



CONFERENCE PROGRAM

Thursday 03 March 2022

Throughout the program:

- Click on 'Local Time' for the local timing in your country/city.
- Click on 'Virtual Room' number to join the online session.

05:00pm-05:15pm | [Local Time](#) | [Virtual Room 1](#)

Opening Session

05:15pm-06:05pm | [Local Time](#) | [Virtual Room 1](#)

Keynote Speaker 1

The power of self-selected fiction



Professor Stephen Krashen

University of Southern California, USA

Thursday 03 March 2022

06:30pm - 07:25pm | [Local Time](#)

Throughout the program:

- Click on 'Local Time' for the local timing in your country/city.
- Click on 'Virtual Room' number to join the online session.

Virtual Room 1	Virtual Room 2	Virtual Room 3	Virtual Room 4
Panel 01A	Panel 018	Panel 07C	Panel 05A
Teaching language skills	Multicultural Education & Communicative Teaching	Professional development in ELT	Technology & online learning
<p>2 - Ghiyath Al-Sheikh (Syria) and Safi Eldeen Alzi'Abi (Kuwait)</p> <p>The Feasibility of Applying Listening Strategies in Syrian EFL Setting</p>	<p>41 - Fajer Bin Rashed, (Kuwait) Eman Mahmoud and Ebtesam Alzahmi (UAE)</p> <p>Developing Cultural Self-awareness: A Multicultural Thematic Unit</p>	<p>117 - Lana Hiasat, Christine Coombe, Faouzi Bouzlama and Nadia Kettell (UAE)</p> <p>Showcasing Professional Development in Teacher Effectiveness: Focus on Research Literacy and Career Skills Development</p>	<p>77 - Azza Alawadhi and Emad A. S. Abu-Ayyash (UAE)</p> <p>Students' perceptions of Kahoot!: An exploratory mixed-method study in EFL undergraduate classrooms in the UAE</p>
<p>47 - Youssef El Ouidani (Morocco)</p> <p>Effects of the Process and Product Approaches to Teaching Writing on Moroccan EFL High-school Students Essay Writing</p>	<p>22 - Fajer Bin Rashed, (Kuwait) Ebtesam Alzahmi and Negmeldin Alsheikh (UAE)</p> <p>A Double Contact of Identity Formation: The Sedimentation and Decantation of Three Kuwaiti English Instructors' Narratives</p>	<p>6 - Ali Shehadeh (UAE)</p> <p>Alternative Modes of Publication for the Applied Linguistics and TESOL Novice Researchers</p>	<p>36 - Moza Al-Malki, Nagham Al-Azzawi, Sharifa Aladawi and Khalid Al-Abri (Oman)</p> <p>Open-book exams during Covid-19: challenges and opportunities</p>
<p>9 - Darwin Bargo (Philippines)</p> <p>Writing report and correspondence errors of technical assistance (TA) providers</p>	<p>100 - Ayesha Mudhaffer (KSA)</p> <p>Developing English Language Learners' Communicative Competence: A Three-Step CLT Model for EFL/ESL Teachers in Higher Education</p>	<p>99 - Nadine Jaafarawi (UAE)</p> <p>Killer Critical Book Review</p>	<p>65 - Jaime Buchanan and Tony Myers (UAE)</p> <p>Overcoming the remote in remote learning: the value of community in the virtual classroom</p>



Friday 04 March 2022

01:00pm - 01:50pm | [Local Time](#) | [Virtual Room 1](#)

Keynote Speaker 2

**Multilingualism in legal systems:
Language reform and language choice in Malaysia**



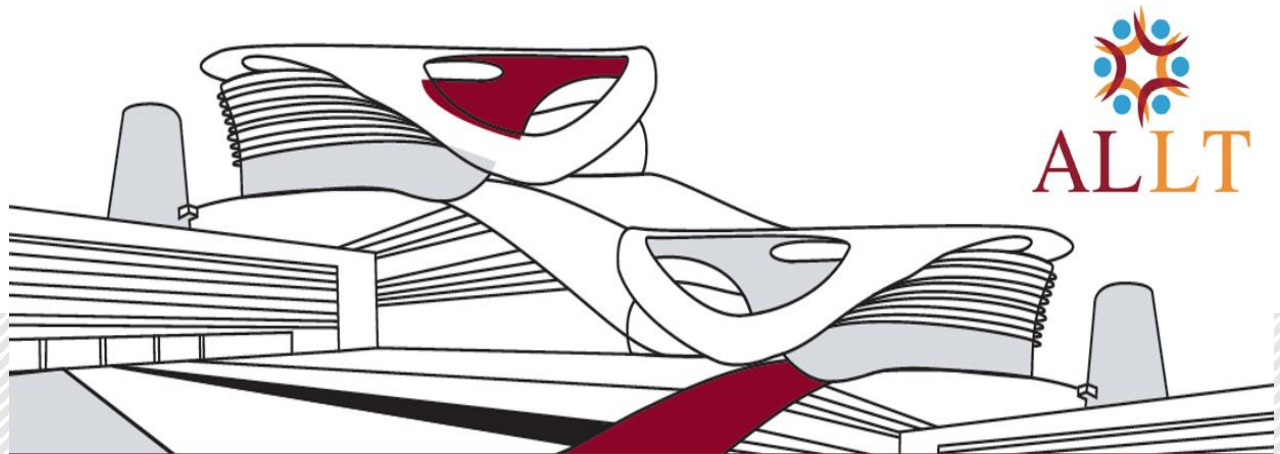
Professor Azirah Hashim

University of Malaya, Malaysia

Friday 04 March 2022

02:00pm - 02:55pm | Local Time

<u>Virtual Room 1</u>	<u>Virtual Room 2</u>	<u>Virtual Room 3</u>	<u>Virtual Room 4</u>
Panel 02A	Panel 03A	Panel 08	Panel 013A
Teaching language sub-skills	Translanguaging and code switching	Teaching ESP	Pedagogy and teaching approaches
51 - Hedieh Najafi (UAE) In the Importance of Teaching Verb Tenses: Pandemic Version	37 - Shofa Alrawahi (Oman) Romanization of Arabic Proper Names: Towards a Consistent Standardized Convention	85 - Aejaz Mohammed Sheikh, Uzma Nisar and Mehnaz Rashid (India) Needs Analysis and Prerequisites of English of Engineering Students: A Study of NIT Srinagar	8 - Albyra Bianca Sy Tamco (Philippines) Philippine English in the ESL Classroom: A Study of English Teachers' Beliefs and Pedagogical Practices in Higher Education
17 - Lizeta Demetriou (UK) Second language learners' knowledge of polysemous phrasal verbs	7 - Dylan Glyn Williams (South Korea) and Juup Stelma (UK) The risk of 'epistemicide' in a South Korean Higher Education English Medium Instruction Context	61 - Peter Davidson and Catherine Nickerson (UAE) Underlying skills development in Business English Courses	20 - Zoe Hurley and Peter Flynn Pedagogies for flourishing: Project-based learning beyond the data-driven curriculum
75 - Thisuri Jaylath and Navodhya Jayalath (Sri Lanka) CALL for ESL learners' motivation in Grammar Learning	25 - Jhuanna Manuel and Mildred Go (Philippines) Forms and functions of code switching in marketing cosmetic products: implications of the teaching of purposive communication	29 - Mohammed Naoua (Algeria) Syllabus design in Electrical Engineering specialties: an Empirical investigation	114 - Richard Harrison (Oman) Five practical ways to introduce critical thinking



Friday 4 March 2022

03:00pm - 03:55pm | [Local Time](#)

<u>Virtual Room 1</u>	<u>Virtual Room 2</u>	<u>Virtual Room 3</u>	<u>Virtual Room 4</u>
Panel 04A	Panel 03B	Panel 010	Panel 019
Assessment & Feedback	Translanguaging and code switching	Literature and L2 learning	COVID-19 & online learning
82 - Safaa Eissa (KSA) Exploring students' and Instructors' perceptions of language assessment in Saudi higher education: A mixed-methods study	95 - Mustabshira Siddiqui (KSA) English/Hinglish: The concept of code switching and translanguaging in World Englishes	111 - Emily Reynolds (UAE) The value of incorporating young adult literature into English language learning classrooms	78 - Azza Alawadhi & Rawy Thabet (UAE) Undergraduate students' intentional behavior of remote learning during COVID-19 Pandemic: A cross-sectional Study from the UAE
53 - Sally Ali (Egypt) Exploring Students' Individual & Group Presentation Assessment	18 - Fernanda Rubbo and Anamaria Welp (Brazil) Decolonial English teaching in southern Brazil: The construction of a syllabus through a translanguaging lens	49 - Yee Wai Mon (Myanmar) Should Literature be Left in the 21st century English Language Teaching?	110 - Eilaf Alotaibi (KSA) Saudi Females Beginners' Attitudes Towards Full-online Learning Through EFL Virtual Classrooms During COVID-19 Pandemic
10 - Mahmoud Sultan Nafa (UAE) Designing and Delivering a Purposeful Educational Feedback	43 - Muhammad Asif Qureshi & Ahmad Aljanadbah (UAE) Translanguaging pedagogy and second language reading comprehension	90 - Melita Koletnik (Slovenia) & Astrid Schmidhofer (Austria) Enrique Cerezo Herrero (Spain) FLT applied to Translation Studies: research-informed teaching	71 - Randa Soliman (UAE) Silence in the Online Language Classroom: The Effect of the Learning Environment on Learners' Capacity to Speak (CTS)

Friday 04 March 2022

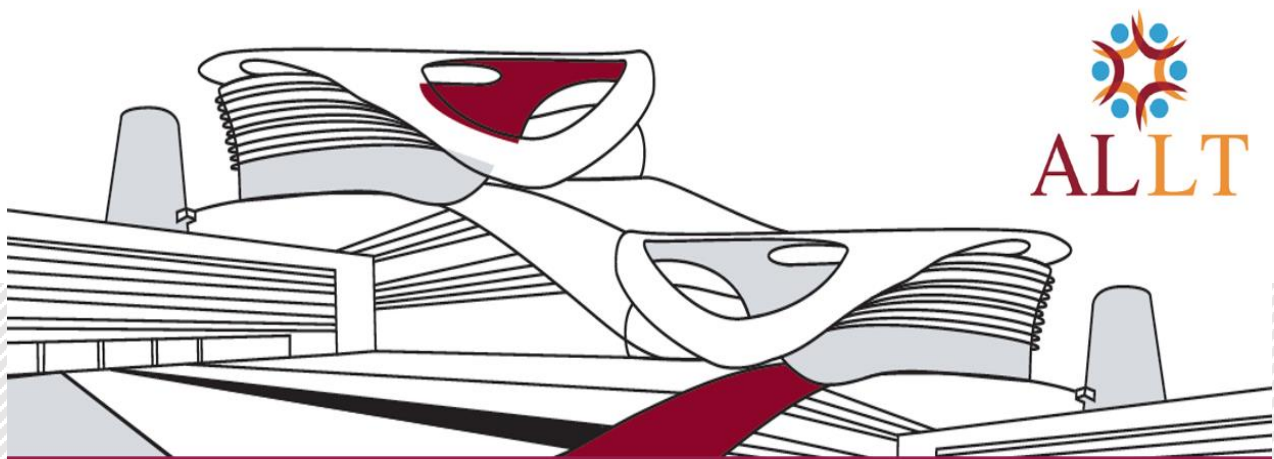
04:00pm - 04:55pm | [Local Time](#)

Virtual Room 1	Virtual Room 2	Virtual Room 3	Virtual Room 4
Publisher Corner	Panel 017	Panel 07B	Panel 05C
Publisher Corner	Program and diversity into teaching & learning	Professional development in ELT	Technology and online learning
04:00pm – 04:20pm Nathan Waller Education for Sustainable Development and Citizenship (ESDC) Macmillan Education	98 - Rana Khan (Kuwait) Learning Contexts Redesigned Through Intensive English Program	89 - Ilknur Eginli (Turkey) Pre-service Language Teachers' Emotional Experience Before and After First-Time Teaching	38 - Bel Charmejune Pascual, John Robbie De Leon & Ma. Lalaine Rebong (Philippines) Awareness, Attitude, and Acceptance: A Case of Philippine English in ESL Online Classrooms
4:30pm – 4:50pm Richard Harrison Critical Thinking Teaching Materials Canford Publishing	81 - Mehdi Solhi (Turkey) The text does not remain a text; Humanize the language learning materials through text driven approach	54 - Jennifer Law (UAE) Two heads are better than one: The power of a multidisciplinary PD community	86 - Tiziana Lorenzet (Italy) A Case Study in a Virtual Classroom: Pros & Cons of an Online English Exam Preparation Course
	63 - Jaime Buchanan and Peter Davidson (UAE) An Introduction to Teaching Technical Communication	105 - Anna Dillon (UAE) Preparing to implement a translanguaging pedagogy in EAP for in-service teachers	118 - Peter John Hassall & Roger Dunham (New Zealand) Intervention strategies involving cognitive signalling and Extremely Short Stories [ESSs] for on-line Teaching and Learning

Friday 04 March 2022

05:00pm - 05:55pm | [Local Time](#)

<u>Virtual Room 1</u>	<u>Virtual Room 2</u>	<u>Virtual Room 3</u>	<u>Virtual Room 4</u>
Publisher Corner	Panel 06B	Panel 016	Panel 013D
Publisher Corner	(English) as a medium of instruction	Flipped classroom model & strategy	Pedagogy and teaching approaches
05:00pm – 05:20pm Paul Woodfall Q-Skills Teaching Methodology <u>Oxford University Press</u>	88 - Ghedeir Brahim Mohammed (Algeria) Promoting English as a Medium of Instruction at the Tertiary Education in Multilingual Algeria: Reality and Prospects	19 - Patrisius Djiwandono (Indonesia) The effectiveness of flipped classroom for teaching translation, storytelling, and local culture during the pandemic	28 - Amal Alerwi (KSA) Using Sitcoms to Improve the Acquisition of Speech Acts by EFL Students: Focusing on Request, Refusal, Apology, and Compliment Response
	60 - Wayne Jones & Kara Mckeown (UAE) The Challenges of EMI for Art and Design Students and Faculty at an HEI in the UAE	69 - Reeja Riyaz (Oman) An Appraisal of Just-in-Time Teaching and Peer Instruction in a Flipped English Writing Classroom on Online Mode	83 - Asma Nesba (Algeria) Eclecticism and Hybrid Instruction Between Exigency and Predilection
	102 - Bill Batziakas (China) English for Academic Purposes (EAP) and English as a Medium of Instruction (EMI): Some Voices from University Students and Teachers in Asia		113 - Mohamed Al Mohamady (Egypt) Teaching Unplugged to Reshape Classroom Practices



Friday 04 March 2022

06:00pm – 06:50pm | [Local Time](#) | [Virtual Room 1](#)

Keynote Speaker 3

**Rethinking Perceptions of Language
and Communication in Teacher Education**



Dr. Martin Dewey

King's College London, UK

Saturday 05 March 2022

01:00pm-01:50pm | [Local Time](#) | [Virtual Room 1](#)

Keynote Speaker 4

Student Centred Learning Across Disciplines



Dr. Willy A Renandya

Nanyang Technological University, Singapore

Saturday 05 March 2022

02:00pm-02:55pm | [Local Time](#)

<u>Virtual Room 1</u>	<u>Virtual Room 2</u>	<u>Virtual Room 3</u>	<u>Virtual Room 4</u>
Panel 01B	Panel 06A	Panel 020	013C
Teaching language skills	(English) as a medium of instruction	Diversity in ELT contexts: policy and implications	Pedagogy and teaching approaches
94 - Huda Jamal (UAE) Scaffolding in Teaching Writing: Vygotsky's Zone of Proximal Development & the Socio-cultural Theory	59 - Afaf Mishriki and Amani Demian (Egypt) L1 in L2 Class: When, Why, and How?	66 - Sanchita Kamath. (UAE) Science Fiction prototyping in English as a design thinking tool to inspire the future	30 - Ahmad Muhammad (Syria) & Muhammed Vefa (Turkey) Obstacles of Applying Communicative Language Teaching in EFL Classes in the Liberated Areas of Syria
48 - Eman Mahmoud, Safeya Al Katheeri & Negmeldin Alsheikh (UAE) "The Writing Process was just Thrown out the Window": Exploring Third Grade English Teachers' Views on Writing Instructional Practices Post Covid-19	46 - Burcu Tezcan Unal (UAE) English Medium Instruction and quality in higher education	120 - Semin Kazazoğlu & Esra Solak (Turkey) Intercultural Competence Through the Eyes of Pre-Service EFL Teachers	39 - Meriem Achoura (Algeria) Teaching Critical Thinking in the Algerian Secondary School EFL Class
44 - Suhair Al-Alami & Anjum Azeez (UAE) Enhancing English writing skills via literature reading	124 – Wafa Zoghbor (UAE) Translingual practices in EMI UAE higher education context	12 - Ghadah Al Murshidi (UAE) National Policy and Global Imperatives in the UAE Higher Education Landscape	31 - Hassan El Garras (Morocco) Tips on Teaching Formulaic Language in EFL Classes

Saturday 5 March 2022

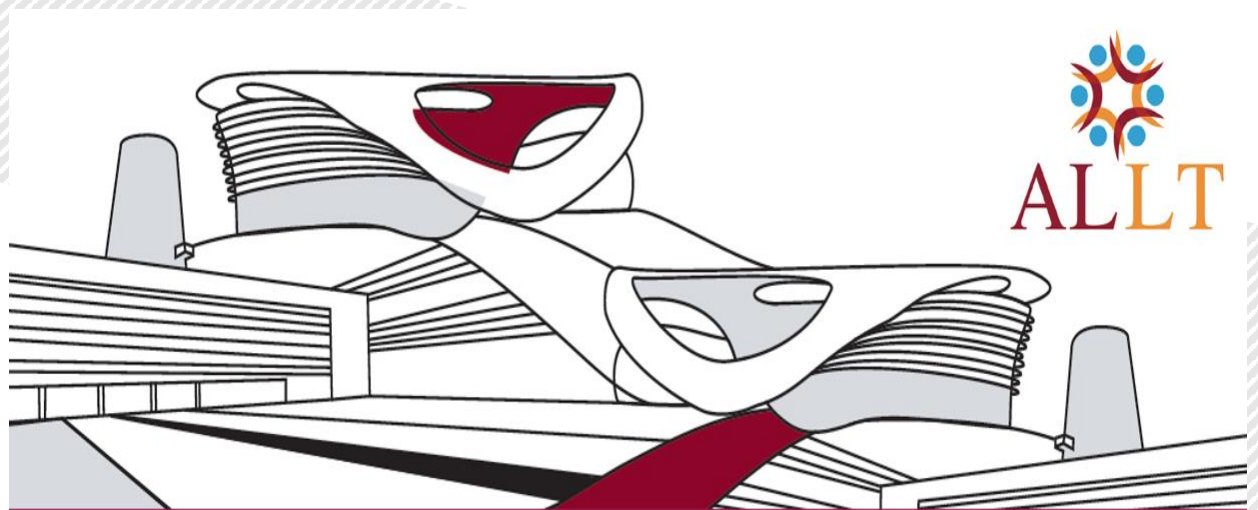
03:00pm - 03:55pm | [Local Time](#)

<u>Virtual Room 1</u>	<u>Virtual Room 2</u>	<u>Virtual Room 3</u>	<u>Virtual Room 4</u>
Panel 02B	Panel 03C	Panel 09	Panel 013B
Teaching language sub-skills	Translanguaging and code switching	Learner motivation & autonomy	Pedagogy and teaching approaches
<p>72 - Sufia Sultana (KSA) Shafia Shahin (India) & Richa Rastogi (KSA) Integration of Cultural Awareness in Teaching Vocabulary to EFL Learners</p>	<p>5 - Renold Tarriela, Alea Trisha Fernandez, Ruth Hanna Mae De Leon, Dat Le, Runjet Garcia & Aira Junel Delos Reyes (Philippines) Perception of ESL and EFL Students towards Code-switching in Online Classrooms</p>	<p>108 - Ouarda Khouni, Aboubaidah Gasim, Ishaq Salim & Salah Al Fahdi (Oman) Learners' Anxiety and Motivation in Speaking. The case of GFP learners at UTAS, NiZWA. Oman</p>	<p>92 - Rizwana Wahid, Shanjida Halim & Tanzina Halim (KSA) Developing Research Skills among Undergraduate Students by Mixing Activity-based and Student-centered Approaches</p>
<p>4 - Sharif Alghazo (Jordan) Pronunciation Learning Strategies Used by EFL University Students: A Classroom-Based Investigation</p>	<p>33 - Serdar Tekin (Turkey) Translanguaging in EMI classrooms: How to feel about it?</p>	<p>16 - Said Oussou (Morocco) Developing autonomous learners in an EFL setting: expanding ELT professionals' roles</p>	<p>62 - Yahia Alkhoudayr, (Palestine) Teaching Quality in EFL Elementary Classrooms in Gaza: current status and future prospects</p>
<p>84 - Michael Bowles (UAE) Digital vocabulary learning: Measuring vocabulary gains and capacity for self-regulation on an English pre-sessional program</p>	<p>112 - Sarah Hopkyns (UAE) Embracing translanguaging practice: Toward culturally responsive and context-specific English-medium instruction</p>	<p>3 - Rania Jabr (Egypt) Encourage learners to think about their own thinking!</p>	<p>67 - Muftah Hamed and Tahar Fadhil (Libya) English Major Libyan Students' Perceptions towards Characteristics of Effective English Language University Instructors</p>

Saturday 05 March 2022

04:00pm - 04:55pm | [Local Time](#)

<u>Virtual Room 1</u>	<u>Virtual Room 2</u>	<u>Virtual Room 3</u>	<u>Virtual Room 4</u>
Panel 011	Panel 014A	Panel 015	Panel 05B
ELT textbooks evaluation and effectiveness	Multilingualism & multilingual skills	transfer and interference in L2 learning	Technology and online learning
64 - Barry Kavanagh (Japan) What can ELT textbook evaluation tell us about the effectiveness of a University English curriculum?	91 - Hamza R'Boul (Spain) Critical Multilingualism in TESOL Classrooms: Addressing the Issues of the Global South	24 - Eliane Nowinski da Rosa (Brazil) English Pronunciation Teaching under a cognitive and socio-political-culturally guided perspective	26 - Ajwaad Aljohani (KSA) Cognitive Semantics and Prototype Instruction: Teachers' Perspectives of Teaching Prototype in EFL Classrooms
97 - Mehdi Solhi, Belkis Benlioğlu & Beliz Şahin (Turkey) Using a Great Waste of Opportunity in the Coursebooks: The Issue of Decorative Pictures	93 - Raees Calafato (Norway) Multilingual teacher identity in the Emirates: Implications for language policy and education	52 - Wedad Alammari & Rawabi Alharbi (KSA) Cross-cultural (New Zealand – Saudi Arabia) Comparison of Collaborative Writing	109 - Yosra Sellami-Sellami (Tunisia) The Roles of Instructors and Educators in an Online Environment
76 - Sajad Hussain Wani & Mudasir Mushtaq Pir (India) Role of the Teachers in the Development and Evaluation of ELT Textbooks in Kashmir	74 - Mehdi Solhi (Turkey) Turkish Pre-Service English Language Teachers' ELF Awareness: An Investigation of Rhetorical organization of discourse	13 - Ghadah Al Murshidi (UAE) The Impact of Social Media on English Speaking and Writing Skills of Learners: A Study Conducted among the Students and Teachers of UAE Universities	87 - Nagakala Gopalkrishna (India) Productive Teaching in the Aeon of Technology



Saturday 05 March 2022

05:00pm - 05:55pm | [Local Time](#)

Virtual Room 1	Virtual Room 2	Virtual Room 3	Virtual Room 4
Panel 04B	Panel 012	Panel 07A	Panel 05D
Assessment & Feedback	Cultural & Intercultural awareness in ELT	Professional development in ELT	Remote learning & Technology
96 - Neo Abell Obligar & Rosa Caraballe (Philippines) Reading Comprehension of Indigenous Students amidst the New Normal	35 - Abdelfattah Abidi (Morocco) The speech Act of Request: A Cross-Cultural Comparative Study of American Native Speakers of English and Moroccan EFL University Students	101 - Abdulaziz Zanguty (KSA) The Necessity of Adding Coaching Teacher in Saudi Arabia	70 - Syed Adil (India) The search for Communication in the Age of Information Communication Technology: A study into issues, challenges, and resolutions
68 - Jason Thompson (UAE) Using CEFR descriptors to create bands for grading writing assessments	32 - Jay Mark Santos & John Allen Pablo (Philippines) Analysis of Students' Written Discourse on the Cultural Implications of the Netflix's "Squid Game": A Three Dimensional Discourse Study	55 - Aejaz Mohammed Sheikh & Sajad Ahmad (India) Online Professional Development Programs for English Language Teachers during the Covid-19 Pandemic in Kashmir Valley	116 - Olga Samsonova (US) Use of I-Ready in Tiered Instructions for English Language Learners
40 - Banani Roy Chowdhury (UAE) Artificial Intelligence to replace teachers to grade students' academic essays	21 - Sid Ali Selama (Algeria) Intercultural Awareness in EFL Settings: A Means to Enhance Critical Thinking and Autonomous Learning	119 - Semin Kazazoğlu & Belkis Benlioğlu. (Turkey) Reflecting on the Technological Pedagogical Content Knowledge: How do pre-service EFL teachers put it into practice?	58 - Shahala Nassim (Oman) Critical Reflection through web posters and videos

Closing Session:

06:50pm – 07:00pm | [Local Time](#) | [Virtual Room 1](#)