding this problem, each publisher uses a different number of levels. To create a degree of standardization, several universal level systems that peg books to a certain level, irrespective of the publisher, have been created. The limitation of these is that they are based on the number of headwords reported by the publisher, which may be significantly different from each other. To overcome these problems, the presenter is developing a tool to measure the readability of graded readers based on a number of factors in addition to headwords, such as the book’s lexical profile, the grammatical and syntactical structures used, and the complexity of the story. In this workshop, the presenter will explain the criteria being used to measure each factor, and how the appropriate weighting for each criterion is determined.

297 - Closing the Loop: Reflections from Alumni on Higher Order Thinking Skills (HOTS)

Muna Balfaqeeh, Asli Hassan

11:30-12:00 – 9 March

Room 7 - 02-L2-022 | Convention Center

Engineering education emphasizes the importance of Higher Order Thinking Skills (HOTS) as a core element of academic and professional success in higher education and work placement. Despite the fact that these skills are developed and assessed during the academic journey, further development and application of these skills are not measured nor assessed in the workplace. Recent graduates and those with more than 5 years of experience have been selected for this study in order to get a full spectrum of the target population. The aim of this presentation is to explore the understanding of the concept and use of HOTS in the workplace and identify some of the reasons that might be attributed to the gap. Suggested ways of closing the loop will be shared.

298 - A model for the enhancement of language learner autonomy in tertiary education

Sahar Alzahrani

11:00-11:30 – 10 March

Room 4 - 02-L2-019 | Convention Center

This study reports on an action research to enhance language learner autonomy (LLA) of Saudi medical students at tertiary level in a blended course. It is part of a larger research project investigating the assessment of the LLA improvement after the intervention and proposed a measurement scale. The current study proposes a model for the enhancement of LLA in the 21st century using Little's (1999; 2000) model and expanding it using Schwienhorst's (2008) suggestion. A learner training was designed to enhance learners' metacognitive knowledge, skills, and competences in language learning. Language learning strategies were tailored in a task-based format. The supplementary component of the blend was used in an experiment with on- and off-line treatment groups to test the impact of technology on the enhancement. Since LLA is a combination of observable and non-observable behaviours, a case study was then carried out to further explore the way improvement in LLA was taking place through the learner voice and metacognition (process) besides the gained tests scores (product) as. Findings show that technology is effective in making a difference in individuals' LLA capacities mainly confidence, reflection, planning, and learning management, but training is more important for the development of LLA.

301 - Finding Harmony with E-Resources: Are Your Favorites Their Headaches?

Toni McLaughlan | Corne Lotter

15:30 – 16:00 – 8 March

Room 3 - 02-L2-025 | Convention Center

It is no secret that language instructors face pressure to integrate e-resources - Xreader, Read Theory, English Central, Quizlet, Showbie, Kahoot... the list is endless! However, research on the efficacy of technology in the language-learning classroom - especially with regard to the use of social media and online games, is minimal. How much do these resources help? Should they be incorporated into our valuable class time, or reserved for additional practice at home? Do students believe that technology in the classroom affects their focused engagement, and if so, positively or negatively? What kind of user registration is required, and what progress-monitoring is available? We ask precisely these questions while surveying students and instructors of the English language Foundations program across the Higher Colleges of Technology campuses in the UAE. Our research aims to identify e-resources that balance ease of accessibility, effectiveness, perceived value, and overall satisfaction on behalf of students and instructors alike. Presentation attendees can expect to walk away with a set of tools that are both user-friendly and constructive for all involved in the language-learning classroom.

303 - Get Out of the Class! Mobile Game Based Learning outside the Classroom

Helene Demirci | Leah Lane

16:00 – 17:00 – 8 March

Room 8 - 02-L2-030 | Convention Center

Engaging students in learning is becoming a serious concern due to the low value students place on traditional classroom activities. One way to refresh teaching and learning and involve students in meaningful activities in a collaborative manner is to incorporate mobile technology with game based learning beyond the confinement of the classroom. The session will describe how 'Seppo' an online collaborative game based mobile learning program can not only make learning fun, but also develop critical thinking skills and creativity. When playing the game students are challenged to solve problems through effective teamwork and discovery whilst receiving instantaneous feedback from the teacher. The independent learning tasks presented in the game also encourage students to become inquisitive academic risk takers which in turn increases student self-efficacy. The informative experiential workshop will showcase successful challenges students have been engaged in and provide a brief demonstration on how to set up a mobile game based learning challenge. The workshop will culminate in participants discovering the merits of the program for themselves in a "live" game.

304 - You Write and Your Students Read : A Win-Win for Time-Strapped Writers

Bjorn Candell

12:30 – 13:30 – 8 March

Room 4 - 02-L2-019 | Convention Center

Do you have a novel inside waiting to be written but you're too busy to write it? Why not start small and write for your students? Your language learners need to develop their reading skills and you want to develop your writing skills. This could be a real win-win situation. In this practical hand-on session, we will look at some ideas on how to create your own reading texts, incorporate vocabulary and grammar, as well as construct sensible comprehension questions. This session is particularly suited to language teachers who regularly have to change course books while at the same time follow a fairly stable vocabulary and/or grammar syllabus.

305 - Teacher Beliefs about Toddlers Learning with Digital Media

Barbara Moschner

10:30 – 11:00 – 9 March

F-GF-026 | F Wing

Digital media have become an essential part of our everyday life and they are increasingly entering the "private" life of toddlers and young children. But in preschools the focus of media activities still lays on "classic" media like picture books. Several studies questioned preschool teachers and teacher students about their attitudes towards digital media use. Though most teachers see media education as one part of work in preschool, digital media use is seen critical or ambivalent. So far little is known about the reasons why digital media use is rejected. Some authors assume missing competences in pedagogical media use as the topic is only a small part in teacher education. Others found that some teacher students see new technology as a threat to tradition. None of these studies lay its focus on teachers' and teacher student's beliefs about learning with technological advice in preschools. Teachers' beliefs have become a prominent topic in education. In classrooms teacher beliefs serve as a filter, a frame or a guide for decisions and actions. That is why our study lays the focus on preschool teachers' beliefs about young children learning with digital media. Our data consists of questionnaire data about beliefs.

306 - Supporting English language learners' comprehension of extended, complex academic texts

Suzanne Littlewood

12:00 – 12:30 – 8 March

Room 6 - 02-L2-021 | Convention Center

English language learners studying through English as a medium of instruction (EMI) can face significant challenges both in the quantity of reading and the level of texts that university faculty expect them to read. This presentation will showcase several methods that subject specialists and teachers of English for academic purposes (EAP) can use to scaffold the comprehension process. Firstly, strategies to prepare students for the challenge of reading philosophical texts will be presented, then a number of strategies will be demonstrated that allow students to engage with these long and complex texts. The examples will show how students can be scaffolded to comprehend stance, position and argument as well as following instructional texts. These examples are drawn from two social sciences courses which form part of the Bachelor of Arts in International Studies program at Zayed University.

307 - How to give a paper exam and correct it easily by zip-grade app

Naif Alanazi

12:00 – 12:30 – 9 March

F-GF-005 | F Wing

This workshop will discuss the importance of using technology inside the classroom, specifically on how to give a paper test and correct the answers sheets using technology.

During this workshop, many different kinds of applications will be presented. Towards the end of the workshop, the Zip-Grade app will be demonstrated and the audience will practice using it and learn how to use it for assessment and analyze the students' results for different purposes. The workshop is aimed at teachers, educators, and faculty who want to increase their information skills through a smart and easy app (zip-grade). By the completion of this workshop, participants will be able to:

- 1- use the zip-grade app inside the classroom
- 2- analyze students' marks and give feedback to them
- 3- have a simple solution to save their time for correcting students' answer sheets

308 - EAP and Low-level Students: It Definitely Works!

Mubina Rauf

15:30 – 16:00 – 10 March
F-GF-014 | F Wing

Students in English Skills programs spend more time in learning general English despite their academic needs for further advanced studies. The foundation for academic skills development can be laid by introducing EAP (English for Academic Purposes) from the very beginning of these programs would facilitate their studies and research in specific disciplines (Hyland & Hamp-Lyons, 2002, Flowerdew & Peacock, 2001). However, teachers find it daunting to teach the challenging EAP materials to low-level students. Learning patterns of academic English are unique and need an instructional approach that is different from general English teaching. This presentation will exemplify how explicit instructional techniques can make learning academic skills an achievable goal for low-level students. The focus will be on academic vocabulary development, critical reading and coherent writing. The important aspects of these instructions are setting the learning objectives for each lesson, using scaffolding techniques and designing activities to integrate all academic skills which allow students to apply the language knowledge. This session is intended both for new and experienced teachers who are interested in learning to teach EAP successfully and who would like to share their strategies for developing students' academic skills.

309 - Globalised training: Using network technology to link Benghazi, Durham and China

Chris Macallister | Yvonne Fraser | Tanya Parsons

11:30 – 12:00 – 9 March
F-GF-004 | F Wing

This presentation will demonstrate how network technology can be harnessed to bring talent together across different institutions based in three different continents. The focus will be case study of an ongoing teacher training project with Benghazi University that is the result of a collaboration between the British Council and University campuses in the UK and China. We will explore how remote teaching using free, commercially available, platforms can act as a "force multiplier" for institutions. Talented teachers and teacher trainers can be connected and projects that would otherwise be logistically or financially impossible be brought to life. The presentation begins with a review of previous projects the presenters have delivered across the Middle East. We will then look at this project's journey. How materials were adapted, training techniques learnt and unlearned and how the project managers coped with both "known unknowns" and "unknown unknowns". We will aim to set out a checklist of essential and desirable elements you need to realise remotely delivered projects. Finally we will consider how our practical experience connects with networking theory and the next phase of our projects.

310 - Dealing with disengaged learners through course book adaptation and differentiation

Mina Radosavljevic | Ahmed Yacob Hassama

15:30 – 16:30 – 9 March
Room 6 - 02-L2-021 | Convention Center

Few ESL teachers are strangers to a rowdy classroom with students struggling to pay attention, engage with and respond to their course book. Yet, it is the very course book where we can look for (and often find) the cause of such behavior. Designed to meet the needs of as many learners as possible, the course book cannot work equally well with every student in our classroom. The workshop aims to explore the potential of course book adaptation and differentiated learning materials in dealing with mixed ability classrooms, detached learners and disruptive behavior, in nurturing creative and critical thinking and building learner confidence. It will showcase a developmental process of materials design and offer a variety of ready-to-use techniques. Some of the concepts included are:

- Course book adaptation and differentiation as a way of getting to know the students
- Appealing to learners' affective and cognitive capacity through creativity, open-ended and critical thinking tasks
- Bloom's Taxonomy
- Questioning techniques
- Tiered tasks
- The Progress Principle

The participants will have a chance to apply these techniques during a final hands-on component and share their practices.

311 - What Writing Centers Do... and Why

Jodi Lefort | Elizabeth Whitehouse | Ryan McDonald

11:00 – 11:30 – 9 March
Room 9 - 02-L2-031 | Convention Center

In MENA's evolving academic environment, the work of writing centers has never been more important. MENA writing centers offers valuable support to student writers that focuses on the provision of feedback essential to the writing process. Research and anecdotal reports indicate the efficacy of writing centers to improve students' written communication, particularly for NNS students. Furthermore, writing centers are fairly inexpensive to establish and operate, making them a viable and attractive option for stimulating academic success. To promote understanding of the work that writing centers do, writing center professionals from the UAE and Oman will share their experiences working with Arab writers of English and discuss how their centers help students become better writers and the distinct impact of individualized writing support. A list of questions will be used to focus a thirty-minute discussion on the following:

- o services offered by writing centers
- o protocols employed in consultations to provide ethical assistance to student writers
- o common student issues with writing in English
- o effectiveness of writing centers to improve students' written communication

312 - Surviving Your Viva: A General Guide**Edith Flahive****11:00 – 11:30 – 10 March****Room 3 - 02-L2-025 | Convention Center**

The viva is often described as the defining moment in the doctoral experience. It is the final assessment of the thesis, the research and the student. This session aims to provide participants with a greater understanding of the process and to help them develop the potential to give a good performance at the viva examination. It focuses on what a viva voce examination actually is and what makes it successful. As with any exam, preparation is essential, and this presentation will consider what preparations are appropriate both before and on the day to enable candidates to develop the skills and confidence to succeed.

316 - Using H5P to Create Mobile-Friendly Content for Students**Jonathan Titcomb****11:00 – 11:30 - 9 March****F-GF-003 | F Wing**

Activities with words can help add enjoyment to learning. In the past, the presenter used games in Adobe Flash to help make learning fun. Nowadays, his students use smartphones more than computers and Flash games do not work on phones. A (free) alternative is H5P. H5P helps teachers create content that can add game-like activities to their CMS/webpage. Since the content is HTML5, it is on a mobile phone. Some of the available activities are drag-and-drop words (to complete a text or label an image), fill-in-the-blanks text, mark words in a text (e.g. mark all the nouns), and interactive video. The presenter will demonstrate the variety of activities he has used. Participants will learn how to create activities themselves and incorporate them into their own CMS/webpage.

318 - Rethinking Teacher Quality: New Teachers' Evaluation Rubrics**Ouarda Khouni****16:00 – 16:30 – 8 March****Room 7 - 02-L2-022 | Convention Center**

To achieve professional growth in any institution, strong evaluation systems are needed to provide specific, timely and actionable feedback with reference to clear professional practice. Unfortunately, teachers' evaluation is one of the most neglected aspects of the Algerian higher education system. For instance, the criteria which are used to evaluate the concerned teachers often have no relation with their classroom practice or learners' outcomes. Thus, teachers' qualities in real teaching are often not adequately evaluated. The aim of this study is to explore teachers' appraisal of quality indicators in their practice. The study was conducted with thirty EFL teachers through mixed methods using the concurrent triangulation design. The data collected through observation and self-evaluation checklist revealed that there is a huge gap in teacher quality which led to a deficiency in their practice. By the end of this research, two software tools in the form of rubrics were designed to help teachers evaluate their cognition and practice as well as to be evaluated by others. The rubrics include 170 quality indicators. The software can also help to give approximate scores for every indicator, sub-quality or a quality as a whole, thereby offering a great source of motivation for teachers.

320 - The Use of Metacognitive Instruction to Scaffold Writing Strategies for EFL Learners**Laila Mortada****11:00 – 11:30 – 10 March****F-GF-026 | F Wing**

Teaching writing has long been a challenge in English language Instruction, and with the development of new paradigms, metacognition has been attracting more attention since it presents a new perspective for EFL writing. The presenter will show the effectiveness of administering metacognitive instruction on writing skills and writing strategies in English as a foreign language (EFL). The quantitative and qualitative data were collected by the Writing Strategies' Questionnaire, learners' essays, and semi-structured interviews. The results showed that participants' writing strategies increased after receiving metacognitive strategy instruction. The findings in this study contribute to the body of knowledge and not only provide a clear insight of the effectiveness of metacognitive strategies in the process of writing but also support the belief that instruction of metacognitive strategies will enhance learners overall writing ability.

323 - Sociophonetic Correlation of Acoustic and Perceptual properties of Diphthongs in Indian English

Shashikanta Tarai

12:00 – 12:30 – 10 March
F-GF-015 | F Wing

This study analyses the acoustic features of English diphthongs by corroborating various social-cultural backgrounds such as (i) family of language (Dravidian and Indo-Aryan), (ii) geographic regions (different Indian states), (iii) medium of instructions (mother tongue and English) including the mother tongue (Hindi, Chhattisgarhi, Telugu and Malayalam) and bi-multilingual aspects (written and spoken languages) of speakers. Twelve healthy male adults (age range = 20-23), who were proficient in English as a second language (L2) including their mother tongue as a first language (L1) were asked to pronounce eight English diphthongs in both isolated words and sentential contexts. Acoustic results revealed that English diphthongs are produced with lower fundamental and formant frequencies by Dravidian speakers (Telugu and Malayalam) than Indo-Aryan (Hindi, Chhattisgarhi) speakers. Speakers of both Dravidian and Indo-Aryan family of languages maintain the diphthongs of English. Further, the perceptual test on English diphthongs clearly demonstrates that speakers from the Dravidian family of languages perceive diphthongs faster than Indo-Aryan speakers when they attend their own pronunciations.

324 - Intercultural Competence and Technology

Aseel Almubaddel | Daniah Aleissa

15:30 – 16:00 – 8 March
Room 5 - 02-L2-020 | Convention Center

Teachers around the world are facing multicultural, multilingual classrooms more than ever. An ideal intercultural classroom should be student-centered where teachers are facilitators in their classroom. Therefore, teachers are urged to educate themselves to develop a multicultural perspective in teaching and to develop intercultural competence through using the tools that can serve as vehicles in the classroom. Technology is one of the most powerful tools used to support both teaching and learning, and to promote an intercultural learning environment. Technology can be used as a tool to connect teachers with their learners and to introduce new topics and allow students relate them to their own personal backgrounds. Through both the awareness of the importance of intercultural competence and the usage of technology in the classroom teachers can prepare our 21st century students to be global citizens. The purpose of this session is to define and introduce our topic. It's meant to be an interactive session where discussions, questions, and answers are welcome.

325 - Moving from teaching to facilitating: An introduction to Project Based Learning (PBL)

Tasnim Al Terkait

11:30 – 12:00 – 9 March
Room 2 - 02-L2-024 | Convention Center

Project-Based Learning finds its roots in Medicine, but has been successfully applied for years in other areas. This session will introduce the audience to the literature on PBL, and to real examples of the use of PBL in the classroom as a method of teaching, learning and assessment as well as a look at the associated benefits and challenges of using PBL. The presentation also compares Project-Based Learning to other similar methods such as Project-Oriented Learning and Problem-Based Learning. The speaker will draw from her actual teaching environment which utilizes PBL as the main method for teaching, learning and assessment.

327 - Improving the Efficacy of Intercultural Training for Teachers: A RP focused Intervention

Samiah Ghounaim

15:30 – 16:00 – 10 March
F-GF-003 | F Wing

The field of intercultural training today is vast and variant in its approaches. However, the focus is mainly on management and business and little attention is given to the importance of interculturality for language teachers specifically, and all teachers generally. On the other hand, teacher training programs often focus on teaching methodologies and classroom management; and yet again little attention is given to the interactional aspect of the classroom culture. The presentation at hand discusses an attempted intervention to design an intercultural training program for educationalists. The study utilizes an approach of reflective practice to help us, teachers, become better reflective practitioners through collaborative processes in the form of a series of CRPs (collaborative reflective practices). This attempt hopes to raise awareness of the importance of reflective practice in the continuous professional development of educationalists, and to create new approaches to interculturality in teacher training.

328 - The Intelligibility of Accents: Differences Between Native and Non-Native English Teachers

Hamdallah Alhusban

12:00 – 12:30 – 10 March
F-GF-034 | F Wing

The present empirical study, set in the preparatory year EFL program comprising 3500 students and 120 teachers at Imam Abdulrahman University in KSA, examines student responses to teachers' speech samples. We focus on students' understanding of what constitutes an accent and whether accents can be disaggregated from other factors such as vocabulary, diction, and fluency in accounting for content intelligibility. Several studies hitherto have focused on students' attitudes to native and non-native English accents, their desirability, learnability, prestige, and practical value. These include Ura et al. (2015), Buckingham (2014), Chu (2013), Boyd (2003), Bresnahan et al. (2002), and several others. Our research sets aside sociolinguistic criteria, and focuses on the cognitive and pedagogical import of accents. We ask: What do students understand by the term 'accent'? What impact does an accent have on students' understanding of what the teacher says? Do the accents of native English-speakers and non-native English speakers have statistically significant differences in student comprehension? We build on Waniek-Klimczak and Shockey (2013), and Beinhoff (2014), among others. While we expect our study to help clarify accent-related perceptive/cognitive issues, our broader aim is to understand teacher effectiveness.

329 - Educational influx: Socialization of new English teachers in UAE state schools

David Knott

10:30 – 11:00 – 9 March
F-GF-033 | F Wing

With a change in educational policy, hundreds of expatriate TESOL teachers have arrived in recent years for teaching positions in state schools throughout the United Arab Emirates. This has generated a population ripe for research on their arrival and adaptation to their new environments, which provides the incentive for a small-scale exploratory study, investigating participants' experiences and attitudes towards the orientation and preparations they received upon reaching their new positions. In light of such socialization practices, the study also examines how these teachers have experienced the small cultures of their workplaces, along with the large cultures and multiple nationalities encountered in their private lives as well. By analyzing the rich, qualitative data collected in a series of semi-structured interviews with a small number of participants situated around the UAE, the research delves deeply into teachers' experiences and how they construct and interpret their realities within the cross-cultural dynamic of their professional lives over such a limited time. This is a preliminary study with a view to informing a second, large-scale research project on this burgeoning population; both studies would be of interest to administrators, curriculum/program developers, and other English language professionals working abroad.

330 - Assessing the Effectiveness of Tutor Training Models

Maria Eleftheriou

11:30 – 12:00 – 9 March
Room 9 - 02-L2-031 | Convention Center

A 2011 study used data from stimulated recall activities, observations, and interviews to measure the effectiveness of writing center tutorials at the American University of Sharjah Writing Center. Most students assessed their writing tutorials positively; however, the data revealed that both tutors and students were critical of certain aspects of writing tutorials. Some students and tutors felt that the tutoring approach was too directive, and some tutors admitted to lacking the knowledge necessary to explain certain writing concepts, including grammatical concepts. Changes to the tutor training program were implemented to address these concerns. This presentation will report on the findings of a current study to measure and compare the effectiveness of tutorials six years after the implementation of alternative tutor training techniques.

332 - Online argumentation and knowledge construction for the academic writing classroom

Mayada Zaki

10:30 – 11:00 – 10 March
Room 9 - 02-L2-031 | Convention Center

Critical thinking, knowledge construction and complex structures are considered significant variables in teaching rhetoric and composition. The most popular task in the rhetoric and academic writing classroom has always been the academic essay. However, with the domination of technology in education, other online activities can extensively enhance students' linguistic and critical thinking skills. This presentation will, hence, display platforms and online activities that can reinforce students' critical thinking, knowledge construction and complex sentence structures in the rhetoric and academic writing classroom. The presentation will first review the results of previous studies regarding the use of technological tools for teaching academic writing and rhetoric; then a detailed review of online activities and platforms will be discussed with the audience. Finally, the audience will participate in activities applying the online tools to their course objectives.

335 - Performative-Based Learning: Language Through Performance

Maher Bahloul

14:30 – 15:00 – 9 March

Room 2 - 02-L2-024 | Convention Center

Research has established positive correlations between learners' arts engagement and academic, personal, behavioral, and socio-professional achievement. This presentation will show the extent to which the interdisciplinary field of edutainment whereby the entertaining film medium and learners' school subjects could come together in highly passionate learning experiences. Thus, samples of short educational films related to learning within the social sciences from high school and college students will be shared. Other samples targeting special needs learners will also be highlighted. In addition, productions related to learning through shadow puppets, mime, and storyboarding along the line of Theodosakis (1999), Belliveau (2008), Bahloul & Graham (2012), Backenroth & Sinclair (2015), among others will also be shown to be highly effective learning strategies. In short, the presentation will show learning through film samples in a variety of content courses and will demonstrate the impact of this powerful tool on regular and special needs learners.

336 - Reflective Practice for the Classroom and Beyond

Dima Yousef | Farah Al Bash

14:30 – 15:00 - 10 March

Room 6 - 02-L2-021 | Convention Center

Teaching involves more than just lesson planning and assessment. It is a process of learning and growing that requires teachers to reflect deeply and objectively on their approaches and their students' learning progress. Teachers need to engage in effective practice of reflection which is according to Moon (1999), "a basic mental process with a purpose, an outcome, or both" (p.10).

This workshop:

- Explores reflection as a fundamental tool to refine teachers' practices and to encourage students to be autonomous learners
- Lists some examples of using post teaching reflection effectively
- Examines the importance of reflection as factor to determine the path of professional development a teacher can take

The presenters will suggest ways that will help the teachers attain the most desired results out of reflective practice and provide some practical tips to guide their learners on reflecting appropriately in order to enhance the learning experience.

338 - The Impact of Formative Assessment on Student Achievement

Ani Hovhannisyan

12:30 – 13:00 – 8 March

Room 1 - 02-L2-023 | Convention Center

Assessment plays an important role in the teaching process as it gives us a chance to clearly understand what students know and do not know. However, for most students, assessment has become merely the grade they get after completing a task or a test. This is because many teachers have narrowed the role of assessments for students, concentrating more on summative assessment and neglecting the importance of formative assessment. As there has not been much research carried out concerning the implementation of formative assessment at high schools in Armenia, the researcher will seek to find out: (1) what tools of formative assessment are used at an Armenian high school; (2) whether formative assessment has any impact on students' achievement, (3) and the attitudes of students and teachers towards formative assessment. Thus, it will be possible to find the gaps and raise student and teacher's awareness of formative assessment. The proposed sample for the current study includes 50 eleventh grade high school students of an Armenian public high school of two different classes and their English language teacher. The data will be collected from the students and the teacher using the following tools: tests, observations, questionnaires, and focus-group interviews.

339 - Optimizing Language Learning through Trust Building

Raja Mallek Bahloul

10:30 – 11:00 – 9 March

Room 5 - 02-L2-020 | Convention Center

Recent research on 'trust' and 'learning' (Harris, 2005; Rowen, Correnti & Miller, 2002; Brookfield, 1990, amongst others) highlights salient correlations between significant learning and trust. Thus, trust between teachers and students is "the effective glue binding educational relationships together" (Brookfield, p. 163). Based on this assumption, no significant learning can take place if there is no trust between the teacher and the learner. In this study, the presenter examines various classroom strategies used to nurture elements of trust building. At the core of what ESL/EFL teachers do is to facilitate students' language learning. Being in the classroom with the same teacher for 15 hours can be very tedious; however, once the teacher succeeds in building trust with his/her students, the process can actually be very enjoyable. The presenter will share the most effective trust building strategies such as (i) being a good listener and showing empathy (ii) making one's words and actions congruent (iii) forging credibility (iv) taking students seriously, and (v) realizing the power of one's role modeling. The presenter will also share the results of a survey showing students' high satisfaction of their rapport with their teacher and the trust they developed in her and in her teaching

340 - An integrated skills approach to teaching writing: A whole game plan**Penelope Doyle****10:30 – 11:00 – 9 March****Room 9 - 02-L2-031 | Convention Center**

Our students face multiple challenges when confronted with a writing task: generating ideas, organisational features of the text, appropriate vocabulary, grammar and syntax, mechanics to name but a few. It is difficult for a teacher to know where to begin especially in courses preparing students for “high stakes” exams. Too often the focus is on completing the writing task and providing feedback on the shortcomings of the student’s writing. Having tried a variety of methods, I have recently developed a more systematic, holistic and integrated approach to a writing task involving a series of lessons on a specific topic. Each activity targets a different “problem area”. In this presentation, I will outline my approach, which incorporates a combination of teaching techniques and give practical examples of activities and the rationale for their inclusion.

341 - Are you an inspiring teacher? Let’s find out!**Noorchaya Yahya****15:30 – 16:00 – 8 March****Room 7 - 02-L2-022 | Convention Center**

In a foreign language learning context, there are many factors that influence students’ motivation to learn the target language, be it intrinsically or extrinsically. These motivational forces, however, are constrained by factors such as the number of contact hours, availability of resources and a heavy assessment burden (Nunan, 2003; Graddol, 2006). A consistent motivational influence mentioned by learners in many studies is teachers. Lamb and Wedell’s (2013) study and Shoaib and Dörnyei’s (2005) study examined the pivotal role teachers play in their students’ lifelong language learning process.

This exploratory comparative study sheds light on matches and/or mismatches between students’ and teachers’ perceptions on qualities that describe an inspiring English language teacher. The paper reviews relevant studies, describes the study’s design and reports results. A survey questionnaire on the selected qualities of inspiring teachers was administered to students and teachers in the College of Languages and Translations of a mid-size university in KSA. Using a Likert scale, participants were asked to rank these qualities in a descending order of significance. Their responses were tabulated and later compared using a T- test to show the significant difference of each trait. Based on data analysis, results and recommendations will be shared.

342 - Guessing Words from Familiar and Unfamiliar Reading Texts**Nesreen Al-Ahmadi****12:00 – 12:30 – 9 March****F-GF-007 | F Wing**

Reading is a complex cognitive and psychological process (Nation, 2001; Nation and Webb, 2011; Grabe and Stoller, 2013) which tends to be more challenging for ESL than EFL learners, due to the different status of English in these contexts. During reading, learners encounter unknown words and to compensate for their lack of vocabulary knowledge they resort to a number compensation strategies, like using a dictionary, asking the teacher/peer. However, in the absences of these previous strategies, learners resort to lexical inferencing strategies, in other words, solely guessing these words through the aid of the reading context.

The current study aims at investigating how EFL Saudi female university learners with different levels of English language proficiency approach unknown words while reading. How do learners’ topic familiarity of the text (one cultural to the learners while the other culturally distant from theirs) effect, if any, their inferencing behavior towards guessing the meanings of unfamiliar words while reading? More specifically, what are the lexical inferencing strategies used by learners representing different proficiency levels when encountering unknown words during reading the two different cultural topics? How does topic familiarity effect the lexical inferencing strategies they use?

345 - Exploring Teachers' Perceptions of the Use of E-portfolios in UAE Schools

Samaa Abdelghany

10:00 – 11:00 – 9 March
2nd Floor Convention Center

This study explores e-portfolio practices among teachers and investigates their perceptions, attitudes and skills towards the potential of e-portfolios to enhance required competencies. Both qualitative and quantitative methods were used to investigate teachers' perceptions of the use of e-portfolios in both public and private sectors. In addition, ten school leaders were interviewed to explore how willing and able they are to support a hypothetical change in the practice of documentation by beginning to use e-portfolios. A survey was conducted with over four hundred teachers responding to 54 questions via an online questionnaire. Data results and analysis of findings in this study reveal that a substantial proportion of participants feel positively towards the possibility of using e-portfolios. However, the survey also revealed that most teachers in the field need to acquire knowledge, associated skills and competencies through professional developmental training programs to cultivate and improve reflective, selective, organizational, constructive feedback skills along with familiarity and proficiency in using the online collaborative and professional networking tools. The findings of this study conclude with a section on the implications that policy makers and stakeholders need to consider before introducing requirements and regulations on e-portfolios.

347 - Using Kahoot to Engage Students in the Grammar Classroom

Nasra Adan | Aaron Abdow

11:30 – 12:00 – 9 March
F-GF-006 | F Wing

Teaching grammar can be very challenging because students find grammar boring and are not motivated to learn it. Introducing Kahoot! reverses this negative classroom dynamic.

What is Kahoot?

Kahoot! is a free game-based learning platform that makes learning fun. It allows questions to be displayed on a common screen and students to answer questions on their own devices. This allows students to play together. The presenters will demonstrate how teachers can use Kahoot! in their grammar classrooms to engage students. Participants will get to experience Kahoot! and learn how to create entertaining Kahoot! games that their students will learn and benefit from. The aim of the workshop is to further the participants knowledge on using Kahoot! At this interactive session, they will learn by doing. They will participate in collaborative group work and share ideas on using Kahoot! in their classrooms. They will also learn how to create Kahoot! games and receive lesson ideas for their particular contexts.

348 - Why must EFL courses have an e-learning component?

Tarek Youssef Sida

14:30 – 15:00 – 10 March
Multipurpose Hall 2 - 02-L2-033 - | Convention Center

This presentation discusses why English language courses and textbooks must have a parallel e-learning component. E-learning is examined as a state of the art English language teaching methodology that utilizes the Internet and computer technology to empower students to excel by taking charge of their own learning 24/7, as they become highly motivated around-the-clock learners who play an active role in their own language learning process. They assume mastery of their own language learning experience, proceed at their own pace, and get instant feedback. By utilizing an e-learning component, the focus is put on the learner – thereby enabling teachers to assume a more active role in the teaching process through innovative teaching methodology. Consequently, EFL teachers' jobs become easier, allowing them to concentrate on improving their students' language competence and performance rather than being burdened by creating and marking a lot of redundant homework worksheets. Why should one do redundant work that can best be done by a computer or an online computer program? Learner Management Systems provide teachers with all the assessment data required, while giving their students instant feedback and positive reinforcement.

349 - How to select reading materials for the EFL young learner?

Fakhrah Ali Almamary

14:30 – 15:00 – 9 March
F-GF-026 | F Wing

The selection of books that hold the right complexity level is critical especially at the early stages of learning to read. The long lasting effects of a rewarding or frustrating reading experience force educators to pay due attention to methods of measuring text complexity intended for beginner readers with the aim of matching readers to texts. In this workshop, the presenter will shed light on the unique characteristics of early learning to read texts and their role in reinforcing reading skills. The presenter will also discuss ways to determine text complexity quantitatively as well as qualitatively with a special reference to the context of the young Arab learner. By the end of the workshop, participants will be able to roughly evaluate the complexity of some reading texts that are intended for young learners.

350 - New forms of assessment: A case when EFL students' contribution only matters

Safaa Eissa

11:00 – 11:30 – 9 March

Room 1 - 02-L2-023 | Convention Center

Assessment has witnessed drastic changes in the last decade. However, depending only on the summative assessment might not help in reaching the ultimate goals of enhancing students' learning and improving instructors' teaching. Besides, having the instructor as the only assessor in the classroom might hinder personalized learning. Therefore, this session aims at presenting results derived from a study conducted at the college of Humanities in Prince Sultan University in Riyadh- Saudi Arabia. Students enrolled in a reading and writing course participated in the study where a new trend in assessing students' performance was adopted. The suggested assessment strategy focused on encouraging students to contribute to their learning instead of collecting evidence for their instructor. A list of dynamic tasks was created in collaboration with students who took the full responsibility of teaching each other. Weekly expert students were assigned to contribute to the learning and teaching of other groups while the instructor's main job was only to facilitate the whole process. Students' opinions regarding their learning was constructively measured weekly using a survey because they are the most valid and reliable sources of information on the effects of teaching on their learning.

351 - Teaching approaches and classroom practices, technology-based teaching and learning, and student motivation

Jishan Uddin

15:00 – 15:30 – 9 March

F-GF-003 | F Wing

The need for greater differentiation in the classroom is increasingly a reality in teaching. At the same time, the standardised nature of IELTS exams means that it is important that students across the globe are prepared in a way that caters to their individual strengths, needs and interests. This presentation aims, using examples from the Mindset series, to illustrate three techniques to better achieve this.

352 - Developing Academic English MOOCs for English Learners in the Arabian Gulf Region

Jesse Balanyk | Jaime Buchanan | Ruth Radwan

10:30 – 11:00 – 9 March

F-GF-004 | F Wing

As the UAE is moving away from foundation and bridging programs as a precursor to study in English medium instruction institutions, the disparity between the academic language skills required for university and those currently possessed by high school graduates must be addressed through more innovative channels. This presentation explains the process of developing a self-access and self-paced, machine-graded massive open online course to develop academic English writing skills. This course has been designed to bridge the gap between learners' current skill levels and the skill levels required for academic success at English medium instruction institutions. The presentation will explain the core design phases as conceptualized using the ADDIE model, as well as explain the experiences of both instructors and learners using it in a blended learning environment. It will also provide some strategies for incorporating the course into a classroom based EAP course.

353 - The Impact of the "School to School Support" Model in Project Based Learning

Hasna Alshammari

12:00 – 12:30 – 10 March

F-GF-006 | F Wing

Given the challenges faced by schools in their pursuit of high performance, in this session, I will discuss how schools can improve their performance and whether joint projects with other schools can be indicative of these efforts. The session will also address the general lack of knowledge on the benefits and limitations of school to school support (Williams et al., 2011; Gurlui, 2015). In order to address this issue, the workshop will present the results of a research done under the provision of Oxford Brookes University for two grammar schools in Buckinghamshire in 2017 to observe a joint project to improve students' literacy. Both schools were located in close geographical proximity to each other, which facilitates cooperation between these entities. As for the method of the data collection, I used semi-structured interviews in order to elicit valid insight from the study participants. The findings of the study are highly significant both in terms of theory and practice. The outcomes could be used as a framework for future works focusing on the subject of school cooperation and academic performance. In addition, practical recommendations could be provided regarding the projects that should be initiated by the schools participating in the support programs.

354 - Classroom questioning for higher order thinking: Studying student teachers' behaviours**Maria Brown****15:30 – 16:00 – 10 March****Room 3 - 02-L2-025 | Convention Center**

In constructivist classrooms, teacher-initiated dialogue and the use of essential questions are crucial for higher order thinking. Higher order critical thinking skills are rated “an essential habit for future classroom teachers” (Leaman and Flanagan, 2012). In educating future teachers in the UAE, interactive teaching and active, cooperative learning are considered more powerful attitude-shaping tools (Anderson et al, 2005; Biggs & Tang, 2011). Teacher-educators need to shape learning through their questioning. Educators have always spent much time asking their students questions. Leven and Long (1981) estimated teachers asked 300-400 questions a day. Marzano (2007) found that 35% - 50% of teachers' interventions were questions. The first stage of my action research confirmed my language-teaching background make me proficient in peppering natural-sounding “non-essential questions”, analysis showed this increased student participation by extending length of turn, but length does not equate depth. How much were these teacher-led interventions encouraging thinking beyond Level 1 of Bloom's Revised Taxonomy - listing, naming, memorising? What were my student-teachers' classroom questioning behaviours? What were their intentions? How effective were they? These questions under-pinned the revised focus for a qualitative, action research project which drew on the triangulation of data from questionnaires, transcribed lesson extracts and peer observations.

356 - Project Update: Enduring Eloquence of Zayed Competition & World Arabic Bilingual Readers**Peter Hassall | Rasha Badr | Marina Morozova****14:30 - 15:30 – 9 March****Multipurpose Hall 2 - 02-L2-033 - | Convention Center**

This presentation provides an update on two projects being developed at Zayed University (ZU), Abu Dhabi and Dubai with the collaboration of Emirati students. a) First, an outline details the careful process of submission, editing & proofreading of Emirati student writing used for the 50-word Extremely Short Story Competition [ESSC] held in the UAE and Japan prior to publishing anthologies now available at local bookstores and internationally. This year, the Year of Zayed, a competition is to be implemented being delivered as a mobile ‘app’, encouraging ZU students to write in English and/or Arabic 50-words for the “Enduring Eloquence of Zayed Competition” [EEZC]. b) The ESSC also provides a procedural background for scholarly linguistic extension of Emirati student's language development into a bilingual context: Arabic + English and Arabic + a number of other languages to publish World Arabic Bilingual Readers [WABRs] and World Arabic Translation Workbooks [WATWs]. Translators and Editors will discuss some of the challenges involved and the benefits that will accrue together with reflections from some of the Emirati students involved. It is hoped that subsequently self-publication of Emirati students' creative contributions in multiple languages will ensue.

357 - Enhancing student-centred learning via technology to engage and motivate Further Education students.

Marina Morozova

10:00 – 11:00 – 10 March
2nd Floor Convention Center

Challenges were encountered whilst teaching false beginner-level Arabic students who approached their studies with low levels of autonomy and motivation. The students' learning strategies clearly lacked self-direction and their expectations appeared extremely teacher dependent (Clarke, 2006). Golonka (2014), suggests that technology may increase autonomy and support "enhanced interaction, affect and motivation, feedback and metalinguistic knowledge" (p.70). As Jones and Shao (n.d.) suggested, instead of struggling to prevent students using the technology that they so effectively and frequently use outside the classroom, introduction of game-based technology-applications as learning opportunities may be helpful. This not only encourages students to use their personal devices in class but also ensures student participation and creates an environment where both students and the teacher learned alongside each other. In this study, the main focus was to investigate the effect of two game-based learning-applications: Quizlet and Kahoot. According to Slavin (2011), when students cooperate with their peers and fully engage with the learning material, outcomes become significantly better. Krashen's affective filter hypothesis explains this phenomenon when considering language learning (Ni, 2012). The present study suggests that for students with little intrinsic motivation to study English, learner participation may be enhanced through use of such technology-based activities.

359 - توظيف تصميم البيانات التفاعلي لتعزيز فاعلية تعلم اللغات - نموذج تجريبي مقترح

Maha Abdul Majeed | Khaled Mostafa

March 9 – 11:30 – 11:00
F-GF-006 | F Wing

يُعد الإدراك هو المنفذ الرئيس لاكتساب المعرفة. فعملية استقبال المعلومات ومعالجتها وفهمها تبدأ بالإدراك الذي يرتبط بدوره بعوامل عدة فسيولوجية وسيكولوجية. وتشير الدراسات السابقة إلى أن تصميم المعلومات المرئي من أهم العناصر المؤثرة في المجال الإدراكي من خلال العناصر البصرية التي تعد مدخلا أساسا للوعي. ومع تغير الأنماط التعليمية نتيجة تغير متطلبات الحياة العملية، تتضح ضرورة دراسة كيف يمكن الاستفادة بفاعلية في توظيف التصميم المرئي في مجال التعليم والتعلم؛ لرفع مستويات التحصيل الدراسي، والإدراك المعرفي لدى الطلبة، خاصة فيما يتعلق بتعليم اللغويات التي تنفرد بخصوصية تميزها عن باقي موضوعات التعلم، وتحتاج إلى ممارسة تفاعلية لإتمام عملية التعلم بنجاح وفاعلية. تهدف الورقة البحثية إلى تصميم نموذج مقترح يعتمد على توظيف اللغة البصرية باستخدام التقنيات التكنولوجية التفاعلية لتعزيز فاعلية التعليم الأكاديمي الإلكتروني في تدريس اللغات العربية والأجنبية لطلبة المرحلة الجامعية. يعتمد البحث على المنهج التجريبي، من خلال إنتاج مضامين تعليمية تفاعلية تُصمَّم وفق عينة من المسابقات اللغوية المطروحة في جامعة عجمان. وتتمثل أهم المخرجات المتوقعة للبحث في اقتراح وسائل وآليات لتطوير أسلوب التعلم الإلكتروني في تدريس اللغات، وذلك بتقديم المحتوى التعليمي من خلال توظيف العناصر البصرية التفاعلية، التي تراعي إدماج الطالب في خبرة التعلم على نحو أكثر فاعلية.

360 - الترجمة الآلية معاون أم عائق أمام إتقان طلاب المرحلة الجامعية مهارة الترجمة

Nagwa Fahmy

March 9 – 12:30 – 12:00

Multipurpose Hall 2 - 02-L2-033 | Convention Center

تعد مهارة الترجمة من المهارات الضرورية للتقدم في مجال العمل الإعلامي وأيضاً في المجالات المختلفة خاصة في دول العالم الثالث التي تعتمد علي الغرب مصدراً رئيساً للكثير من الجوانب المعرفية الحديثة.

لذا كان مساق الترجمة من المساقات الدراسية الإجبارية لطلاب الإعلام والصحافة.

في إطار هذه الرؤية أدرجت جامعة زايد مساق الترجمة الإعلامية حلقة عمل إجبارية ضمن متطلبات التخرج لطلاب كلية الإعلام وعلوم الاتصال؛ لأن العمل الإعلامي بأشكاله كافة يتطلب إتقان هذه المهارة سواء لترجمة الأخبار أم التقارير الصحفية المقدمة بلغات أجنبية و خاصة بالإنجليزية، و أيضاً في مجالات العمل كافة المتعلقة بالعلاقات العامة .

يتاح للطلاب عند دراسة هذا المساق استخدام برامج الترجمة الأمر الذي يشكل في بعض الأحيان عائقاً وسبباً في سوء فهم النص، ويؤدي إلى صياغة ركيكة لا تناسب لغة طالب في المستوى الجامعي. تتمثل مشكلة هذه الدراسة في التعرف بمدى تسبب الترجمة الآلية في أخطاء سواء على مستوى المعنى أم على مستوى الأسلوب بما يمثله ذلك من عائق لإتقان الطلاب مهارات الترجمة من الإنجليزية إلى العربية.

” من خلال الإجابة عن التساؤلات البحثية الآتية:
ما الأخطاء الشائعة في النص المترجم الناتجة عن استخدام الترجمة الآلية؟

” ما الأساليب اللغوية الركيكة الناتجة عن استخدام الترجمة الآلية؟

361 - Utilizing the Japanese LEGO Model in the Saudi EFL Classroom

Nura Al-Zahrani

12:00 – 12:30 – 9 March

Room 3 - 02-L2-025 | Convention Center

The majority of middle and high school students in Japan face difficulty learning English which they believe continues from middle school to high school and most likely to tertiary level (Roy, 2017). Research studies have indicated that this ongoing issue might be attributed to several factors including lack of motivation and English language teaching styles in Japan (Tanaka, 2017). The recent focus of the Japanese educational system has been geared towards globalization and teaching communicative English instead of the traditional translation and grammar-based language instruction (Ockert, 2016). This Communicative Language Teaching (CLT) can potentially gain further momentum with the advent of project-based learning (PBL) as a pedagogical approach. As such, this presentation will look into all such aforementioned elements and the utilisation of the LEGO education model into the EFL classroom and highlight real life examples of hands on LEGO activities which has proven effective in the Saudi EFL context. The presenter will dedicate the final part of the presentation towards group discussion and reflection on the possibilities and barriers of such approach.

362 - Argue to Learn: Integrating Argumentation into EFL Instruction

Ahmed Sahlane

11:00 – 11:30 – 9 March

Room 3 - 02-L2-025 | Convention Center

This session discusses how training EFL students in argumentation can enhance their critical thinking by promoting their ability to discern strong from weak arguments (fallacies). However, a focus on argumentation not only requires a shift in the desired student learning goals, but also requires teachers to take on new and different roles. The role of the teacher is essential for developing a classroom teaching environment which engages students in “rational argumentation”. Students need to gain proficiency in rational dialogue in that they should be able to construct an argument using evidence as well as critique and identify flaws in arguments put forth by others. This dialogic approach to argumentation involves the teacher’s evaluation of classroom discussions for students’ abilities to listen to their peers, critique and question ideas (and not persons), and revise their own ideas based on the proposed counterarguments. The role of the teacher is to identify and evaluate the strengths and weaknesses of students’ written and oral arguments. Therefore, argumentation is not only viewed as a goal for EFL literacy, but also for citizenship education as it is important in the societal decisions individuals make in their everyday lives.

363 - Educate a Woman, Educate a Nation: Opportunities for Progress in Uganda

Fatihya Migdad Saad

15:00 – 15:30 – 10 March

F-GF-015 | F Wing

Education is the most powerful weapon which you can use to change the world” Nelson Mandela. In sub-Saharan Africa countries like Uganda, where free access to secondary and higher education, which are necessary for the development of a skilled and knowledgeable labour force, continues to elude females (Abal and Khamis 2012). Notwithstanding Uganda’s affirmative action policies that openly favoured women’s progress in education, various factors adapted from Bronfenbrenner’s ecological cycle (2005) were found to combine to lower the academic performance and aspirations of girls even when they did remain in school. The book captured women’s voices at Makerere University, to highlight barriers, enablers and strategies adapted by women in their pursuit of higher education. Moreover, “a nation that wants stable population growth, healthier citizens and a large labour force must consider women’s education as a major priority hence breaking the cycle of female deprivation through access to education” (Agosin 2002, King and Hill 1997, Lynch et al 1992). The author hopes to make a significant contribution, so that women’s education is more effectively represented as a means towards achieving targets set by several Human rights mandates.

364 - Exe-learning for Spanish and English

Carmen Medina

12:00 – 12:30 – 8 March

Room 8 - 02-L2-030 | Convention Center

I will introduce participants to eXe-learning. I will show how exe-learning is being used in Spain to create English and Spanish courses at diverse levels and in different contexts. I will show how to create materials.

367 - Change in Action

Sandra Stein

11:30 – 12:00 – 10 March

Room 7 - 02-L2-022 | Convention Center

This presentation will discuss how innovative program change was created in Kuwait in the Intensive English Program at the American University of Kuwait. From my twenty-eight years of experience in Kuwait, I have found the trends in language instruction here to be significantly lagging behind the latest developments in education. In a three-year process, my team and I researched and pulled together systems that have proven beneficial in other parts of the world but are new to this region. I will discuss how I was able to successfully implement this change, with all its bureaucracy. Some of the curricular changes we created involved additions to the core subjects of reading, writing, listening, and speaking. We designed nine special topics course options, which focus on active learning, as well as including extensive and guided reading courses.

369 - دَوَامَاتُ الْعَبَثِ فِي "التَّخْطِئِ الْعُغُوبِي"

Omar Yousef Okasha Hasan

March 9 – 12:00 – 11:30

F-GF-027 | F Wing

يَسْعَى الْبَاحِثُ إِلَى الْكَرِّ عَلَى مَا يُمَكِّنُ أَنْ تَصِلَ إِلَيْهِ الْبِدَانِ مِنْ كُتُبِ "التَّخْطِئِ الْعُغُوبِي" وَأَبْحَاثِهِ وَأَوْرَاقِهِ، بُعِيَةَ مُحَاوَلَةِ إِبْتَاتِ أَنْ فِكْرَةَ "التَّخْطِئِ الْعُغُوبِي" قَدْ تَسَبَّبَتْ فِي الْكَثِيرِ مِنَ اللَّغَطِ بَيْنَ الْعُلَمَاءِ وَالْبَاحِثِينَ أَنْفُسِهِمْ، وَجَرَّتْ عَلَى الْعَرَبِيَّةِ وَأَهْلِهَا وَمُتَعَلِّمِيهَا، الْكَثِيرَ مِنَ الْوَيْلَاتِ. بَلْ إِنَّ الْبَاحِثَ لَيْسَعَى - بِالْأَدَلَّةِ الْمُسْتَطَاعَةِ - إِلَى مُحَاوَلَةِ إِبْتَاتِ أَنْ فِكْرَةَ "التَّخْطِئِ الْعُغُوبِي" قَدْ أَصَابَتْ اللَّغَةَ الْعَرَبِيَّةَ نَفْسَهَا فِي مَقْتَلٍ، وَكَانَتْ سَبَبًا رَئِيسِيًّا فِي نُفُورِ الْجَمِيعِ مِنْهَا، وَإِلْصَاقِ تُهْمَةٍ التَّعْقِيدِ وَالِاسْتِغْلَاقِ بِهَا-زُورًا وَبُهْتَانًا طُلْمًا وَعُدُونًا -.

لَا يَسْتَطِيعُ امْرُؤٌ أَنْ يُمَارِيَ فِي أَنْ مُنْطَلَقَاتِ قَوْمِنَا "المُخْطِئِينَ"، مُنْطَلَقَاتِ نَبِيلَةٍ تَنْمُ عَنْ نَوَابِا شَرِيفَةٍ وَمَقَاصِدَ عَزِيزَةٍ، ذَلِكَ أَنَّهُمْ يَعْتَقِدُونَ أَنَّهَمْ بِ"صَنِيعِهِمُ التَّخْطِئِي"، إِنَّمَا يُقَدِّمُونَ خِدْمَةً بَلْ خِدْمَاتٍ جَلِيلَةٍ لِهَذِهِ اللَّغَةِ الشَّرِيفَةِ لُغَةِ الْقُرْآنِ الْكَرِيمِ، فَيُنْقِذُونَهَا بِهَذَا الصَّنِيعِ مِنَ الصِّيَاعِ. وَكَأَنَّهُمْ، بَعْدَ كُلِّ هَذَا "التَّعْتَبِ الْعُغُوبِي" الَّذِي سَطَّرُوهُ وَحَبَّرُوهُ لِأَجْلِهِ الْأَوْقَاتِ وَالْوَرَقَاتِ، وَبَدَلُوا فِيهِ الْجُهُودَ، وَسَخَّلُوا بِهِ النَّاسَ، قَدْ حَمَّوْا الْعَرَبِيَّةَ مِنَ الصِّيَاعِ! وَالْحَقُّ أَنَّنَا لَا نَكَادُ نَجِدُ فِي الْوَطَنِ الْعَرَبِيِّ كَلِمَةً، مِنْ مُحِيطِهِ إِلَى خَلِيجِهِ، بَعْدَ كُلِّ تَرَاثِ "التَّخْطِئِي"، عَدَدًا يَسُرُّنَا مِنَ الطُّلَابِ يَقْوَى عَلَى إِتْجَاحِ جُمْلَةٍ وَاجِدَةٍ صَحِيحَةٍ بِالْفُصْحَى الْمُعْرَبَةِ، سِوَاكَ كَانَ فِي الْمَرْحَلَةِ الْمَدْرَسِيَّةِ أَوْ الْمَرْحَلَةِ الْجَامِعِيَّةِ الْأُولَى.

370 - لغتنا كما يحبها أطفالنا: تعليم اللغة العربية للأطفال بطرق مبدعة

Hala Ziadat

March 9 – 16:30 – 15:30

F-GF-026 | F Wing

تُعَدُّ اللُّغَةُ وَسِيلَةَ التَّوَاصُلِ الْأُولَى بَيْنَ الْبَشَرِ، وَالْأَفْضَلُ لِلتَّعْبِيرِ. فَلِغْتِنَا الْعَرَبِيَّةَ هَوِيَّتِنَا وَنَحْرُصُ عَلَى الْإِلْتِمَازِ بِهَا وَدِيمُومَتِهَا. الْيَوْمَ وَفِي ظِلِّ التَّقَدُّمِ التَّكْنُولُوجِيِّ فِي كُلِّ مِيَادِينِ الْحَيَاةِ، لَا بَدَّ مِنْ أَنْ نَوَاكِبُ هَذَا التَّطَوُّرِ فِي تَعْلِيمِ أَطْفَالِنَا؛ بِاسْتِخْدَامِ أُسَالِيبِ حَدِيثَةٍ لِتَعْلِيمِ اللُّغَةِ الْعَرَبِيَّةِ بِطَرَقٍ شَائِقَةٍ وَمَمْتَعَةٍ، وَتَرْسِيخِ حُبِّ اللُّغَةِ الْعَرَبِيَّةِ مِنْذُ نَعُومَةِ أَطْفَارِهِمْ.

وَلَكِنْ لَا يُمْكِنُ لِلْوَسَائِلِ التَّعْلِيمِيَّةِ أَنْ تُوَدِّيَ إِلَى تَحْقِيقِ الْغَايَاتِ إِلَّا إِذَا كَانَ الْمُدَّرِّسُ مُؤَمَّنًا بِجَدْوَى الْوَسِيلَةِ التَّعْلِيمِيَّةِ الَّتِي يَسْتِخْدَمُهَا، مُدْرِكًا أَهْمِيَّتَهَا، مُتَحَمِّسًا لِاسْتِخْدَامِهَا.

تُرَكِّزُ حَلْقَةُ الْعَمَلِ الْمُقَدِّمَةِ عَلَى إِشْرَاقِ الْحُضُورِ فِي اسْتِخْدَامِ الْمَوْسِيقَى كَأَحَدِ الْوَسَائِلِ التَّعْلِيمِيَّةِ الْحَدِيثَةِ لِتَدْرِيسِ اللُّغَةِ الْعَرَبِيَّةِ لِمَرِحَلَةِ رِيَاضِ الْأَطْفَالِ مِنْ خِلَالِ الْأَغَانِي، وَالْأَلَاتِ الْقَرَعِيَّةِ، وَالْأَلْعَابِ الْحَرَكِيَّةِ؛ بِغَرَضِ تَفْعِيلِ التَّقْنِيَّاتِ الْحَدِيثَةِ فِي التَّعْلِيمِ وَالْوَصُولِ إِلَى الْأَهْدَافِ الْمَرْجُوعَةِ فِي الْخَطِّ التَّعْلِيمِيَّةِ.

372 - Content and Language Integrated Learning in Art History

Peter Davidson | Kara Mckeown

14:30 – 15:00 – 10 March

Room 2 - 02-L2-024 | Convention Center

The line between language development and developing content knowledge is often a fine one. To an ESL learner, the distinction is probably not a helpful one, and in an ideal world, language and content learning should be integrated. For the past five years the presenters, both language teachers, have been working closely with the College of Arts and Creative Enterprises to support students' language development through their degree program at a federal university in Dubai. This paper will begin by looking at the advantages and disadvantages of Content and Language Integrated Learning (CLIL). We will then move on to present some examples of materials that have been developed that adopt a CLIL approach to Art History, and we will discuss the challenges encountered in adopting this approach, and how those have been successfully negotiated.

373 - تتعلم القراءة في مرحلة رياض الأطفال من خلال مجموعات الحروف

Noura Al Hammadi

March 9 – 15:30 – 14:30
F-GF-027 | F Wing

تُعَدُّ المعرفة الأبجدية إحدى الركائز الأساس نحو تطوّر مهارة القراءة لدى الطفل (Strickland & Schickedanz, 2004) وخلال المرحلة التمهيديّة لإعداد الطفل للقراءة فإن الطريقة المتبعة من قبل أكثر معلمات رياض الأطفال لتدريس الحروف الهجائية هو تعليم حرف هجائي واحد كل أسبوع، فيصعب تقديم حروف العربية الثمانية والعشرين في عام دراسي واحد؛ مما يقلل جاهزية الطفل في الانتقال إلى مراحل أخرى تلي هذه المرحلة لتعلم القراءة. تقترح ورقة العمل المقدّمة استثمار التشابه بين حروف اللغة العربية وتدرسيها على هيئة مجموعات ، هي طريقة بديلة عن الطريقة التقليدية القائمة على تدريس الحروف منفردة. فالعقل البشري مجبول على تعلم المجموعات الصغيرة المتشابهة في محتوياتها بشكل أكثر فعالية. وبما أن حروف اللغة العربية تتمتع بهذه النمطية فإن تقديم الأحرف المتشابهة في الشكل قد يساعد على تقبل عقل الطفل المعلومات واكتساب حروف اللغة العربية كافة في فصل دراسي واحد، والاستعداد للانتقال إلى مرحلة جديدة من مراحل تعلم القراءة خلال الفترة الزمنية المطلوبة. وتقدم ورقة عمل شرحاً مفصلاً حول كيفية تقسيم الخطة الدراسية بناءً على مجموعات الحروف والأنشطة الممكن استخدامها للتدريس بهذه الطريقة لتحقيق النتائج المرجوة.

375 - Narrative Arguments in the Classroom

Khamaiel Altamimi

16:30 – 17:00 – 8 March
Room 5 - 02-L2-020 | Convention Center

In this paper, my objective is to develop an approach that integrates the value of the narrative form in the argumentation process, particularly the classroom. The traditional and dominant mode of argumentation taught in the classroom is set up in terms of the rational paradigm, where an argument is only that which is linear, explicit and follows a premise and conclusion. Hence, traditional accounts of arguments exclude different styles and modes of arguing, such as the use of emotions or narrative in the reason-giving process. As a result, women, and other disenfranchised students who may not be comfortable with the standard style of arguing, are systematically denied access to power and deemed as incapable of holding it because of their linguistic behavior. In response to these concerns and problems, I aim to develop a narrative account of argumentation that will: 1. Ease hostility and create a cooperative environment for students; 2. Include marginalized and other groups silenced by the dominant model of argumentation. The narrative approach is a less hostile paradigm for argumentation and teaching; that is, acknowledging the use of stories as a legitimate form of arguing allows for a cooperative classroom.

376 - استخدام استراتيجية القصة في تدريس معايير اللغة العربية لطفل الروضة

Rehab Elshafey

March 9 – 16:30 – 15:30
F-GF-027 | F Wing

تُعَدُّ اللغة العربية أمانة يجب أن نحافظ عليها وتوصيلها للأجيال بأفضل الطرق والوسائل ولاسيما في الوقت الراهن وسط تزاخم التكنولوجيا ووسائل التواصل بما تحمله من إيجابيات وسلبيات ، وتعد مرحلة رياض الأطفال من أهم المراحل التعليمية التي يؤسس فيها الطفل لذا يجب علينا أن نغرس لديه أساسيات اللغة العربية من خلال معايير مقننة تتناسب ومرحلته العمرية ، واستخدام استراتيجيات فاعلة ، حيث تُعَدُّ استراتيجية القصة ذات أهمية كبيرة للأطفال، فهي تنمي لديهم المفاهيم والمعارف، وتغرس القيم والمبادئ، وتنمي جوانب الشخصية لديهم. لذا يجب الاستفادة من القصة كونها استراتيجية محببة إلى الأطفال، حيث يمكن من خلالها تدريس المعايير التي تُعَدُّ الركيزة الأساس للمعلمة التي تستند إليها عند تناول أساسيات اللغة العربية مثل (مهارات الاستماع، والتحدث - والقراءة - والكتابة - ومهارات التواصل)، ليس ذلك فقط بل وتحقيقها بمستوى أفضل من حيث الكفاءة والفاعلية، وهي بمثابة الأهداف المطلوب تحقيقها، وإكسابها الطفل ومن خلال حلقة العمل سَتُعْرَضُ كيفية استثمار القصة في تدريس، وإكساب معايير اللغة العربية لطفل الروضة.

377 - Gamification in ESL: A Pedagogical Framework

Richard Taylor

13:00 – 13:30 – 8 March
Room 8- 02-L2-030 | Convention Center

Gamification is the application of game elements to a non-game context. In recent years applications of gamification have appeared in a variety of sectors including business, health, sustainability, task management, crowdsourced science, and user generated content for programmers to name a few. Gaming elements such as rewards (e.g. points, tokens, badges, trophies, prizes, level-ups, etc.), rapid feedback cycles, and competition elements (such as leaderboards) are used to motivate users and engage them in activities that they would otherwise find boring. It is exactly this aspect of gamification that has attracted the attention of educators seeking to design learning experiences that can engage learners and increase their motivation on a cognitive, emotional and social level. In short, gamification in education is a tool that can be used to increase student motivation and engagement and is of great relevance to my particular teaching context. In this session, I will present the gamification framework that I have employed in my class and some preliminary findings about the effects it has on student motivation.

378 - Classroom-Based Research and How Teachers can Benefit from it

Christina Gitsaki

14:30 – 15:00 – 10 March

Room 3 - 02-L2-025 | Convention Center

The integration and recognition of the Scholarship of Teaching and Learning (SoTL) as a research framework in academic cultures plays a key role in the continuous improvement of teaching and learning in any higher education institution. At the same time, improving teaching practice is the objective of teacher professional development (PD). However, not all PD models can help faculty achieve long term transformation of their teaching practice. PD training programs that are one-shot events leave faculty unable to put into practice what they learned during the event. Research has shown that models of PD that are longitudinal and allow faculty to take initiative and play an active role in their own development are most likely to effect long term change and improvement of their teaching practice. This session will explore SoTL as a research framework in higher education, how it supports faculty engagement in classroom-based inquiries and what skills and knowledge faculty need in order to fully engage with SoTL.

379 - The Use of First Language (L1) in Second Language (L2) Classroom

Marwa Younes

10:30 – 11:00 – 10 March

F-GF-014 | F Wing

For several decades, the use and role of first language (L1) in second language (L2) classroom have been a contentious topic (Brown, 2000, p195) that still generates arguments until the present time. In the twentieth century, there has been a general agreement among scholars that using English exclusively in English as a Foreign Language (EFL) and English as a Second Language (ESL) classroom is a usual pedagogical practice (Auerbach, 1993). Thus, an English-only approach had dominated L2 classroom during that time (Cook, 2001, p. 4). Recently, scholars have vigorously re-evaluated this perplexing issue producing a number of studies that support the use of L1 in EFL/ESL classrooms (Scott and Fuente, 2008). Reviewing the literature reveals two diverse views: on the one hand, opponents of L1 use who advocate the monolingual approach to L2 teaching. On the other hand, proponents of L1 use who advocate the bilingual approach to L2 teaching. They believe that adequate use of L1 should be used as a complementary valuable resource in endorsing L2 learning (Atkinson, 1987). These opposite views have led to my becoming interested in examining this debatable issue. Therefore, this presentation aims to review literature that addresses this issue.

380 - The Impact of CLIL on Arabic, English and Content Learning in UAE

Marwa Younes | Fatima Badry

12:00 – 12:30 – 10 March

Room 2 - 02-L2-024 | Convention Center

The present study investigated the impact of the Content and Language Integrated Learning (CLIL) approach, as applied in a private school in the UAE, on students' L2 learning, L1 knowledge and content learning. It also analyzed secondary teachers' perspectives on the outcomes of CLIL programs regarding content and language learning. The first section of the study focuses on students' general language proficiency by examining one of their writing assignments in each language. The second section focuses on students' academic performance reflected in the researcher's own rating as her grading in science (taught in English) and in social studies (taught in Arabic). Results revealed that the overall linguistic proficiency of the students in English was better than their proficiency in Arabic. The results also revealed a positive correlation between the students' academic achievement (content learning) and their linguistic proficiency in the language used in instruction. The third, section presents teachers' responses to the questionnaire. The results showed that the majority of the participants felt that CLIL has a positive impact on L2 and content, learning but were concerned about the negative impact of CLIL on the students' L1 knowledge.

381 - A Conceptual Home for Reading in Arabic, Chinese, English: A Schema Analysis

**Negmeldin Alsheikh | Xu Liu | Maha Alhabbash
Najah Al-Mohammed | Safa AlOthali | Ghada Alkilani**

15:00 – 15:30 – 10 March

F-GF-014 | F Wing

Although many studies have provided evidence for the substantial role of background knowledge and familiarity of texts in second language reading comprehension, results from these studies were interpreted as showing the pervasive influence on comprehension and memory of schemata embodying knowledge of the content of a discourse. This study employed the three widely methods used for studying schemas: experiments, interviewing and analyzing metaphors. The participants of this study were college students from three language backgrounds, namely, Arabic, Chinese and English. The participants were exposed to cultural familiar and unfamiliar stories represent the three languages (Arabic, Chinese and English). The preliminary results revealed cultural semantic networks, and similarities and differences of cultural thought patterns.

382 - "Teacher, I want more time": Omani university students learn requests in English

Iryna Lenchuk | Amer Ahmed

12:00 – 12:30 – 10 March
Room 3 - 02-L2-025 | Convention Center

This presentation reports on the results of the research project conducted by the 20 Omani undergraduate EFL learners. The goal was to investigate the ability of their classmates to make requests in English that they frequently use in communication with faculty members. Twenty-seven undergraduate university students participated in this study. Each participant completed five Discourse Completion Tasks that elicited requests that were analyzed as follows: availability of the address term in a request, request strategy (direct vs. indirect) and availability of additional information. The results of the study show that EFL students have a universal knowledge of the concept of requesting; the difference is observed in sociolinguistic and sociopragmatic tools available to them. Specifically, students use different address forms (Teacher, you); they use different levels of (in)directness, where the preference is given to the explicit strategy of making requests by using imperatives (Please give me more time to submit the assignment). Most variability is found in the availability of the additional information provided in requests (Could you give me more time because I could not complete my assignment? I was busy with other stuff). The students obtained a better awareness of linguistically and socially appropriate requests in English.

383 - Task-Based Instruction: The Case of the EFL Classroom of Dhofar University

Amer Ahmed | Iryna Lenchuk

11:00 – 11:30 – 10 March
F-GF-014 | F Wing

The goal of this interactive workshop is to discuss the Task-Based Language Teaching (TBLT) as a methodological option of the Communicative Language Teaching (CLT). The workshop targets the discussion of the following questions: 1) rationale behind the TBLT as one of the methods of second language learning and teaching; 2) definition of a task with its main focus on meaning rather than on language form and (3) the criteria of a task to be used by EFL teachers as guiding principles while designing their own tasks and/or selecting tasks from published resources. The participants of the workshop will be presented with several examples of tasks introduced in one of the EFL classrooms of Dhofar University, Oman. The tasks under discussion are structured in a way so that they integrate 1) focus on meaning (i.e. how to describe a process), 2) focus on language form (i.e. how to use the passive construction in English), and 3) outcome-based assessment of the EFL learners. The presentation of the samples of the tasks will be followed by a discussion of the pros and cons of the structure of the task that aims to balance fluency (focus on meaning) and accuracy (focus on language form).

385 - Start with Inclusion End in Success

Willie Ferguson | Marjorie F. Pierre

15:00 – 15:30 - 10 March
Room 1 - 02-L2-023 | Convention Center

Creating an inclusive environment in the standard classroom from an early age is fundamental for a student's success later on in their journey through academia. We will begin by discussing inclusivity and its impact on the students success. Ms. Pierre will outline the behaviors that promote an inclusive environment and enhance the learning experience of the student from primary to secondary. This will be followed by Mr. Ferguson who will discuss the inclusive classroom at tertiary level based on his experience at Zayed University. He will focus on the most common physical and learning disabilities the students have at university level and outline some indicators of success.

386 - Try This at Home: One DIY Approach to Teaching/ Classroom Practices

Adnan Ashraf

15:00 – 15:30 – 9 March
F-GF-013 | F Wing

I taught Syrian refugees in Amman, crafting a classroom in my home, where I gave original lessons to take them from reading the alphabet to writing SVO sentences. I elicited their personal visions for English usage. I recorded interviews to document their proficiency. My intention was to help them, and to help myself grow as a teacher. Helping students in need is its own reward. Finding students who need one's help is critical. If they aren't students... if they don't need your help...you can't teach them. One needs to be in a higher position than one's students to deliver benefit to them. ELT has been institutionalized by anglophone universities as a profession. This is not the only approach to teaching, or to discovering one's best classroom practices. Practicing ELT as an art in one's home has unique advantages. Even if it's not sustainable, it's a good place to start.

389 - Reading Critically

Hatice Yurdakul

14:30 – 15:00 – 9 March

Room 4 - 02-L2-019 | Convention Center

In order for students to be active readers, they should be able to question texts, discover hidden messages and find out how the information in the text accords with their opinions, values and objectives which is only possible when one has improved their critical reading skills. As an EAL teacher, I designed an action research to improve the critical reading skills of my students by implementing varied activities in my courses throughout the first academic term. I believe that, like every other subject, reading critically needs to be learned and practised. Therefore, my hypothesis for this study was “I can improve my students’ critical reading skills by integrating related reading activities”. In order to measure to what extent I have achieved my objectives, I included some critical reading questions in the assessment tools, which was at the end of the term test. I highly believe that sharing this experience with my colleagues will illuminate our path mutually, while providing me with invaluable feedback.

390 - Reflections on UAE Bilingual Education Reform: An Interpretative Phenomenological Analysis

Glenda El Gamal

11:30 – 12:00 – 10 March

F-GF-015 | F Wing

This presentation explores teacher perceptions of change in the bilingual reform projects in government schools since 2008 in the United Arab Emirates (UAE). Using a constructivist, phenomenological approach, the study employed a qualitative interpretative analysis of interview data from the three participants to investigate their lived experiences in relation to rapid, “top-down” (government) curriculum change. Semi-structured interviews were conducted with three teachers involved in the bilingual reform programs in UAE government schools to provide rich accounts of their authentic lived experiences. The interview data were analyzed using an Interpretative Phenomenological Analytical (IPA) approach to identify themes regarding their perceptions of the change process in the bilingual reform project. The results showed that three superordinate themes arose related to how the participants’ experienced curriculum change in the bilingual program: level of teacher agency, quality of ongoing professional learning opportunities, and concerns about the role of Arabic language in relation to Emirati identity. This research contributes to limited original knowledge in the UAE bilingual reform project, through exploring teachers’ perceptions, responses and receptivity to curriculum change. This research has the potential to usefully inform development and implementation of bilingual education programs in wider contexts.

391 - Apple Accessibility Features to Enhance the Education Experience of Students with Physical Disabilities

Maisa Obeid

15:30 – 16:00 – 8 March

Multipurpose Hall 2- 02-L2-033 | Convention Center

iPads and Apple computers provide a unique opportunity to create a truly portable, exciting learning experience for students. These devices should be for everyone’s use and address all students’ needs, in other words, universal design should be used to create an inclusive classroom experience.

Apple is considered as the leading company in Accessibility Features for all disabilities and therefore my presentation will focus on these features. Most of Apple products have built in assistive technology which can accommodate the needs of users (visually impaired/ hearing loss/ physical disabilities). In this session, I will focus on built-in assistive technology on the iPad and Mac computers for students with visual impairment, hearing loss, and other physical disabilities.

392 - Training People with determination in SAS

Mohja Ibrahim

14:30 - 15:00 - 10 March

Room 1 - 02-L2-023 | Convention Center

Student Accessibility Services (SAS) was established in Zayed University to fulfill the special needs of the students, and to support facility to ensure that students receive equal educational opportunities. It provides full academic, social, and vocational support to ensure student’s success. It also focuses on personal growth of the students so that they can become integral members of society. Awareness regarding the various disabilities is created and encouraged through training, workshops and through volunteer’s participation and internship. In-service training is conducted for faculty to ensure students reach the required academic standards. The training is conducted through a series of workshops and seminars for both students and faculty, and through online tutorials and resources from websites. The training focuses on skills, information sharing, and provides a wide opportunity for individual and group collaboration. This presentation will outline the various workshops and training offered to students and faculty to enable the faculty to establish an inclusive classroom environment. It will also discuss the advantages of providing suitable training to enhance the student’s experience

393 - Universal Design for Instruction in Post-Secondary Education Settings**Rukiya Deetjen-Ruiz****15:30 - 16:00 - 10 March****Room 1 - 02-L2-023 | Convention Center**

To meet the challenges in educating of People Determination with Specific Learning Disabilities, this session reflects on the experiences of Universal Design for Instruction (UDI) in university courses. The session will give an overview of research based on effective instruction, diversity, and Universal Design and explore The Nine Principles of UDI as guidelines for informing college instruction. The facilitator will also examine the ways UDI has influenced Zayed University faculty's teaching methods, assessment techniques, determining course goals and objectives, and format of materials.

394 - Behind the Scenes: Teachers' Perspectives on Factors Affecting the Implementation of Inquiry-based Science Instruction**Sandra Baroudi | Marlieke Rodjan Helder****15:00 – 15:30 | 9 March****Room 5 - 02-L2-020 | Convention Center**

Implementing Inquiry-Based Instruction (IBI) in science is a complex process demanding certain classroom conditions prepared with instructional materials to engage students in tasks, as well as adopting the social context that will shape the inquiry-learning environment. Within this social context, teachers are the main agents who ensure successful inquiry-based implementation because their beliefs and perceptions significantly influence their practices within the classroom. Therefore, this study explored teachers' views and understandings about IBI and the factors that inhibit and promote the implementation of this teaching method. Additionally, the difference in perspectives regarding the inhibiting factors has been explored within two countries that are going through an urgent educational reform (the United Arab Emirates and Lebanon). This study identified factors such as limited ICT and lab resources, low quality of professional development or absence of training in IBI method, lack of time for lesson preparation and difficulties in classroom management that complicate the process of IBI implementation in classrooms.

Differences in the UAE and Lebanese teachers' perspectives were found and discussed. Finally, factors that teachers considered to be essential for successful IBI implementation were good quality of professional development and trainings, observing other teachers while using IBI and ensuring the accessibility of high standards teaching materials and ICT/laboratories resources. This study implies for policy makers in both contexts to provide practical trainings for teachers in inquiry-based methods and to create an IBI expert position in schools. This will produce more consistency within the school and provide the support needed for teachers that in turn will reduce the complexities and workload accompanied with this method.

395 : التعلم القائم على المشاريع في التعليم العالي في دولة الإمارات العربية المتحدة: دراسة حالة طلاب الدراسات الإماراتية

Noorah Mohamed

I 9 March 15:00 – 14:30

Room 5 - 02-L2-020 | Convention Center

غالباً ما يوجه النقد إلى المؤسسات التعليمية في الشرق الأوسط؛ بسبب استخدامها استراتيجيات التدريس القديمة مثل المحاضرات التقليدية، والاعتماد على مهارات الحفظ بدلاً من المهارات الحديثة مثل التفكير النقدي، والإبداع، والابتكار التي تحبب الدراسة إلى الطلاب، وتفيدهم في مهنتهم المستقبلية. هذه الورقة البحثية التطبيقية مثلاً على استخدام التعلم القائم على المشاريع في التعليم العالي، وهي تكمل للمحاضرات التقليدية. وفوائد استخدام هذا النهج في التدريس والتعلم.

كانت الدراسة مطبقة على مجموعة مكونة من 62 طالبة يدرسن الدراسات الإماراتية في جامعة زايد. هذا الدراسة امتدت على مدى 14 أسبوعاً، وهو معدل الفصل الدراسي الواحد. وبيان فعالية نهج التعلم القائم على التعلم في إشراك المتعلمين، وتحسين مهاراتهم، ومساعدتهم على تحقيق نتائج أعلى في تحصيلهم الدراسي.

أظهرت نتائج الدراسة أن التعلم القائم على المشاريع كان مفيداً جداً في مساعدة الطلاب على تطوير المهارات الأساسية للقرن الحادي والعشرين مثل التفكير النقدي، والعمل الجماعي، وحل المشكلات، ومهارات البحث، مهارات العرض، مهارات التواصل بين الأشخاص، مهارات التفاوض، الإبداع، والابتكار.

هذا المشروع البحثي ساعد على تقديم أدلة على كيفية استخدام التعلم القائم على المشاريع، و توضيحها كونها مكملاً للمحاضرات التقليدية، ومدى فعاليته في تحفيز الطلاب؛ لتحقيق أعلى معدل دراسي مع اكتساب مهارات القرن الحادي والعشرين التي تفيدهم في مستقبلهم المهني.

396 - Using ADDIE to Design, Develop and Evaluate ESL and ESP Courses

Lisa Ann Fraser

14:30 – 15:00 | 10 March

Room 4 - 02-L2-019 | Convention Center

In the corporate consulting world, effective, engaging, elegant course design is often created using an industry-standard approach: the ADDIE model (Analysis, Design, Development, Implementation and Evaluation).ESL teachers can improve every aspect of their language acquisition courses by using the ADDIE approach. Using her experience at a top 5 U.S consulting firm, Lisa will show instructors how easy it is to get course design right the first time (specifically for Arabic-speaking students) by using ADDIE to design, develop and evaluate ESL and ESP courses.

397 Brain-friendly learning: Neuroscience in the classroom

Beatrix Henkel

11:30 – 12:00 | 10 March

F-GF-013 | F Wing

Neuroscience has become one of the most frequently used technical terms when talking about brain friendly learning. It is mainly due to emerging new technologies that allow researchers to develop a better understanding of how the brain operates. Findings support an approach where conscious effort is made to create a happy brain environment in the classroom. Elements of it would relate to material design, teacher talk and cooperative learning. In the workshop proposed, participants will learn about the ways how the latest findings of neuroscience can benefit both educators and learners in the learning/teaching process. Some of the most common techniques (visualization, association, personalization, chunking) will be discussed and illustrated with subject specific examples. Hands on ideas, games, and activities will also be shared with participants to inspire a brain-friendly approach to teaching.

398 - Representations of culture in EFL textbooks in the Arab setting: A Case Study of 'American Inside Out' and 'Touchstone' textbooks

Mohsine Khazrouni

11:30 – 12:00 | 10 March

F-GF-014 | F Wing

The aim of present paper is to investigate, analyse, and evaluate the cultural elements included in two EFL textbooks used in teaching Arab learners, namely 'American Inside Out' and 'Touchstone' textbooks. It seeks to find out whether the western culture dominates the cultural content of these textbooks. Another question the paper seeks to investigate is the question of globalization. Do the textbooks reflect the phenomenon of globalization, is globalization a healthy phenomenon in the textbooks or it poses a threat to the national values and local identities. Another point will be discussed is what strategies teachers can use to teach culturally sensitive issues.

399 - My destination is my departure: designing a fit-for-purpose Foundation Program

Caterina Skiniotou

15:00 – 15:30 | 10 March

Room 7 - 02-L2-022 | Convention Center

The main objective of this talk is to outline the factors to consider when designing the curriculum of a foundation program. Emphasis will be given on the constructive alignment of context, student goals, intended learning outcomes, teaching, learning and assessment.

400 - Stories of Grandpa Aristotle: Establishing Ethos, Pathos, Logos in oral and written communication

Caterina Skiniotou

10:30 – 11:00 | 10 March

F-GF-007 | F Wing

Participants in this workshop will explore the concepts of Ethos, communicators' credibility, Pathos, effective engagement in communication, and Logos, argumentation, in communication. The focus of the workshop is effective communication amongst academic leaders, teachers and students.

402 - Teaching the pronunciation of English in a globalized world

Wafa Zoghbor

16:30 – 17:00 | 8 March

Room 3 - 02-L2-025 | Convention Center

The global spread of English as the world lingua franca (ELF) aroused several controversial matters in the field of applied linguistics, one of which is the model to be targeted in classroom teaching (Dauer, 2005). The 'intelligibility' and 'comprehensibility' of learner speech is argued to be the target and criteria upon which the learners' pronunciation should be evaluated instead of its approximation to NSs' (Pica, 1994; Walker, 2010). Jenkins (2000) compiled the Lingua Franca Core (LFC); the minimum required list of phonological features to result in intelligible communication among NNSs, and the basis upon which the pronunciation syllabus for NNS learners should be developed. This presentation reports on the findings of a study where a syllabus was developed based on the LFC and taught to twenty-five Arab post-secondary learners. Their speech samples were transcribed phonologically and then tested for intelligibility and comprehensibility by three groups of listeners from Kachru's (1985) Inner, Outer and Expanding Circles through the buzzer technique. The research gives support to most of the core features in the LFC except the quality of the long vowel /ɔ:/, rhotic /r/, and word stress in words of more than two syllables.

403 "اللهجة البيضاء" في مواجهة "التداخل اللغوي"

Wafa Zoghbor

10 March 12:30 – 12:00

F-GF-014 | F Wing

يُشير التداخل اللغوي أو الـ (Code Switching) إلى استخدام لغتين أو أكثر خلال الحديث. ويُنظر إلى تداخل اللغة الإنجليزية مع اللغة العربية كظاهرة سلبية ودخيلة وفقاً للاستخدام الأمثل للغة الأم. ويقابل هذه الظاهرة ما يطلق عليه "اللهجة البيضاء" والتي تهدف في المقام الأول إلى الحفاظ على اللغة العربية كلغة حياة يومية، يتم الاستناد فيها إلى التواصل والحديث باستخدام اللغة العربية التي تقترب في مضمونها وبنيتها اللغوية من اللغة العربية الفصحى، بل وتعد أرضية وسط بين اللغة الفصحى واللهجة العامية للمتحدث، ويكون نتاجها استخدام اللغة العربية بنوعها بدلاً من الاستناد إلى استبدال بعض كلماتها بكلمات أجنبية. ولا تخلو ظاهرة "اللهجة البيضاء" أو ظاهرة "التداخل اللغوي" من الانتقاد من قبل المختصين ومستخدمي اللغة.

تهدف ورقة العمل المقدمة إلى تسليط الضوء على المحاور الآتية:

- أسباب وجود ظاهرة "التداخل اللغوي"، والاستناد إلى استخدام بعض مفردات اللغة الإنجليزية عوضاً عن اللغة الأم أثناء التواصل الشفوي لمتحدثي اللغة العربية.
- تقييم دور "اللهجة البيضاء" في مواجهة الظواهر السلبية الدخيلة على استخدام اللغة العربية.
- تحليل بعض النماذج التي تستخدم بها ظاهرة "اللهجة البيضاء" أو ظاهرة "التداخل اللغوي" وتقييم الحلول البديلة من قبل المختصين.

404 American English Resources for Teachers

Scott Chiverton

15:30 – 16:00 | 9 March

Room 8 - 02-L2-030 | Convention Center

During this information session, participants will learn about the vast amount of free resources available to them from American English, the U.S. State department's English language website for teachers and learners of English. The Regional English Language Officer will show resources, professional development opportunities for teachers in the region.

405 Using Technology to Support Vocabulary Development of English Language Learners: The Zayed University Vocabulary App (ZAVA)**Paola Trejo Vences****15:00 – 15:30 | 9 March
Room - F-GF-007 | F Wing**

Learning English vocabulary is central to acquiring the language, especially at the early stages of this process. In the Academic Bridge Program (ABP) at Zayed University, our students are expected to master a list of new words to improve their language skills. In order to aid our students in learning these new words, ABP teachers created the Zayed Vocabulary app (ZAVA). In this session, I will showcase the different features of the app and how its activities target different learning styles. In addition, I will show how our students use ZAVA to learn the words beyond simply understanding their meaning: They learn words in context and practice pronunciation and spelling in a fun and engaging way.

406 - Understanding and Improving In-Service Teacher Training at PSU**Noha Yahya Maakafi****15:30 – 16:00 | 10 March
F-GF-005 | F Wing**

The developing trends and the significance of teaching English as a foreign language (TEFL) have meant that tertiary EFL teachers are expected to continuously maintain their teaching skills and increasingly develop new skills specially now in technology and latest teaching methodologies. Participating in teacher training courses (TTCs) teacher training courses take many forms including weekly monthly and extended training courses that can either take place in the institute where they work or be done independently outside of the institution. Many in-house teacher training courses provide teachers with well-guided support and continuance training usually takes place through workshops, observations and seminars. The aim of this research paper is to investigate the problems that EFL teachers may face in their service professional development and what can be suggested to help and avoid these problems.

This research paper uses quantitative surveys to discover the opinions of faculty with regards to faculty joining a deeper understanding of this issue and their recommended suggestions for training in the English department. The findings showed that faculty had wide-ranging needs and recommendations for improvement. The paper concludes with a sample teacher training program that is based on faculty recommendations from the English department in Prince Sultan University.

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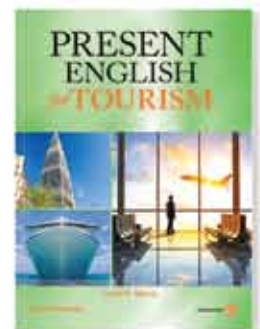
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