

ALLT 2024 Conference Booklet



01-03 March 2024
Zayed University,
Dubai, UAE



6th APPLIED LINGUISTICS AND LANGUAGE TEACHING INTERNATIONAL CONFERENCE

01 – 03 March 2024



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Dear ALLT 2024 Participants,

Welcome to the 6th Applied Linguistics and Language Teaching International Conference [ALLT 2024] under the theme "TechLingua: Transformative AI in Applied Linguistics and Language Education."

It is with great pleasure that we, the organizing committee for ALLT 2024, extend our warmest welcome to language professionals, applied linguists, and linguists from across the globe. We are honored to host this significant event, bringing together delegates from the Gulf Countries, Middle East, North Africa, East Asia, Europe, and Latin America.

The conference has garnered overwhelming interest, with over 170 proposals. After rigorous review by our esteemed scientific committee, 100 sessions have been accepted and integrated into the final program, structured into panels to facilitate discussion and accommodate the diverse array of abstracts.

A heartfelt welcome is extended to our presenters and panelists, whose contributions enrich the discourse. We also express our sincere appreciation to our sponsors, keynote speakers, featured speakers, and exhibitors for their invaluable support.

Organizing an event of this magnitude would not have been possible without the dedicated efforts of our colleagues serving in various roles, including the organizing committee, panel moderators, technical experts, members of the scientific committee, administrative assistants, and student volunteers, all of whom have worked tirelessly to ensure a seamless conference experience.

In closing, we extend our gratitude to each of you for your participation, and we wish you an enriching and enjoyable conference experience.

Warm regards

Dr. Wafa Zoghbor

Chair, Organizing Committee ALLT 2024.
Center of Educational Innovation (CEI)
Zayed University



Dear Colleagues,

It gives me immense pleasure to extend a warm welcome to each and every one of you attending the 6th Annual Applied Linguistics and Language Teaching International Conference and Exhibition.

Hosting this event at Zayed University underscores the pivotal role of language education not only in the UAE and the Gulf region but also in today's interconnected world. Whether it's mastering a first language or acquiring a second one, language proficiency is undeniably crucial in shaping modern citizens. In the UAE, language learning is deeply integrated into the educational fabric, with an increasing number of subjects now taught in English in public schools. However, challenges do persist, and platforms like ALLT 2024 are indispensable, providing a forum for language professionals—be it English, Arabic, Spanish, or other language instructors—to exchange teaching methodologies and strategies aimed at enhancing student learning outcomes. As an educational institution, our mission at Zayed University is to adequately prepare students to thrive as future global citizens, making events like ALLT 2024 pivotal in achieving this goal.

This conference serves as the premier academic gathering for applied linguists and language educators alike. ALLT aims to elevate the professional standards and knowledge base of practitioners in these fields through collaborative reflection and knowledge sharing. It's worth emphasizing that "Applied Linguistics and Language Teaching" encompasses not only English language instruction but also the broader spectrum of language education.

I extend my heartfelt gratitude to all the presenters who have graciously spared their time to enrich this event with their professional insights and research findings. I also extend sincere appreciation to our esteemed exhibitors and sponsors for their invaluable support.

Special acknowledgment is due to the Dr Wafa Zoghbor for orchestrating this conference in collaboration with the CEI team and colleagues across the ZU campuses and other higher education institutions in the region.

I wish you all a rewarding and intellectually stimulating conference experience.

Prof. Christina Gitsaki
Acting Director
Center for Educational Innovation
Zayed University, UAE

ALLT 2023 Conference Committee

| | |
|----------------------|-------------------------------|
| Wafa Zoghbor - Chair | Zayed University |
| Christina Gitsaki | Zayed University |
| Izzeddin Asad | Zayed University |
| Ghada Janem | Zayed University |
| Helene Demirci | Higher Colleges of Technology |
| Suhair Al Alami | Skyline University |
| Aisha AlShaheen | Zayed University |
| Usman Ehsan | Zayed University |
| Michael Pazinas | Zayed University |
| Emily Winchip | Zayed University |
| Samar Shamia | Zayed University |
| Ghalya Al Suwaidi | Zayed University |

Panel Moderators

| Moderator | panel | Room | Date | Timing |
|------------------------|-------|------|------------|-------------------|
| Aizhan Shomotova | 24 | 2 | 03/03/2024 | 11:30pm - 12:25pm |
| Ameena Mohamed Ali | 4 | 4 | 01/03/2024 | 05:45pm - 06:40pm |
| Banani Roy Chowdhuri | 6 | 3 | 02/03/2024 | 11:00am - 11:55am |
| Cabell Yang Wang | 3 | 3 | 01/03/2024 | 05:45pm - 06:40pm |
| Edith Flahive | 26 | 4 | 03/03/2024 | 11:30pm - 12:25pm |
| Emily Winchip | 17 | 4 | 03/03/2024 | 09:00am - 09:55am |
| Emily Winchip | 22 | 4 | 03/03/2024 | 10:00am - 10:55am |
| Giacomo Folinazzo | 18 | 5 | 03/03/2024 | 09:00am - 09:55am |
| Juwaeriah Siddiqui | 21 | 3 | 03/03/2024 | 10:00am - 10:55am |
| Larysa Nikolayeva | 2 | 2 | 01/03/2024 | 05:45pm - 06:40pm |
| Maha Alhabbash | 16 | 3 | 03/03/2024 | 09:00am - 09:55am |
| Meghry Nazarian | 11 | 4 | 02/03/2024 | 02:00pm - 02:55pm |
| Nadine Jaafarawi | 5 | 2 | 02/03/2024 | 11:00am - 11:55am |
| Nataša Košuta | 1 | 1 | 01/03/2024 | 05:45pm - 06:40pm |
| Nour Al Okla | 14 | 1 | 03/03/2024 | 09:00am - 09:55am |
| Peter Davidson | 23 | 1 | 03/03/2024 | 11:30pm - 12:25pm |
| Reem Razem | 25 | 3 | 03/03/2024 | 11:30pm - 12:25pm |
| Rehab Elshafey | 13 | 1 | 02/03/2024 | 03:15pm - 04:10pm |
| Saima Nomaan | 15 | 2 | 03/03/2024 | 09:00am - 09:55am |
| Sana Almajaidah | 8 | 1 | 02/03/2024 | 02:00pm - 02:55pm |
| Sanja Vičević Ivanović | 7 | 4 | 02/03/2024 | 11:00am - 11:55am |
| Shorouk Hanafy | 9 | 2 | 02/03/2024 | 02:00pm - 02:55pm |
| Simon Burfoot | 20 | 2 | 03/03/2024 | 10:00am - 10:55am |
| Suhair Al-Alam | 10 | 3 | 02/03/2024 | 02:00pm - 02:55pm |
| Vasilia Alkhaldi | 19 | 1 | 03/03/2024 | 10:00am - 10:55am |
| Víctor ParraGuinaldo | 12 | 5 | 02/03/2024 | 02:00pm - 02:55pm |

ALLT 2024 Scientific Committee

| Name | Affiliation | Country |
|-------------------------|---|--------------------------|
| Abd Darouzy | University of Moncton | Canada |
| Ahmed Al Khateeb | King Faisal University | KSA |
| Ali H. Al-Hoorie | Saudi TESOL Association | Saudi Arabia |
| Banani Chowdhury | Institute of Applied Technology | United Arab Emirates |
| Banani Roy Chowdhury | Institute of Applied Technology | UAE |
| Edith Flahive | Higher Colleges of Technology | UAE |
| Emily Winchip | Zayed University | UAE |
| Ghadah AlMurshidi | United Arab Emirates University | UAE |
| Giulia Pedrini | University of Trieste - University of Udine | Italy |
| Hashil Al-Saadi | Sultanate of Oman | Oman |
| Hoang Minh Tran | The Chinese University of Hong Kong | Hong Kong SAR |
| Jaime Buchanan | Zayed University | UAE |
| Jingjing Qin | Zayed University | UAE |
| Juwaeriah Siddiqui | Carleton University | Canada |
| Kalyana Chakravarthi | Knowledge, Attitude and Skills Services. | India |
| Manjet Kaur Mehar Singh | University Sains Malaysia | Malaysia |
| Mona | Sharjah Education Academy | UAE |
| Mona El Samaty | American University in Dubai | UAE |
| Peter Davidson | Zayed University | UAE |
| Randa Soliman | University of Dubai | UAE |
| Rania Jabr | The American University in Cairo | Egypt |
| Reema Qarallah | British Council | Jordan |
| Said Nasser Al Amrani | Sohar University | Oman |
| Saima Nomaan | University of Birmingham Dubai. | UAE |
| Sarah Hopkyns | University of St Andrews | United Kingdom (and UAE) |
| Shameem RAFIK-GALEA | SEGi University Malaysia | Malaysia |
| Shawana Fazal | Hazara University, Mansehra | Pakistan |
| Suhair Al-Alami | Skyline University College | UAE |
| Tareq BOUDJADAR | Teachers College of Sétif | ALGERIA |
| Thomas Christiansen | Università del Salento (Salento University) | Italy |
| Vahid Norouzi Larsari | Charles University | Czechia |
| Wafa Zoghbor | Zayed University | UAE |

Keynote Speakers



Dr. George Mikros

Hamad Bin Khalifa University, Qatar

Friday 01 March 2024

04:45pm-05:35pm

Multi-Purpose Hall

How do Large Language Models (LLMs) write? Identifying the linguistic features and the biases of the AI-generated text compared to humans.

In recent years, there's been a big change in how computers understand and create language, thanks to advanced computer programs known as Large Language Models (LLMs), like OpenAI's GPT-4 and Anthropic's Claude. These programs are so good at writing text that it's often hard to tell it apart from what humans write. In this session, we will analyze the linguistic outputs of these LLMs in a systematic way, and we will compare them with semantically related texts produced by human authors. The aim is to identify which linguistic features AI-writing uses differently than humans and in what ways. We will show a comprehensive map of linguistic features of AI writing, and we will discuss ways we can exploit these features for AI writing detection. Moreover, we will explore whether LLM writing contains gender, racial, political, and other biases. The detected biases will help us discuss broader ethical issues related to AI and its overall influence in our societies. By the end of the session, language teachers will have a deeper understanding of AI's role in language production and its potential applications and challenges in the context of language teaching.

Dr. George Mikros is currently a Professor and Coordinator of the MA Program of Digital Humanities and Societies at the Department of Middle Eastern Studies at Hamad Bin Khalifa University in Qatar. Prior to this, from 1999 to 2019, he served as a Professor of Computational and Quantitative Linguistics at the University of Athens, Greece, where he founded and became the Director of the Computational Stylistics lab. Since 2013, he has also been an Adjunct Professor at the Department of Applied Linguistics at the University of Massachusetts, Boston, USA. He held the position of Research Associate at the Institute for Language and Speech Processing and was part of research groups that developed important language resources and NLP tools for Modern Greek. Since 1999, he has held the position of Teaching Associate at the Hellenic Open University, and from 2016 to 2019, he was the Director of the Undergraduate Program "Spanish Language and Culture." Prof. Mikros has authored 5 monographs and over 100 papers published in peer-reviewed journals, conference proceedings, and edited volumes. Since 2007, he has been elected as a Member of the Council of the International Association of Quantitative Linguistics (IQLA). In the 2018-2021 period, he served as its president. He is a keynote speaker at many international conferences, workshops, and summer schools related to Digital Humanities, AI, Forensic Linguistics, and Quantitative Linguistics. His main research interests are computational stylistics, quantitative, computational, and forensic linguistics.



Dr. Paul Piwek
The Open University

Saturday 04 March 2023
09:00am-09:50am

Multi-Purpose Hall

Generative AI: what is it and what is it good for?

With the release of ChatGPT at the end of 2022, Generative Artificial Intelligence (AI) reached a world-wide audience. Generative AI can produce written language (as well as output in other modalities and media) of a quality that has surprised many AI experts as well as the general public. This talk will delve into questions such as:

- [How do Generative AI systems work?](#)
- [What are they good at? and](#)
- [What do they struggle with?](#)

And maybe most importantly: in what sense, if at all, can one say that Generative AIs understand language? This is a highly contested and important question, since language use is often thought of as a uniquely human capability.

After discussing these foundational questions, in the second half of this talk, we explore ways to use Generative AI for good. In discussions around Generative AI, both the dangers and commercial applications of AI often take centre stage. In contrast, here we want to emphasise how these technologies can be used for good. We present the Opening Up Minds* project, which developed AI tools to foster a deeper understanding of diverse perspectives on topics ranging from veganism and vaccination to Brexit. Join this talk to learn about Generative AI and its potential to help bring about a more inclusive and enlightened future. http://mcs.open.ac.uk/pp2464/Opening_Up_Minds/

Dr. Paul Piwek, an Associate Professor at the Open University, brings a deep interest in language and logic to the world of Artificial Intelligence. He earned his PhD from the Institute for Perception Research (Eindhoven University and Philips Research), focusing on the intersection of these disciplines. His recent project, "Opening Up Minds" (mcs.open.ac.uk/pp2464/Opening_Up_Minds/), aims to develop AI tools that help navigate conversations, even across ideological divides. This work addresses a pressing societal challenge, seeking to bridge communication gaps and foster mutual understanding. He has published his work in journals such as Artificial Intelligence and Synthese, as well as at conferences like ACL and COLING. He has developed courses at the Open University, including the popular free "Digital Thinking Tools" (open.ac.uk/digital-thinking) course co-authored with Richard Walker. He is the Public Understanding and Schools Liaison Officer for the Society for the Study of Artificial Intelligence and Simulation of Behaviour (AISB; aisb.org.uk).



Dorothy Zemach
MacMillan Education

Saturday 03 March 2023
01:00pm-01:50pm

Multi-Purpose Hall

Is It Possible to Prepare for the Future?

Technology is changing so fast these days, teachers can feel overwhelmed trying to keep up. Prepare for the future? It's hard enough to prepare for the present! But while it's true that some things are constantly changing, other things are not—like the place of language in society and importance of education and teachers. We'll look at ways to analyze changes in how language is being used in order to update our curriculum and even teaching approaches and activities.

Dorothy Zemach taught English, French, and Japanese for over 18 years in Asia, Africa, and the US. She holds an MA in TESL from the School for International Training in Vermont, USA. An author of over 20 textbooks, she now concentrates on writing and editing English language teaching materials and conducting teacher training workshops – including the new 3rd edition of Skillful (2024) by Macmillan Education. In 2012, she founded a micropress that publishes fiction, non-fiction, and educational materials. Her areas of specialty and interest are teaching writing, teaching reading, business English, academic English, testing, and humor. She is a frequent plenary speaker at international conferences, and a blogger for Teacher Talk at Azar Grammar.



Dr. Thomas Christiansen

University of Salento, Italy.

Sunday 03 March 2023
02:30pm-03:15pm

Multi-Purpose Hall

Learning Scenarios to promote communicative language learning with digital tools and A.I.

In today's digital era, language teachers face the challenge of engaging and motivating young adult learners, especially when it comes to learning English. This presentation explores innovative ways to motivate students through the strategic utilization of technology, with a particular focus on the transformative potential of Artificial Intelligence (AI). By examining various technological tools and their integration into language classrooms, we aim to demonstrate how educators can captivate students' attention and foster a genuine passion for learning English. From interactive language learning apps to generative AI, we explore the vast array of digital resources that can breathe new life into traditional language learning methods. Furthermore, we emphasize the power of AI-driven platforms and chatbots in providing personalized and adaptive learning experiences, which contribute to a learner-centric environment that resonates with today's tech-savvy generation. Ultimately, this presentation aims to equip language teachers with practical insights and strategies to motivate young adult learners by harnessing the potential of technology and AI in English language education.

Thomas Wulstan Christiansen is an associate professor in English Language and Translation at the Università del Salento (Italy) and the Director of the University Language Centre. Of Danish-English heritage and originally from Birmingham, England, he has been based in southern Italy since he graduated in 1987.

He has taught at various higher education institutions in Apulia (Italy), Poland, and the UK. He is also a language teaching and testing consultant. In this capacity, he has worked widely for prestigious international examination boards in Italy, as well as Albania and Kosovo. He has worked in specialist work groups drafting revisions to some of the most popular English-language exams in the world and has presented numerous seminars and webinars on a wide range of subjects related to testing, language teaching, exam preparation, and the applications of AI to language teaching.

He has published three books and numerous articles on various areas of linguistics, including discourse and cohesion, systemic linguistics and functional grammar, varieties of English, ELF, teaching English, language testing, and the analysis of different corpora, including spoken discourse.

Featured Session [Arabic Stream]

النشر العلمي: الطريقة، التقييم، الفخاخ

د. علي حسين الحوري

Saudi TESOL Association

اليوم والتاريخ والساعة:

السبت 11 – 11:55 | قاعة 1



توصيف الكورس
التدريبي

تقدم ورشة العمل هذه نظرة عامة على عملية النشر الأكاديمي. يبدأ الجزء الأول بوصف الأنواع المختلفة لخيارات النشر، والخطوات التي يتوقع من الباحثين اتباعها لنشر أبحاثهم لكل نوع، وعملية التحكيم، والنتائج المتوقعة، والتقييم المؤسسي لأنواع النشر المختلفة. ينتقل الجزء الثاني إلى معاملات تأثير المجلة. يتناول هذا الجزء الشركات المختلفة التي تقدم معاملات التأثير، ومتطلباتها لفهرسة المجلات، وكيفية حساب معاملات التأثير، والانتقادات التي طالت معاملات التأثير. يركز الجزء الأخير على المجالات المفترسة، وكيفية عملها، وكيفية اكتشافها تجنباً.

أهداف الكورس
التدريبي

تساعد ورشة العمل على فهم عملية النشر بشكل أفضل، وكيفية عمل المجلات، ومعاملات تأثيرها، والمجلات المفترسة.

سيتمكن المشاركون من وصف ما يلي:

- الأنواع المختلفة للنشر
- كيفية تعامل المجلات مع تحكيم الأقران
- كيف يمكن فهرسة المجلات والحصول معامل التأثير
- كيفية حساب معامل التأثير
- عيوب معامل التأثير
- التمييز بين المجالات المعتبرة والمفترسة

المخرجات المتوقعة

الدكتور علي الحوري هو أستاذ اللغة الإنجليزية المشارك. حاصل على الماجستير من جامعة إسكس البريطانية في اللغويات التطبيقية وفي تحليل البيانات وعلى الدكتوراه من جامعة نوتنغهام في تخصص اللغة الإنجليزية. قام بنشر ما يقارب خمسين بحثاً في مجلات علمية مصنفة وستة كتب، كما شارك في قرابة ستين مؤتمراً حول العالم بأوراق علمية. وحصل على عدة جوائز منها جائزة الباحث الواعد وجائزة أفضل بحث وجائزة أفضل كتاب. والدكتور الحوري عضو هيئة تحرير في أكثر من عشر مجلات دولية وقام بتحكيم ما يقارب ٢٠٠ بحثاً. وقد انتُخب في عضوية مجلس إدارة الجمعية السعودية للغويات بجامعة الملك سعود وكذلك عضوية مجلس إدارة الجمعية السعودية لتعليم اللغة الإنجليزية بجامعة الملك عبد العزيز. كما أدرج اسمه ضمن قائمة أعلى ٢% من علماء العالم بحسب التصنيف المعروف بتصنيف جامعة ستانفورد.

نبذة مختصرة عن
المدرّب / المدربين

Panel 1: Apple in Higher Education

Apple in Higher Education Symposium is an opportunity to celebrate success stories in the use of Apple technologies in teaching and learning in higher education institutions in the UAE. A panel discussion with representatives from notable universities in the area (Zayed University, HCT and the American University of Sharjah) will discuss various approaches to the use of Apple technologies in different academic programs.

Following the panel discussion, participants can attend a workshop showcasing how Apple technologies can be effectively used in and out of the university classroom to enhance learning. The workshop will demonstrate how Apple Classroom can be used to manage student learning in the classroom, how Numbers can be used to manage and monitor student group projects, how the iPad can facilitate language learning with AI and how it can provide access to 3D models of objects and processes that can enhance student understanding.



Dr. Jihan Zahran, a distinguished university professor and Apple Education Specialist with over 23 years in academia and the education industry in the Middle East and Egypt, holds a PhD in Educational Management and a Master's in Marketing from the University of Western California. An international fellowship from New York University complements her extensive academic background. Specializing in educator training, interactive learning, TOT, hospitality management, leadership initiatives, and entrepreneurship, Dr. Zahran has seamlessly integrated academic expertise with practical insights from the industry. Her unique perspective contributes to shaping international curricula and fostering innovative education solutions.



Ali Farhat, a seasoned coding professional with over 25 years of experience, stands out for his leadership and mentoring prowess. Holding an MSc in Computer Science and a BSc with Summa Cum Laude distinction, Ali's expertise extends beyond coding skills. In various leadership roles, including IT Directorship, he has excelled in training and mentoring faculty, evaluating Apple certification candidates, and steering strategic IT initiatives. As an Apple Mentor Trainer for MENA, Ali guides and evaluates instructors, currently leading the Swift Accelerator project in the UAE, empowering faculty to mentor 200 students towards Apple certification and app development before high school graduation.



Dr. Norita Ahmad is a Professor of Information Systems and Business Analytics at the American University of Sharjah (AUS), UAE. She is also the Director of the Center for Innovation in Teaching and Learning at AUS. Dr. Ahmad taught at Pennsylvania State University, USA, before coming to the UAE. She received her Ph.D. in Decision Sciences Engineering Systems from Rensselaer Polytechnic Institute (RPI), an MSc. and a BSc. in Telecommunications and Network Management and Computer Sciences, respectively, from Syracuse University, NY. She is currently the co-editor of Data Column for IEEE Computer Magazine and an Associate Editor for the Digital Transformation and Society journal.



Michael Pazinas is a Specialist in Pedagogical Innovation and Effectiveness at the Center of Educational Innovation at Zayed University in Abu Dhabi and Dubai. As well as being an Apple Distinguished Educator, Michael is also the Lead Apple Professional Learning Specialist in the UAE. He has an academic background in Applied Linguistics and he is a trained graphic designer. He has been heavily involved in instructional design and educational content creation having developed over 100 technologically enhanced research activities for Cambridge University Press.



Prof. Dr. Christina Gitsaki is an Apple Professional Learning Specialist (APLS), the Research Coordinator and Acting Director at the Center for Educational Innovation (CEI), Zayed University, UAE. She has served as the UNESCO Chair in Applied Research in Education and the Dean of the Foundations Program at the Higher Colleges of Technology, UAE. Before the UAE, she worked at The University of Queensland, Australia, educating teachers and supervising Ph.D. students in educational research. At the CEI, she oversees the Scholarship of Teaching and Learning and the development of faculty for engaging in research on teaching and learning.



Tala Hammoud Atrouni, a Palestinian artist from Lebanon, pursued a formal education in fine arts at the Lebanese American University, earning a Bachelor's degree in 1998 with excellence in painting and sculpture. After working in the high-tech industry, Tala's passion for art led her to pursue an MFA degree in illustration at the Academy of Arts University in San Francisco, which she earned in 2005. She has exhibited her artwork in solo and group exhibitions in the UAE, the US, Lebanon and Italy. She received the Notable award for her art-book "Alnakba" in 2005 and the Sheikh Zayed Gallery award in 1998. Currently residing in Abu Dhabi, Tala is an assistant professor at Zayed University.

Panel 2: AI at the Forefront: Revolutionizing Language Education – TechLingua Panel.

Discover the transformative potential of AI in language education with the TechLingua Panel: "AI at the Forefront: Revolutionizing Language Education." Join us as keynotes and featured speakers at ALLT 2024 experts delve into cutting-edge applications of artificial intelligence, exploring its role in reshaping language learning and teaching methodologies. In this last panel of the conference, you can gain insights into the latest advancements and how they are revolutionizing the landscape of language education. Don not miss this opportunity to stay at the forefront of innovation in language learning.



Dorothy Zemach taught English, French, and Japanese for over 18 years in Asia, Africa, and the US. She holds an MA in TESL from the School for International Training in Vermont, USA. An author of over 20 textbooks, she now concentrates on writing and editing English language teaching materials and conducting teacher training workshops – including the new 3rd edition of Skillful (2024) by Macmillan Education. In 2012, she founded a micropress that publishes fiction, non-fiction, and educational materials. Her areas of specialty and interest are teaching writing, teaching reading, business English, academic English, testing, and humor. She is a frequent plenary speaker at international conferences, and a blogger for Teacher Talk at Azar Grammar.



Dr. Thomas Wulstan Christiansen is an associate professor in English Language and Translation at the Università del Salento in Italy, also serving as the Director of the University Language Centre. Originally from Birmingham, England, he has been based in southern Italy since graduating in 1987. With extensive teaching experience across Italy, Poland, and the UK, he is a consultant in language teaching and testing, collaborating with prestigious international examination boards. Dr. Christiansen has authored three books and numerous articles covering various linguistic areas, including discourse analysis, systemic linguistics, varieties of English, and language testing. He actively contributes to the integration of AI in language teaching and has conducted seminars and webinars on related topics.



Peter Davidson teaches Business and Corporate Communication and Technical Communication at Zayed University in Dubai. With prior teaching experience in New Zealand, Japan, the UK, and Turkey, he has co-edited several books on assessment and technology, including "Language Assessment in the Middle East and North Africa," "The Cambridge Guide to Second Language Assessment," and "Computers in English Language Teaching." With over 130 academic publications, he has delivered numerous conference papers and workshops worldwide. Currently, he is exploring the impact of Generative Artificial Intelligence on language teaching and assessment practices, aiming to enhance student educational experiences. Recently, he was honored as a Fellow of AdvanceHE



Dr. George Mikros is a Professor and Coordinator of the MA Program of Digital Humanities and Societies at Hamad Bin Khalifa University in Qatar. Previously, he served as a Professor of Computational and Quantitative Linguistics at the University of Athens, Greece, where he founded the Computational Stylistics lab. He has also been an Adjunct Professor at the University of Massachusetts, Boston, USA. Dr. Mikros has authored 5 monographs and over 100 papers in peer-reviewed journals, conference proceedings, and edited volumes. He has held various academic positions and served as President of the International Association of Quantitative Linguistics. Dr. Mikros is a keynote speaker at international conferences on Digital Humanities, AI, Forensic Linguistics, and Quantitative Linguistics



Dr. Paul Piwek, an Associate Professor at the Open University, combines his interests in language and logic with Artificial Intelligence. His PhD from the Institute for Perception Research focused on the intersection of these disciplines. Through his recent project, "Opening Up Minds," he aims to develop AI tools facilitating conversations across ideological divides, addressing pressing societal challenges by fostering mutual understanding. Dr. Piwek has published his work in journals such as Artificial Intelligence and Synthese, and presented at conferences like ACL and COLING. He has also developed courses at the Open University, including the popular free "Digital Thinking Tools" course co-authored with Richard Walker. Additionally, he serves as the Public Understanding and Schools Liaison Officer for the Society for the Study of Artificial Intelligence and Simulation of Behaviour (AISB).

FRIDAY 01/03/2024

| | |
|-----------------|---------------------------------|
| 03:00pm-03:50pm | Registration and welcome coffee |
|-----------------|---------------------------------|

| Multi-Purpose Hall | |
|--------------------|--|
| 04:00pm-04:40pm | Opening Session |
| 04:45pm-05:35pm | Keynote Speaker 1 Dr. George Mikros How do Large Language Models (LLMs) write? Identifying the linguistic features and the biases of the AI-generated text compared to humans. |

| | ROOM 1 | ROOM 2 | ROOM 3 | ROOM 4 | ROOM 5 |
|-------------------|---|---|--|--|---|
| 05:45pm – 06:40pm | Panel 01 Moderator: Nataša Košuta | Panel 02 Moderator: Larysa Nikolayeva | Panel 03 Moderator: Cabell Yang Wang | Panel 04 Moderator: Ameena Mohamed Ali | Workshop |
| 05:45pm-06:00pm | 8 - Dania Wattar AI-Powered Transformation of Multilingual Learners in Higher Education. | 61 - Abdullatif Alshatti English Language Globalisation: Towards a Gulf Variety of English | 140 – Safaa Eissa Field study in Sociolinguistics Classroom: Undergraduate students as young sociolinguists - A longitudinal study. | 92 - Mohammed Alanazi Unleashing Expression: Enhancing Spoken Skills and Fostering Self-Esteem through the Integration of Self-Portraits | 63 - Karina Bustamante & Ola Elkhatib Practical Ideas to Implement CLIL Program in the Language Class |
| 06:00pm-06:15pm | 171 - Rana Khan Equitable Access to Professional Development and Upskilling Programs in the Age of AI: Challenges and Solution. | 98 - Fahd Alalwi Exploring the Role of EFL Teachers in EFL University Classrooms: Saudi EFL Students' Perspectives. | 68 - Neslihan Bilikozen Innovation from Within: A Learner-Driven Journey towards Critical Digital Literacy via Dynamic Class Policies. | 49 - Shazia Ayyaz Teaching English Material or Power Documents? A Critical Discourse Analysis of Textbooks. | |
| 06:15pm-06:30pm | 44 - Jakob Patekar, Sanja Vičević Ivanović & Nataša Košuta. "You're only cheating yourself": University students' perspectives on the ethical aspects of GenAI use. | 21 - Larysa Nikolayeva Exploring the role of family and school in shaping reading culture of Emirati female undergraduate students. | 94 - Cabell Yang Wang "Can the test tell my real strength?" Using evidence from eye-tracking to validate paragraph proofreading. | 93 - Ameena Mohamed Ali An Analysis of Task-based Teaching Methods (TBLT) in Listening and Speaking in ESP (English for Special Purposes) Students: A literature review. | |
| 06:30pm-06:45pm | Discussion | Discussion | Discussion | Discussion | |

SATURDAY 02/03/2024

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|---------------------------|--|
| 08:30am-08:55am | Morning Coffee |
| Multi-Purpose Hall | |
| 09:00am-09:50am | Keynote Speaker 2 Dr. Paul Piwek Generative AI: what is it and what is it good for? |
| 10:00am-10:50pm | Panel 1: Apple in Higher Education Dr. Jihan Zahran, Ali Farhat, Dr. Norita Ahmad, Michael Pazinas, Prof. Christina Gitsaki & Tala Hammoud Atrouni |

| ROOM | ROOM 1 | ROOM 2 | ROOM 3 | ROOM 4 | ROOM 5 |
|-------------------|--|--|---|---|---|
| 11:00am-11:55 | Workshop | Panel 05 Moderator: Nadine Jaafarawi | Panel 06 Moderator: Banani Roy Chowadhuri | Panel 07 Moderator: Sanja Vičević Ivanović | Workshop |
| 11:00am - 11:15am | 181 – Ali Al-Hoorie النشر العلمي: الطريقة، التقييم، الفخاخ | 124 - Taoufik Boulhrir AI in Elementary Language Education: A Decade of Global Perspectives | 54 - Tiziana Lorenzet 'Never too Late' - Towards a Senior-Friendly Methodology: Teaching Languages to Senior Learners | 12 - Oshin Danish Input to Intake in Second Language Acquisition | 180 – Christina Gitsaki, Michael Pazinas & Alex Mavrakis |
| 11:15am-11:30am | | 32 - Ayesha Alketbi Integrating the GhatGPT App in Developing Teaching Methods: Individual Learning as a Model | 88 - Lance M. Chase Designing a one-to-one English Course for a Social Media Influencer. | 10 - Elsayed Mahmoud Exploring Cultural (In)Appropriateness of an English Language Learning Series in the UAE Context: A Mixed-Methods Study | |
| 11:30am-11:45 | | 60 - Nadine Jaafarawi Task-Based Language Learning with Chat GPT: Unveiling the Potential in the UAE Classroom | 5 - Ali Shehadeh Developing Contextually Sensitive Methodology: The Case of Focus on Form in Task-Based Language Teaching | 36 - Nataša Košuta, Sanja Vičević Ivanović & Jakob Patekar Metaphorical collocations: Language-specific and culture-specific multiword expressions in foreign language learning | |
| 11:45am-11:55am | | Discussion | Discussion | Discussion | |

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| Lunch & Poster Discussion | |
| 12:00am-12:50pm | 173 - Maitha Alshaali A Cross-Linguistic Investigation of Word Processing: Lexical Decision in English and Arabic with Semantic Priming 164 - Nazer K. استعمال التكنولوجيا في تعليم اللغة العربية 130 - Chenhao Jiang Scope Review of Studies on Chinese Character Recognition among Young Learners in the Context of International Chinese Language Education |

| Multi-Purpose Hall | |
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| 01:00pm-01:50pm | Keynote Speaker 3 Dorothy Zemach Is It Possible to Prepare for the Future? |

SATURDAY 02/03/2024

| ROOM | ROOM 1 | ROOM 2 | ROOM 3 | ROOM 4 | ROOM 5 |
|------------------------|--|--|--|---|---|
| 02:00pm-02:55pm | Panel 08 Moderator: Sana Almajaidah | Panel 09 Moderator: Shorouk Hanafy | Panel 10 Moderator: Suhair Al-Alam | Panel 11 Moderator: Meghry Nazarian | Panel 12 Moderator: V́ctor Parra-Guinaldo |
| 02:00pm-02:15pm | 40 - Fatima Alblooshi علاقة الذكاء الاصطناعي بالتطبيقات اللغوية وتعليم اللغة | 96 - Aizhan Shomotova & Basma Abri Sustaining Equitable and Inclusive University through Blended and Hybrid Learning: A Study in the Context of the UAE during the COVID-19 Pandemic | 147 - Zeenath Reza Khan Fostering Academic Integrity Through Play: Developing and Testing a Game-Based Learning Module to Combat Plagiarism. | 69 – Sanja Vičević Ivanović, Nataša Košuta & Jakob Patekar Enhancing digital wellbeing in primary students: Insights from action research | 72 - Farrah Zafar Investigating Situational and Individual Factors Affecting Undergraduate Students' Willingness to Communicate (WTC) in English in the UAE Classrooms: |
| 02:15pm-02:30pm | 170 - Mohamad Abdulla Al Saied & Rania Amoori توظيف الذكاء الاصطناعي في تدريس مهارة التحدث لطلبة الجامعات في دولة الإمارات العربية المتحدة | 29 - Kay Gallagher 'Lingua Familia' before 'Lingua Tech': Fostering literacy and wellbeing through interactive shared book reading at home | 121 - Sana Al Maktoum, Maryam Qureshi & Asgad Hussain Bilingualism in Content and Context: An Exploration of the International Baccalaureate Framework | 2 - David Berry Game on! Digital games enhances classroom learning. | 146 - Tareq Boudjadar Exploring the Skills of Teachers for Future ESL / EFL Classrooms |
| 02:30pm-02:45pm | 48 - Sana Almajaidah أثر الذكاء الاصطناعي على تدريس مساقات اللغة العربية | 73 - Shorouk Hanafy Promoting Critical Reading, Critical Thinking, and Academic Writing in First Year College Composition Courses Using Blended Online Interactive Activities | 41 - Suhair Al-Alami Translation of Prose Fiction Texts: Points to Consider | 31 - Meghry Nazarian Mirroring Early Childhood Teachers' Role Toward SDG and Lifelong Learning in the UAE Context | 131 - V́ctor Parra-Guinaldo Academic ELF in the UAE: A comprehensive linguistic analysis of ZAEBUC-50 |
| 02:45pm-02:55pm | Discussion | Discussion | Discussion | Discussion | Discussion |

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| 03:00pm-03:15pm | Coffee Break |
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SATURDAY 02/03/2024

| | ROOM 1 | ROOM 2 | ROOM 3 | ROOM 4 | ROOM 5 |
|-----------------|---|--|--|--|--|
| 03:20pm-04:15pm | Panel 13 Moderator: Rehab Elshafey | Symposium: Moderator: Juwaeriah Siddiqui | Workshop | Workshop | Workshop |
| 03:20pm-03:34pm | 172 - Maryam Almansoori الذكاء الاصطناعي والتطوير المهني للمعلمين؛ تحالف لتحسين التعليم | 95 - Juwaeriah Siddiqui, Reem Razem & Nadine Jaafarawi Arabic Language Loss among children in the United Arab Emirates: Examining from a Sociolinguistic Lens. | 83 - Giacomo Folinazzo Creating Real-World Language Tasks with The Action-oriented Approach and Linguistic Mediation | 183 - Muhammad Safdar Bhatti IELTS at a Glance | 64 - Hind Elyas Breaking Barriers: Unleashing Innovation in Language Education with TESOL International's Six Principles |
| 03:35pm-03:50pm | 85 - Abrarabeevi. Pm تعلم اللغة العربية في كيرلا: الفرص والتحديات في عصر التواصل والتكنولوجيا | | | | |
| 03:50pm-04:05pm | 182 – Rehab Mohammed Elshafey دور الذكاء الاصطناعي في تنمية مهارات المجتمع المدرسي الباحث | | | | |
| 04:05pm-04:15pm | Discussion | | | | |

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| 07:00pm-10:00pm | Gala Dinner – Festival City |
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Sunday 03/03/2024

| 08:30am-08:55am | Morning Coffee | | | | |
|-----------------|---|---|---|--|---|
| | ROOM 1 | ROOM 2 | ROOM 3 | ROOM 4 | ROOM 5 |
| 09:00am-09:55am | Panel 14 Moderator: Nour Al Okla | Panel 15 Moderator: Saima Nomaan | Panel 16 Moderator: Maha Alhabbash | Panel 17 Moderator: Emily Winchip | Panel 18 Moderator: Giacomo Folinazzo |
| 09:00am-09:15am | 138 - Faiza Abid Artificial Intelligence Education (AIED) and ESL Classroom: A study of AI usage in Private Universities of Lahore | 139 - Ashraf Atta Mohamed Safein Salem The Impact of ChatGPT-based flipped learning on improving creative writing skills and its impact on writing self-efficacy. | 99 - Manal Ideis El Alam Navigating Linguistic Diversity: An In-Depth Analysis of Business English Textbooks in the Lingua Franca Era. | 87 - Eduardo Lage-Otero Holistic assessment with language portfolios: Reflections, Connections, and Transformations | 35 - Muhammad Safdar Bhatti Improving Argumentative Essay Writing of IELTS Students: An Investigation. |
| 09:15am-09:30am | 134 - Hyma Santhosh Generating an Artificial Intelligence Friendly Assignment Design: Facilitating English Learning in EFL Learners | 161 - Sarah Kohail Automatic Academic Essay Grading: An NLP-Driven Approach | 30 - Eman Adil Jaafar Using BNC through Mobile Phones to Help EFL learners with Poetic Analysis: A Corpus Pedagogical Stylistic Study | 15 - Zaha Alanazi & Maram Alturki The impact of input based formative assessment tasks on ESL Learners' Listening Comprehension, Listening Anxiety, and Vocabulary Learning. | 24 - Badreyya Alkhanbooli & Eman Adelwahab Challenges Encountered by English Language Teachers in Same-Ability Classrooms |
| 09:30am-09:45am | 159 - Nour Al Okla Revolutionizing Language Education: Harnessing the Power of AI Applications for Enhanced Teaching and Learning | 59 - Saima Nomaan & Naureen Shehzad Work Hard but Smart- Cool Tools for Research! | 19 - Najah Al Mohammedi, Negmeldin Al Sheikh, Maha Al Habbash, and Safa AlOthali. Learning by Design: Transformative Pedagogy of College Students in Extending Monomodal Texts into Multimodal Texts. | 55 - Emily Winchip Assessment Policies in UAE Higher Education Institutions | 84 - Giacomo Folinazzo What Language Learners Think of Linguistic Mediation and The Action-oriented Approach |
| 09:34am-09:55am | Discussion | Discussion | Discussion | Discussion | |

Sunday 03/03/2024

| | ROOM 1 | ROOM 2 | ROOM 3 | ROOM 4 | ROOM 5 |
|---------------------------|---|--|---|--|---|
| 10:00am-10:55am | Panel 19 Moderator: Vasilia Alkhaldi | Panel 20 Moderator: Simon Burfoot | Panel 21 Moderator: Juwaeriah Siddiqui | Panel 22 Moderator: Emily Winchip | Workshop |
| Sunday 10:00am-10:15am | 105 - Xiaoping Gao Artificial intelligence in applied linguistics: A systematic review | 47 - Jaime Buchanan & Peter Davidson Teaching Online - Some Key Principles | 183 – Wafa Zoghbor Challenging Linguistic Imperialism in Multilingual Contexts | 42 - Omer Salama AI in ELT; Applications, Advantages and Potential Threats | 160 - Dima Yousef & Amira El-Soussi Redesigning Writing Assignments in the Age of Generative AI |
| 10:15am-10:30am | 114 - Nesreen Alahmadi Breaking Grounds or Barriers? The Influence of AI on English Writing Skills among Saudi University EFL Learners | 11 - Zaha Alanazi Exploring the Efficacy of Data-Driven Learning Tasks with different cognitive load on vocabulary learning. | 136 - Aqm Khairul Basher Understanding ELF: A Key to Decolonizing English Language Teaching in Higher Education in Bangladesh | 9 - Sharif Alghazo Revolutionizing Pedagogy: The Influence of H5P Tools on Student Academic Achievement and Self-Efficacy. | |
| 10:30am-10:45am | 112 - Vasilia Alkhaldi AI-Enhanced Pedagogy for Teaching Design Thinking and Learning: Impact, Effectiveness, and Ethical Consideration | 163 - Simon Burfoot Incidental Vocabulary Acquisition in a Business Communication Course. | 51 - Juwaeriah Siddiqui Tracing the Dynamic Motivational Trajectory of Non-Arab learners living in the United Arab Emirates | 3 - Tahar Abbou Language Planning and Policy in Algeria (1962-2019) | |
| 10:45am-10:55am | Discussion | Discussion | Discussion | Discussion | |

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| 11:00am-11:25am | Coffee Break |
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| | ROOM 1 | ROOM 2 | ROOM 3 | ROOM 4 | ROOM 5 |
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| 11:30pm-12:25pm | Panel 23 Moderator: Peter Davidson | Panel 24 Moderator: Aizhan Shomotova | Panel 25 Moderator: Reem Razem | Panel 26 Moderator: Edith Flahive | Workshop |
| 11:30am-11:45am | 25 - Chioma Emuka, Allison G. Chung & Miri Kim. Bridging Linguistic Frontiers: AI Tools and Digital Literacy in Teacher Education | 128 - Tamar Mikeladze Reconsidering Foreign Language Teachers' Essential Skills in AI-enhanced Classroom | 126 - Chenhao Jiang The Impact of Writing Modes on Chinese Character Recognition among Arabic-Speaking Young Learners | 151 - Sayed Mahmoud Innovative Language Teaching: The Integration of Makerspaces in the Classroom. | 167 - Katrina Kinsella & Nicole Shammass Lessons from the Past: Human-Centred Teaching in a New Age |
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| 12:00pm-12:15pm | 43 - Peter Davidson Using ChatGPT and Other AI Tools to Create Better Assessments | 123 - Aizhan Shomotova, Salwa Husain & Areej Elsayary Introducing GenAI Tools into the Higher Education Classroom: A Study on Equity and Resilience | 127 - Sarah Rahman Intersections of Identity and Genre: L2 Writers' Identity Construction in Argumentative Essays | 116 - Edith Flahive Fostering an Internal Locus of Control in Students | |
| 12:15pm-12:25pm | Discussion | Discussion | Discussion | Discussion | |

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| 12:30pm-01:20pm | Lunch |
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| Multi-Purpose Hall | |
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| 01:30pm-02:20pm | Keynote Speaker 4 Dr. Thomas Christiansen Learning Scenarios to promote communicative language learning with digital tools and A.I. |
| 02:30pm-03:15pm | Panel 2: AI at the Forefront: Revolutionizing Language Education – TechLingua Panel. Dr. Thomas Christiansen, Peter Davidson, Dorothy Zemach, Dr. George Mikros, & Dr. Paul Piwek. |
| 03:15pm-03:40pm | ALLT AGM & Closing remarks |

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, [In this](#) era of AI-generated knowledge, students need to be able to absorb, synthesize, and critically analyze vast amounts of digital information at school, college, and beyond. This requires well-developed literacy skills, which include reading, writing, listening, speaking, and critical thinking. The foundations of literacy and critical thinking are laid in early childhood, and all stakeholders in early years care and education have a role to play in literacy development. Literacy begins at home, and research shows that parent-child home reading in early childhood has a positive impact on later literacy skills (Hall et al., 2018). Simply put, good readers start early and are supported in developing literacy at home (PIRLS, 2016). Moreover, research suggests that fathers' involvement in reading at home is positively correlated with children's literacy development (Fatherhood Institute, 2014); however, it is often assumed that fathers are not interested in being involved (Swain et al., 2017). Yet studies suggest that providing fathers with training in interactive shared reading - showing them how to engage their child in listening, discussing, thinking about, and reading a shared book - can contribute not only to their children's literacy and thinking skills development, but also to fathers' own socio-emotional well-being. This paper presents the outcomes of a research and development project in which fathers of Kindergarten children in Abu Dhabi were provided with attractive, high-quality children's books in Arabic and English to share at home with young children and were equipped with simple but effective shared reading techniques enabling them to engage positively with their children's early literacy development.

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, **This qualitative** discourse analysis study investigates the integration of self-portraits as a tool to develop speaking skills and foster self-esteem among students in a Saudi university English for Specific Purposes (ESP) classroom. The research focuses on teacher-student interactions, specifically examining the role of self-portraits in prompting the use of adjectives and supporting students' verbal expression.

The study involved audio-recording and analysis of classroom interactions in a university-level English for Specific Purposes (ESP) course for mathematics students. The analysis centers on the use of self-portraits and the adjectives generated through this teaching practice, exploring how it either facilitates or impedes students' development of spoken English language skills. The findings shed light on the influence of this teaching practice on the nature of students' spoken skills.

The results demonstrate that ESP teachers can effectively utilize this teaching practice to implement macro-teaching strategies that encourage productive spoken skills. Moreover, the study highlights the significance of considering the sociocultural setting of the classroom, institution, and Saudi community in shaping dialogic teaching practices. Consequently, modifications in teaching strategies align with prevailing social norms.

Based on the findings, the study recommends the widespread adoption of this teaching practice in ESP classrooms to enhance teachers' awareness of the role of self-portraits in building students' self-esteem through classroom interactions. These practices should equip teachers with the necessary skills to effectively utilize self-portraits as a pedagogical tool, fostering productive spoken skills and supporting students in achieving their full potential in language learning. By integrating self-portraits into the classroom, educators can create a supportive and empowering learning environment that enhances students' spoken skills and self-esteem.

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, **Many different** publications and handbooks are available that discuss the methods and approaches used in teaching English for Specific Purposes (ESP) in classrooms (Mike Long, 2015; ETIC publications; Corony et al., 2005). TBLT is an influential pedagogy for language instruction that emphasizes communicative outcomes through meaningful real-life tasks (Khoram & Zhang, 2019; Richards & Rodgers, 2014; Ji & Pham, 2020; Ke, 2009). Hence, ESP instructors need more training and knowledge on the effectiveness of TBL and the teaching approach that enhances listening and speaking skills among ESP/adult learners. However, research shows that the TBL teaching approach has not been adequately explored in listening and speaking classes, especially in Aviation English in the context of ESP learners, particularly in the Sultanate of Oman. This presentation aims to demonstrate how the TBLT approach promotes ESP learners' autonomy and creativity, ultimately leading to the development of occupational competency through a pretest, task cycle, and posttest. The presenter will demonstrate how the TBL teaching method can enhance listening and speaking skills by incorporating various tasks and exercises. The presenter will support their claims with research data and materials obtained from an experimental study conducted in an ESP class (Aviation English). This presentation is designed to be effective for researchers and English for Specific Purposes (ESP) instructors who teach various ESP courses. It is essential to explore the implementation of Task-Based Teaching and Learning (TBLT) in Aviation English classrooms, specifically in the context of listening and speaking. At the end of the presentation, there will be a designated time for any questions and answers.

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, **The COVID-19** pandemic of 2020 triggered a monumental transformation in global education, compelling universities worldwide to embrace online learning. In the United Arab Emirates (UAE), federal universities responded by implementing emergency hybrid and blended learning models in Fall 2021, aimed at gradually restoring traditional on-campus instruction through alternating two-week cycles of online and face-to-face classes.

This study sought to delve into the perceptions of undergraduate students regarding their experiences with blended and hybrid learning, including the challenges they confronted and the strategies they employed to surmount them. Employing an interpretive phenomenological approach (IPA), in-depth interviews were conducted with undergraduates at one of the UAE's universities. A purposive sample comprising two off-campus students, two dormitory residents, and two off-campus dormitory residents was selected.

Thematic analysis, combining Atlas.ai AI-coder, ChatGPT4, and manual coding, was applied, utilizing the grounded theory approach. The findings unveil new facets of the Community of Inquiry Framework for online learning (Stenbom et al., 2014), introducing contextual, physical, digital, and personal presences as integral components in blended and hybrid learning environments.

This research aligns with the United Nations Sustainable Development Goals (SDGs) 4 and 10, elucidating how hybrid and blended learning can enhance quality education and lifelong learning opportunities. Furthermore, it supports SDG10 by shedding light on the challenges and solutions for inclusivity and equality in education, particularly within mixed learning settings. These insights have significant implications for policymaking and practice, offering guidance for achieving more equitable and inclusive education during future disruptions or transitions in learning modalities.

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, **This study** aims to explore Saudi EFL students' perceptions of the role of EFL teachers in the classroom, specifically the role of teachers' motivation, behavior, and proficiency in the language learning process. The current research lacks exploration of Saudi EFL students' perceptions of their EFL teachers' motivation, behavior, and language proficiency within the university classroom. The present study seeks to address this gap. A quantitative research design was used, and a questionnaire was designed to collect data from 312 adult male and female Saudi students at a public Saudi University. The questionnaire underwent validity and reliability testing, and it showed that Cronbach's Alpha is 0.80. The findings suggest that teacher motivation, enthusiasm, and attitude toward the subject significantly influence students' motivation and engagement. Classroom management and teacher-student ratios are also important factors in effective teaching and learning. Professional behavior is perceived as the most significant factor contributing to successful language learning experiences, while teacher mockery, ill-treatment, and strictness can hinder the learning process. The study emphasizes the role of EFL teachers' language proficiency and clear pronunciation in facilitating effective language learning experiences. Some implications are introduced to improve the EFL learning experience in general and for Saudi and Arab students in university EFL classrooms.

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, [Recent decades](#) have witnessed a rapid development and integration of digital technology in education, driven by technological advancements. The challenges presented by the COVID-19 pandemic have further accelerated this trend, amplified by the introduction of ChatGPT in late 2022. Nowadays, artificial intelligence (AI) stands as a prominent and dynamically evolving force in education, permeating various disciplines. Despite AI's rapid and widespread application across diverse domains, there remains a notable dearth of review articles exploring its implementations in applied linguistics.

This presentation aims to fill this gap by offering an up-to-date and systematic review of the implementation of key AI technologies within applied linguistics, particularly in language teaching and learning. The comprehensive review focuses specifically on studies that utilize AI-based robots and technologies to enhance language teaching and learning throughout the entire teaching cycle, encompassing pre-teaching (e.g., the development of teaching resources), in-teaching (e.g., the execution of teaching and learning both in and out of class), and post-teaching (e.g., assessment) stages. The presentation will provide a historical context, summarize significant works, analyze trends and challenges through meticulous bibliometric analysis, and offer insightful recommendations for future studies. Primary studies are gathered through keyword searches in major scholarly databases, including Scopus, Web of Science, ProQuest, and Google Scholar, adhering to pre-defined inclusion and exclusion criteria aligned with the study's objectives. The findings promise significant contributions to the advancement of technology-enhanced language teaching and learning, offering valuable insights for educators to leverage innovative AI tools to improve teaching outcomes and enhance learning experiences.

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, [This research](#) investigates the integration of artificial intelligence (AI) into pedagogical strategies for teaching design thinking and learning. The study aims to assess the impact of AI-enhanced instructional approaches on student learning outcomes, exploring effectiveness and ethical considerations. Objectives include the development of AI-powered tools for design thinking instruction, evaluation of learning outcomes in comparison to traditional methods, examination of AI's potential for personalization, and an analysis of ethical implications such as data privacy and algorithmic fairness. Through controlled experiments, qualitative data collection, and collaboration with educational institutions, this research seeks to provide insights that can inform educators and policymakers about the potential benefits and challenges of AI in enhancing design thinking education across diverse academic and professional contexts.

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, [This study](#) seeks to investigate the scope of bilingualism within the International Baccalaureate's (IB) framework, focusing on its alignment with dual language and bilingual education. The latter framework promotes the use of both the first and second language in teaching and learning. Thus, the study aims to assess the feasibility of catering to both the mother tongue and second language within the IB framework, particularly in the middle years (MYP) for students aged 11-16 years. The study examines various aspects through semi-structured interviews and document analysis, including literature selection, dual language pedagogy, and methods of work. The participants of this study were selected from two schools in Dubai that follow the IB framework to investigate the framework in two contexts and within varying populations of students. Focusing on language, all the study participants are involved in incorporating the two languages in teaching, leadership positions, and special education specialists. Indeed, the findings inform language teachers, curriculum developers, and stakeholders, suggesting avenues for further research on the bilingual effect within the IB framework, emphasizing the role of the first language and the selection of literary materials.

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, [Generative AI](#) can be both productive and limiting. The major threat AI has posed to English classrooms is the preparation and production of assignments with a single click, which has thereby limited the abilities like productivity, critical thinking, as well as research of the EFL learners. EFL classrooms have always thrived on practice and assignments that demanded high engagement of the language learners. With AI and various chatbots, learners are able to generate their assignments, which cannot be a parameter for English teachers to evaluate and track their knowledge and progression. This raises the question of how far the regular assignment culture can be of use in an EFL class. Denying the learners the use of AI in assignments won't be the best solution, as classroom culture should integrate the new pathways rather than restricting it. This paper aims to conduct a study on 60 EFL learners by designing an AI-integrated assignment schedule that will make the learner use an AI tool to help with their assignment but also help them to transition from LOTS (Low Order Thinking Skills) to HOTS (High Order Thinking Skills) through the selected assignment. The study will be conducted over a span of 4 weeks, with an emphasis on writing skills. The assignments will be framed in such a manner where AI will be used as a tool of instruction, which creates deeper thinking and learning in the learner. The study emphasizes using AI for better learning practices and better learning outcomes.

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, [This presentation](#) seeks to delve into the transformative potential of English as a Lingua Franca (ELF) awareness in decolonizing English language teaching, particularly within the higher education context of Bangladesh. Anchored in the historical context of linguistic colonization, the study conducts a thorough examination of the enduring dominance of the 'native speaker' paradigm in the nation's educational institutions and its ramifications.

At its core, the presentation aims to demonstrate how ELF can be instrumental in shifting language teaching paradigms away from the 'native speaker' ideal, thus contributing significantly to the decolonization of English language teaching. It elucidates the ways in which recognizing and integrating ELF can cultivate a teaching environment that is more inclusive, culturally diverse, and linguistically equitable.

Participants will be presented with insights into effective strategies for promoting ELF awareness among educators and students. These strategies include integrating ELF in curriculum design and pedagogical practices. Such shifts are posited to liberate from linguistic hegemony and contribute to the development of a student body that is more proficient, communicative, and globally aware.

Beyond theoretical exploration, this presentation will also highlight practical examples, advantages, and challenges encountered in implementing these strategies.

By connecting theory with practice, the presentation aims to not only advance the academic discourse on ELF and decolonization but also offer practical insights for educators and policymakers committed to transforming English language teaching in Bangladesh and potentially in similar contexts worldwide.

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, [An inclusive](#) approach is necessary to ensure equitable access to professional development opportunities and upskilling programs for teachers in underserved communities, especially as digital technologies rapidly advance. Teaching digital skills to teachers from diverse backgrounds will require tailored programs based on needs assessments and the challenges they face. Flexible and convenient delivery models will be necessary, along with language support and consideration for special needs. To create room for improvement, these upskilling programs will need to be continuously assessed and evaluated to include a culturally responsive curriculum.

It is essential that educational stakeholders collaborate to ensure that resources are distributed equally and that teachers are empowered to effectively integrate digital tools and pedagogies. The public, private, and non-profit sectors can work together to improve educational outcomes for all students and promote teacher professional development.

In this session, we will explore the challenges educators face in the digital age of artificial intelligence. Several inclusive strategies will be discussed to combat this new challenge posed by artificial intelligence, which is here to stay. The session will conclude with a recommendation for collaborative approaches between NGOs and both the public and private sectors of education to improve education quality.

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David Berry (UAEU). *Game on! Digital games enhances classroom learning.*

Abstract: The use of digital games in language learning has gained popularity in many areas. Educators have found that these games enhance engagement and participation in the learning process, leading to better student retention and general learning. This research study examines the use of digital games in the language learning classroom and how and why it benefits students. The research methodology is a mixed-methods quasi-experimental design looking at digital game-based learning (DGBL) with control group (CG) and experimental group (EG) learning classes. The participants are approximately 100 college students in English language learning classes. The data collected include pretest-posttest results, questionnaire results, and screen-video results. The results show that students' language proficiency significantly improved for those experiencing the DGBL intervention compared with those not receiving this intervention. Additionally, the questionnaire results show that the DGBL intervention students experienced a distinct flow experience that indicated they benefited from playing the digital game psychologically and affectively. These are the interpretations from this research: First, digital games can be implemented simply and effectively into most lessons in almost any subject (e.g., language learning, math, geography, or even animal farming). Second, digital games can be implemented in lessons that do not distract students but sharpen their focus, attention, and interest. Third, digital games can be implemented as a standalone tool (like Kahoot) or integrated into the curriculum.

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Tahar Abbou (University Ahmed Draia, Adrar, Algeria). *Language Planning and Policy in Algeria (1962-2019).*

Abstract. This research paper deals with Algeria's language planning and policy from 1962 to 2019. Algeria's linguistic landscape reflects its colonial past, with the battle for linguistic supremacy reflecting broader socio-political tensions. The research investigates the historical roots shaping language dynamics in Algeria, the enduring impact of colonialism on its language structure, the evolving role of language post-independence, and the persistent debates and challenges regarding language policies and identity. The study is chronologically divided into two periods. The first period covers the single-party era and examines language policies under Algeria's first three presidents after independence: Ahmed Ben Bella (1962 – 1965), Houari Boumediene (1965 – 1978), and Chadli Ben Djedid (1979-1991). It focuses on constitutional amendments and their effects on Algeria's linguistic scene during that period. Additionally, it evaluates the influence of the French lobby on Algerian language policies aiming to hinder efforts to promote Arabic. The second period, from 1991 to 2019, marked by political pluralism, concentrates on education language policies, especially the National Commission for Educational Reform (CNRSE) established by President Bouteflika in May 2000 and its impact on the linguistic landscape. The study concluded that the language policy in Algeria has been marked by a lot of confusion, hesitation, and sometimes improvisation. The ideological backgrounds have also greatly fueled the conflict between Arabophones and Francophones.

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Ali Shehadeh (UAE University). *Developing Contextually Sensitive Methodology: The Case of Focus on Form in Task-Based Language Teaching.*

Abstract. Methods and approaches continue to play a significant role in shaping our approach to second/foreign language (L2) teaching and learning, particularly in Teaching English to Speakers of Other Languages (TESOL). However, with the multitude of methods and approaches in TESOL exceeding 20, there is no one-size-fits-all method or 'best' method to follow. This necessitates adaptation and the development of contextually sensitive methodology, considering the local linguistic, social, and cultural realities of the teaching context (McNulty, 2018; Shehadeh, 2020). Using the task-based language teaching (TBLT) approach as a case in point for adaptation and developing contextually sensitive methodology, this presentation will illustrate five different ways, depending on the specific teaching situation, in which the classroom teacher can draw his/her students' attention to the formal properties of the L2, such as grammar, vocabulary, and pronunciation (commonly known as focus on form, or FonF). The aim is to empower the classroom teacher and enable him/her to make the right decision that suits his/her students and the teaching situation.

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Elsayed Mahmoud (CUA) and Elsayed Mahmoud (CUA). *Exploring Cultural (In)Appropriateness of an English Language Learning Series in the UAE Context: A Mixed-Methods Study.*

Abstract. Although there are individual differences, all textbooks should be culturally appropriate for students. Textbooks should contain what students want, need, and experience. Textbooks should reflect that; otherwise, they might face rejection of the content. This mixed-method study investigates a significant topic of interest to students, teachers, and syllabus and curriculum. Specifically, this study aims to explore the cultural appropriateness of the Headway 5th edition series, which is used in UAE colleges and institutes. The study used Kachru's (1985) Models framework to locate the UAE among the three concentric circles. It also utilized The Washington Models Framework to qualitatively analyze the series by the researcher. Additionally, it used a 15-question interview questionnaire to qualitatively identify the perceptions of UAE students vis-à-vis the series. Moreover, the study used a 15-question survey questionnaire to quantitatively explore the students' perspectives about the series. The study revealed that the series contains many stereotypes of Emirati culture. Additionally, it revealed that the students view this series as inappropriate to them because of the cultural inappropriateness of its content. This study proposed some suggestions to the series' recognized authors, implications, and recommendations to teachers, syllabus designers, and educational decision-makers.

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Zaha Alanazi (Majmaa Univesity). *Exploring the Efficacy of Data-Driven Learning Tasks with different cognitive load on vocabulary learning.*

Abstract. Despite the increasing research on the benefits of using corpora in language teaching and learning, Data-Driven Learning (DDL) research has been criticized for its lack of contribution to second language theories. This paper intends to address this gap by examining the assumptions of the Involvement Load Hypothesis (ILH) using two DDL tasks with different cognitive loads. Learners were assigned to one of two conditions: reading only or translation. Based on ILH, translation is more effective than reading in learning vocabulary, as it induces more cognitive involvement (Laufer & Hulstijn, 2001). The two groups received a pretest to ensure their unfamiliarity with six target words. Each group underwent one instructional session under one of the two conditions. After the session, students took three immediate post-tests on the six target items: active recall of form, passive recall of meaning, and production. Contrary to the expectations of ILH, the results of the immediate post-tests showed no statistically significant difference in the mean of vocabulary knowledge between the two groups. In addition, in the delayed test, the reading-only group showed statistically higher scores in the active recall of form than their translation peers. The findings highlight some important theoretical and pedagogical implications for using DDL tasks, particularly for EFL vocabulary learning.

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Oshin Danish (Al Yamamah University). *Input to Intake in Second Language Acquisition.*

Abstract. Language acquisition is the process through which people develop the ability to understand a language, whether it is their first or second. Second language acquisition (SLA) has gained a lot of attention from a plethora of researchers. With the constant changes in learning and teaching methods within society, the importance of interaction and input in language learning remains the same. Theories such as Vygotsky's Zone of Proximal Development (1962), Krashen's Input Hypothesis (1970), as well as Long's Interaction Hypothesis (1996) all emphasize the importance of input within language learning in the form of social-interactive theory (SIT). However, social interactive views are greatly influenced by cognitive theories such as information processing, stages of memory, noticing, and connectionism. This essay aims to understand the various stages learners go through to process and ensure intake and further argue the connection and relationship between cognitive and social interactive theories, with examples from the classroom to illustrate various stages of learning.

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Zaha Alanazi (Majmaa Univesity) and Maram Alturki (majmaa university). *The impact of input based formative assessment tasks on ESL Learners' Listening Comprehension, Listening Anxiety, and Vocabulary Learning. Abstract.*

A review of studies on listening comprehension points to an intensified focus on the impact of different modes of input (e.g., listening only, listening while reading, audio vs. video) on enhancing listening and vocabulary learning (e.g., Batty, 2015; Lesnov, 2017). The post-listening tasks in several previous studies aimed to explore the effectiveness of the different types of input rather than examining the impact of post-listening tasks on language development per se. In addition, in most previous research on input instruction, learners usually have little control over their pace of learning, as the assigned input-based tasks were mainly administered in the class by the researchers with specific restrictions on the time of the task and the speed rate of the presented speech. Accordingly, this study aims to address the above limitations of input-based instruction by examining the impact of input-based instruction using freely available online materials for which learners have more control over their pace of learning. Specifically, this research investigates the effectiveness of different types of input-based formative assessment tasks: input-based only (a quiz only) versus input- and output-based (a quiz and paired reading aloud) on listening comprehension, vocabulary learning, and listening anxiety among ESL Saudi learners. Two intact classes (52 participants total) were assigned to either type of post-listening formative assessment task (input-based only versus input- and output-based). The results from the pre- and post-tests in the four-week treatment revealed that both post-assessment tasks led to a statistically significant improvement in listening comprehension. The post-listening tasks, however, had a different impact on vocabulary learning and listening anxiety. Findings are discussed in light of relevant theories of second language acquisition and the anticipated role of input-based formative assessment in language development. Implications and suggestions for future research are also presented.

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Najah Al Mohammedi (UAEU), Negmeldin Al Sheikh (UAEU), Maha Alhabbash (UAEU) and Safa Alothali (UAEU). *Learning by Design: Transformative Pedagogy of College Students in Extending Monomodal Texts into Multimodal Texts.*

Abstract. This study aims to explore college students' critical reading comprehension by transforming a monomodal text into a multimodal one. Four college students were tasked with changing a text into a multimodal format to see how it improves critical reading comprehension skills among their peers (n=47). The study also seeks to understand the differences between the two modes of representation in students' critical reading comprehension, including predicting, gist recalling, elaboration, analytical thinking, inferences, critical thinking, and reflection skills using the same reading text. To measure the students' critical reading comprehension, a two-stage exam technique was used. Therefore, the study employed an explanatory sequential mixed-method design to enrich data extracted from both quantitative and qualitative means.

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Larysa Nikolayeva (Zayed University). *Exploring the role of family and school in shaping reading culture of Emirati female undergraduate students.*

Abstract. The current study attempts to investigate the role played by families and schoolteachers in shaping the reading culture of Emirati female undergraduate students. Conducted during the Spring semester of 2022, the research focuses on a sample comprising 290 Emirati female undergraduate students from Zayed University, UAE, studying across seven different colleges.

The cultivation of reading culture is strongly affected by the social environment. It extends beyond the individual and is directly linked to the surrounding social context. Developed during the primary years, it has a lasting impact on an individual's lifelong learning experiences (Bradley, 2016 in Emir 2022, pp. 509-510).

The primary instrument for data collection was a survey featuring 12 questions. The questions were designed to discover the role of the family and teachers in forming the reading culture of Emirati female students. The survey aimed to identify the connection between family and school influences and the development of reading habits and attitudes among the students under study. Specifically, the questions sought to explore the details of participants' childhood reading experiences fostered by their families and teachers, determine the impact of family members and school on the cultivation of their reading culture, and explore the availability and accessibility of reading materials within the home environment. By employing a comprehensive survey instrument and focusing on a substantial sample size, this study offers insights into the processes underlying the development of reading culture among Emirati female undergraduate students. It also contributes to the understanding of how familial and school engagement shapes this culture, shedding light on potential patterns, challenges, and opportunities.

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Ahmad Samer Wazan (Zayed University). *Mitigating Contract Cheating in the AI Era.*

Abstract. Contract cheating is a serious concern that was originally defined as the practice of students buying assignments from third parties. Later, this definition was modified to include all assignments made by anyone other than the student but claimed as their own work. In this presentation, we will explore the different factors that push students to engage in contract cheating. Then, we will discuss the impact of AI on contract cheating and how we can use AI-based techniques to reduce the incidence of contract cheating.

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Badreyya Alkhanbooli (Ms.) and Eman Adelwahab (Ms.). *Challenges Encountered by English Language Teachers in Same-Ability Classrooms.*

Abstract. This study focuses on exploring the challenges encountered by English language teachers in same-ability English language classrooms in the public schools of the United Arab Emirates. This qualitative study uses open-ended questions for data collection from teacher participants. The study sample includes 60 English language teachers from 8 public schools across 4 emirates/cities in the United Arab Emirates. The study results highlight a number of challenges mostly encountered by English language teachers in their classrooms while teaching in same-ability classrooms, including lack of diversity in abilities, time limitations, difficulty in engaging all students (especially lower-achieving students), limited opportunities for peer learning, and limited linguistic diversity. The participating teachers and researchers provide a set of suggestions to improve the same-ability teaching and learning experience in the English language classrooms.

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Chioma Emuka (Metropolitan State University of Denver), Allison G. Chung (Cherry Creek High School) and Miri Kim (Metropolitan State University of Denver). *Bridging Linguistic Frontiers: AI Tools and Digital Literacy in Teacher Education.*

Abstract. The integration of Artificial Intelligence (AI) in language education represents a significant shift in the landscape of K-12 teaching and learning, particularly in the realm of linguistic skill development. As AI-enhanced tools may become increasingly prevalent in language acquisition scenarios and environments, they open new avenues for both language acquisition and digital literacy. This study delves into preservice language educators' perceptions of AI-powered tools, recognizing their pivotal role in shaping future language teaching methodologies. It is essential for teacher educators to prepare preservice teachers not only in AI-assisted language pedagogy but also in fostering digital literacy skills, which are becoming increasingly crucial in modern educational environments. The findings focus on the effectiveness, usage, challenges, and support needs of AI-based tools in language teaching. Furthermore, this study emphasizes the importance of integrating digital literacy into language education curricula, discussing how teacher education programs can adapt their technology courses to better incorporate AI tools. This approach aims to enhance both linguistic competencies and digital literacy, thereby equipping future language educators with the skills needed to navigate and utilize emerging technologies effectively in their teaching practices.

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Ghadeer Alhumaidan (King Abdulaziz University). *AGILE ENGLISH FOR SPECIFIC PURPOSES AS A RESPONSE TO THE DEFICIENCY OF ENGLISH LANGUAGE NEEDS IN THE HHM PROGRAM.*

Abstract. This presentation explores the English language needs of Hospitality and Hotel Management (HHM) students and proposes Agile English for Specific Purposes (AESP) as a new approach to address them. The research investigates the following questions:

1. Student needs: What English skills do hospitality and hotel management students require for academic success and future careers?
2. Program effectiveness: Does the current hospitality and hotel management program adequately prepare students for their English needs?
3. AESP solution: How can Agile English for Specific Purposes (AESP) bridge the gap between student needs and existing programs?

A mixed-methods approach using questionnaires, interviews, and book evaluations was employed. The study involved fifteen graduate and undergraduate students, five teachers from the Hospitality and Hotel Management program of KAU's Tourism Faculty, and six employees from the hospitality and hotel management sector.

Findings revealed speaking as the most crucial skill, while the current program was deemed insufficient in meeting student needs. AESP, as presented, offers a comprehensive solution that integrates all essential English skills for hospitality and hotel management students.

By the end of this presentation, English language educators and stakeholders will gain practical insights to implement a flexible approach to ESP teaching. This presentation unveils a transformative method for English for specific purposes, empowering teachers and practitioners to tailor learning to diverse needs.

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Kay Gallagher (Emirates College for Advanced Education). *'Lingua Familia' before 'Lingua Tech': Fostering literacy and wellbeing through interactive shared book reading at home.*

Abstract. In this era of AI-generated knowledge, students need to be able to absorb, synthesize, and critically analyze vast amounts of digital information at school, college, and beyond. This requires well-developed literacy skills, which include reading, writing, listening, speaking, and critical thinking. The foundations of literacy and critical thinking are laid in early childhood, and all stakeholders in early years care and education have a role to play in literacy development. Literacy begins at home, and research shows that parent-child home reading in early childhood has a positive impact on later literacy skills (Hall et al., 2018). Simply put, good readers start early and are supported in developing literacy at home (PIRLS, 2016). Moreover, research suggests that fathers' involvement in reading at home is positively correlated with children's literacy development (Fatherhood Institute, 2014); however, it is often assumed that fathers are not interested in being involved (Swain et al., 2017). Yet studies suggest that providing fathers with training in interactive shared reading - showing them how to engage their child in listening, discussing, thinking about, and reading a shared book - can contribute not only to their children's literacy and thinking skills development, but also to fathers' own socio-emotional well-being. This paper presents the outcomes of a research and development project in which fathers of Kindergarten children in Abu Dhabi were provided with attractive, high-quality children's books in Arabic and English to share at home with young children and were equipped with simple but effective shared reading techniques enabling them to engage positively with their children's early literacy development.

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Eman Adil Jaafar (University of Baghdad). *Using BNC through Mobile Phones to Help EFL learners with Poetic Analysis: A Corpus Pedagogical Stylistic Study.*

Abstract. This research explores the effectiveness of Corpus Pedagogical Stylistic (henceforth, CPS). This approach implies using the British National Corpus (BNC) in addition to pedagogical stylistics tools in teaching poetry to undergraduate students through mobile devices. Three poems have been selected for teaching practice: "A Birthday" by Christina Rossetti, "Love Is" by Adrian Henri, and "Crossing The Bar" by Alfred Lord Tennyson. A specialized learner corpus was collected from the analyses of the students to find distinguished language patterns that help in identifying the applicability of the CPS approach. The approach stimulates active discovery learning through the application of technology, specifically by utilizing BNC, a freely accessible online corpus linguistic tool, on their mobile devices. Thus, this study has two objectives: 1) Examine the importance of the corpus pedagogical stylistic approach in learning and teaching poetry to Iraqi EFL students at the University of Baghdad, and 2) Determine the extent to which the CPS approach reveals patterns in language that enable EFL students to interpret poetic texts with linguistic evidence. The findings show that the CPS technique was effective in increasing students' poetic language linguistic analysis. The learners demonstrated improved skills in analysis when using the process technique. They could provide evidence from the texts to support their analyses.

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Meghry Nazarian (United Arab Emirates University). *Mirroring Early Childhood Teachers' Role Toward SDG and Lifelong Learning in the UAE Context.* **Abstract.** Quality education must continuously respond to the changing needs of the globalized world and prepare students to thrive in the 21st century. Among the 17 sustainable development goals established by the United Nations, SDG 4 aims to ensure inclusive quality education and foster lifelong learning opportunities for all students. This is a critical goal in teaching and learning and is conceived as having a transformative effect on the other SDGs. However, this particular goal cannot be achieved effectively without recognizing the indispensable role of early childhood teachers as primary contributors when it comes to early literacy. From an education-specific perspective, this study aims to uncover the perceived challenges and complexities early childhood teachers face while developing students' foundational skills such as oral reading fluency (Fuchs et al., 2001). This research adopted a qualitative phenomenological research design and thematic analysis, analyzing recurrent patterns and themes. Data were collected from 12 early childhood teachers working in public, private, and charter schools in the city of Al Ain in the UAE. Semi-structured interviews were conducted to explore the study phenomenon and gather deeper insights from the participants. Through the lens of Bandura's self-efficacy theory of motivation (1977), this research primarily suggests key practical reading strategies to enhance not only students' reading proficiency level but also to boost teachers' self-confidence while teaching reading. The preliminary findings of this research suggest that teachers should act as lifelong readers and reimagine education from a multicultural perspective. Moreover, findings also shed light on the importance of differentiation in reading selections to reach students who respond differently. Finally, reading literacy initiatives at schools, individualized reading recovery programs, and enrichment programs for necessary intervention are highlighted for sustainable education.

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Dr. Ayesha Alketbi (College of Humanities and Social Sciences, Zayed University). *Integrating the GhatGPT App in Developing Teaching Methods: Individual Learning as a Model.*

Abstract. This research aims to explore the integration of the GhatGPT App in teaching development, focusing on individualized learning as a model. In today's educational landscape, the role of modern technology is crucial for improving the overall teaching and learning experience. The primary objective is to assess the effectiveness of the GhatGPT App in enhancing teaching methods and fostering individualized learning in educational settings.

The study aims to achieve several objectives, including an examination of how the GhatGPT App impacts the quality of teaching processes, an exploration of its influence on improving individualized learning for students, and the provision of models and examples for integrating the app into diverse teaching scenarios. The methodology employed entails an experimental study, wherein students are divided into two groups: one group utilizing the GhatGPT App and another relying on traditional teaching methods. Data will be collected through opinion surveys and performance tests.

The expected outcomes suggest that the GhatGPT App will have a positive impact on the quality of teaching and contribute to the improvement of individualized learning for students. These findings may offer valuable insights into the effective integration of technology within educational settings. Based on the research findings, recommendations will be proposed to facilitate the seamless integration of the GhatGPT App into learning environments. The study encourages educators to embrace technology as a powerful tool for enhancing teaching and learning processes.

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Dr. Muhammad Safdar Bhatti (The Islamia University of Bahawalpur) and Maria Noor (The Govt. Sadiq College Women University, Bahawalpur). *Improving Argumentative Essay Writing of IELTS Students: An Investigation.*

Abstract. English is being learned and used all over the world. It has become a lingua franca and a language of greater opportunities. It also exerts a great influence on the elite class of the country. Its knowledge is a successful passport for employment. Both oral and written skills are essential for learning a language. Learning a second language is never easy. Students must wrestle with new vocabulary, rules for grammar and sentence structure, idioms, pronunciation, and more. Some people seem to catch on much more quickly than others. As writing is a productive skill and its main concern is to give insight about grammatical rules and composition writing. So the current study evaluates the ways to improve students' efficiency while attempting argumentative essays in the IELTS Test conducted by the British Council of Pakistan. The researchers have studied the reasons behind these deficiencies and have paved the ways which may be helpful for English language teachers and students as they work on developing language skills for academic and social success. A sample of the study was taken from Sibling Academy of Quality Education Bahawalpur, Pakistan. The data was collected using pre-tests, post-tests, and questionnaires. The participants included 10 teachers and 100 students of IELTS. The findings of the study proved the hypothesis correct. The conclusion with suggestions and recommendations was also summed up at the end of the study.

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Nataša Košuta (University of Rijeka, Faculty of Humanities and Social Sciences), Jakob Patekar (RIT Croatia) and Sanja Vičević Ivanović (Greenfield Community School). *Metaphorical collocations: Language-specific and culture-specific multiword expressions in foreign language learning.*

Abstract. This presentation aims to examine metaphorical collocations from the perspective of foreign language learning and teaching using the example of sports discourse and data collected as part of a long-term research project. In this presentation, metaphorical collocations represent a specific semantic subset of lexical collocations consisting of at least two autosemantic words in a hierarchical relation. The hierarchically superior component, i.e., the base, is used in its primary meaning, while the hierarchically subordinate component, i.e., the collocate, appears in a secondary meaning. The transfer of meaning can influence the emergence of divergent structures, so that in many cases foreign language learners cannot rely on their L1. Instead, they have to acquire the collocation in L2 as a multiword unit, unlike native speakers who retrieve it spontaneously from their mental lexicon.

This will be illustrated with the nouns "game" and "result" in the role of bases and their collocates – verbs and adjectives – in four languages: Croatian, German, English, and Italian, with Croatian being the source language. Since both nouns belong to the same semantic field, the patterns of formation of collocations in describing the quality of play and the achievement of a goal are compared to identify similarities and differences between linguistic communities and cultures, as well as implications for the teaching of metaphorical collocations in foreign language classes.

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Sharvaree Sawant (Michigan Technological university). *Culture, Classroom, and Composition: Applied Pedagogies in Teaching English Composition as a Translingual English Speaker.*

Abstract. This paper explores the pedagogical challenges and opportunities faced by non-native English-speaking teachers (NNESTs) in the U.S., particularly in the context of teaching Composition to a native-speaking student population. Drawing from personal experiences as a translingual English-speaking instructor at Michigan Technological University, the paper delves into the complexities of linguistic identity and the impact of cultural and linguistic diversity on teaching methodologies. It critically examines the traditional native-speaker paradigm in language teaching, advocating for a more inclusive approach that recognizes the unique contributions of translingual teachers.

The study highlights the importance of empathy, understanding, and the strategic use of personal language learning experiences in creating effective and inclusive learning environments. It discusses innovative teaching strategies, such as storytelling and collaborative learning, to bridge the gap between diverse linguistic backgrounds in the classroom. The article also addresses the role of professional development and mentorship in enhancing language education, drawing insights from the author's participation in the Composition Pedagogy course and the "MonsterComp" teaching model at Michigan Tech. This research contributes to the ongoing dialogue in language pedagogy, offering a fresh perspective on the roles and identities of translingual English-speaking instructors in higher education. It underscores the need for educational systems to embrace linguistic diversity, thereby enriching the teaching-learning process and fostering a more dynamic and understanding educational environment.

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Adeela Rehman (Fatima Jinnah Women University, Rawalpindi). *Navigating Tomorrow: A Faculty-Centric Approach to Infusing Artificial Intelligence in Higher Education Curriculum Development and Pedagogy.*

Abstract. Artificial intelligence (AI) can be integrated into pedagogy and curriculum creation to improve student learning, prepare them for the digital age, and promote critical thinking. This paper covers various approaches and factors for implementing AI in education. It is essential to understand how educators interact with and use AI tools for successful implementation in the rapidly changing field of educational technology. The study examines the prospects, challenges, and methods related to incorporating AI into the curriculum using a teacher-centric approach. The research technique includes interviews and classroom observations with a diverse group of teachers from various academic levels and disciplines. Results show that educators are aware of how AI can enhance student experiences, customize lessons, and develop critical thinking skills. However, challenges are noted, including limited access to AI resources, a lack of opportunities for professional growth, and concerns about bias and ethical issues in AI algorithms. The report also outlines effective methods that educators have used to integrate AI into pedagogy and curriculum creation. The study also discusses the importance of AI literacy for teachers, emphasizing the need for ongoing professional development to ensure that educators are prepared to navigate the rapidly changing field of AI in education. This research provides valuable insights into the teacher's role in shaping the future of AI in education, laying the groundwork for further exploration and the development of strategies to empower educators in leveraging AI for improved student learning outcomes.

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Fatima Alblooshi (Zayed University). *علاقة الذكاء الاصطناعي بالتطبيقات اللغوية وتعليم اللغة.*

Abstract

يعد الذكاء الاصطناعي مجالاً مثيراً للبحث والتطور يهدف إلى تطوير الأنظمة التي تقوم بمحاكاة الذكاء البشري. ويعتمد تطبيق الذكاء الاصطناعي في المجال اللغوي على تقنيات وأدوات متطورة لفهم وتوليد اللغة البشرية بشكل فعال ودقيق. وتوجد العديد من تطبيقات الذكاء الاصطناعي في المجال اللغوي من مثل: تحليل النصوص الضخمة، وفهم المحادثات اللغوية، والترجمة الآلية للغات متعددة، وتقييم جودة الترجمة، والكتابة التلقائية. كما يمكن استخدام الذكاء الاصطناعي لتطوير تطبيقات تعليم اللغات اللغات، من تقييم المستوى إلى توفير قوائم تعليمية مخصصة لكل فرد بناءً على قدراته واحتياجاته من خلال تكيف البرامج ومراقبة الأداء. ومما لا شك فيه أن تقنيات الذكاء الاصطناعي تساعد في تحليل مختلف أنماط المحادثات والتفاعلات اللغوية من حيث الهياكل اللغوية والمضامين وتحديد الانحرافات والنمط والتوجهات. على الرغم من التطور الكبير في تقنيات الذكاء الاصطناعي في المجال اللغوي، هناك تحديات تتعلق بترجمة دقيقة للعبارة والمصطلحات الخاصة وتحليل الألفاظ الدقيقة التي تتطلب مزيداً من البحث والتطوير. ولا ريب أن من خلال تطبيقات الذكاء الاصطناعي في المجال اللغوي تظهر لنا فوائد عديدة مثل: تسهيل التواصل اللغوي، وتحسين فعالية الترجمة وفهم اللغات المختلفة، مع الاعتراف بالتحديات والحاجة المستمرة إلى البحث والتطوير.

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Suhair Al-Alami (Skyline University College Sharjah) and Sara Suleymanova (University of Dubai).
Translation of Prose Fiction Texts: Points to Consider.

Abstract. when translating prose fiction texts in order to maintain language style and facilitate language acquisition. Literary texts, such as prose fiction, serve an aesthetic function by creating a sense of aesthetic appreciation through language style. With this in mind, the presenters believe that including unnecessary words from the original language in the translated version has a negative impact on both the language style of the translation and the acquisition of the target language. This study aims to address two main questions: first, how does the inclusion of unnecessary words from the original language negatively impact the language style of the translated version of a prose fiction text? And second, how does this inclusion negatively impact the acquisition of the target language? To collect data, the presenters designed a questionnaire with ten items and distributed it to a total of one hundred and sixty-six subjects in Dubai, including avid readers, instructors of English as a Foreign Language (EFL), and university students. Additionally, the presenters conducted semi-structured interviews with three EFL instructors and three avid readers. Based on the statistical results, most subjects agreed that including unnecessary words from the original language in the translation negatively impacts the language style of the translated version and the acquisition of the target language. The presentation will conclude with recommendations for scholars to consider.

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Omer Salama (Saudi Petroleum Services Polytechnic). ***AI in ELT; Applications, Advantages and Potential Threats.***

Abstract. The integration of artificial intelligence (AI) in English Language Teaching (ELT) can be seen as both an advantage and a potential danger, depending on how it is utilized and implemented. On one hand, AI technology has the potential to make language learning more efficient and effective by providing personalized feedback and practice activities tailored to the individual needs and learning styles of students. This presentation aims to gain a deeper understanding of the ways in which AI is being used to enhance the learning of English as a foreign language by conducting an in-depth analysis of the existing literature on the subject. The literature review of integrating AI in ELT has involved a comprehensive search, primarily for relevant academic articles, books, and other sources that explore the intersection of artificial intelligence and ELT. Furthermore, this presentation will also result in a deeper understanding of the benefits and risks of incorporating artificial intelligence in ELT. The audience is expected to learn more about AI applications in ELT, the advantages of integrating AI in ELT, and potential threats that could be easily overcome. By the end of the presentation, the audience will be more familiar with AI applications and will have the opportunity to try some of them during the interactive and engaging session.

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Peter Davidson (Zayed University). ***Using ChatGPT and other AI tools to create better assessments .***

Abstract. Recent developments in Artificial Intelligence, and in particular Generative AI (GAI) tools such as ChatGPT, have resulted in much hype and hysteria around their use and abuse by students in educational settings. The purpose of this talk is to discuss how GAI is impacting language assessment practices and how it will likely shape assessment practices in the future. We will examine how GAI can be leveraged by classroom teachers and test writers to develop and generate language assessments by: identifying and adapting source texts; writing source texts; cloning items; generating items; generating rubrics; delivering tests; rating tests; analyzing the performance of test items and tests; and providing students with comprehensive feedback. We will then look at how assessments can be devised to make it difficult for students to simply rely on GAI tools to generate a response if the teacher or test writer wants to (try and) restrict students' use of GAI. In the final part of this talk, we will suggest how the oncoming AI tsunami is likely to disrupt and shape language assessment practices in the near future.

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Jakob Patekar (RIT Croatia), Sanja Vičević Ivanović (Greenfield Community School) and Nataša Košuta (University of Rijeka Faculty of Humanities and Social Sciences). *"You're only cheating yourself": University students' perspectives on the ethical aspects of GenAI use.*

Abstract. Generative artificial intelligence (GenAI), such as ChatGPT, Bard, Dall-E, etc., took the world by storm in late 2022 and became widespread throughout 2023. Recent studies have shown that many university students use GenAI regularly in their education, whether such tools are allowed by their universities and instructors or not. The results of our previous study carried out in March 2023 showed that around half of the participants used ChatGPT, mainly to generate ideas, but also to summarize, paraphrase, and proofread; some even used it to write a part of the assignment or an entire assignment. Participants in this earlier study perceived generating ideas as the most ethical aspect of ChatGPT use, but even when they perceived a certain use as unethical, they still engaged in academically dishonest behavior.

For these reasons – the ever-growing popularity of GenAI and the ensuing ethical issues – we wanted to take a deeper look into university students' perspectives on the ethical aspects of GenAI use. We asked 50 university students from an American college in Croatia to describe their perspectives in a free-form essay of 300 words in January 2024. What their responses reveal is that the majority believe that using GenAI as an assistant that helps one generate ideas, suggests text organization, and provides feedback is ethical, while using it to produce sentences, paragraphs, and whole texts is indeed unethical. We conclude that students are becoming increasingly aware of the ethical boundaries of the new technology, probably because more and more instructors and universities are developing their guidelines on GenAI use in education.

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Jaime Buchanan (Zayed University) and Peter Davidson (Zayed University). *Teaching Online - Some Key Principles.*

Abstract. In March 2020, the COVID-19 pandemic forced the closure of schools worldwide, impacting 1.2 billion children across 186 countries, leading to a surge in online teaching (Li & Lalani, 2020). This presentation aims to emphasize ten essential principles of effective digital teaching and learning for educators to enhance their online classes.

Firstly, students must take responsibility for their own learning in an online environment. Secondly, online classes should be engaging to maintain student interest. Thirdly, teachers should employ a diverse range of inputs, methods, materials, activities, and technologies. These activities must be active and interactive, which is the fourth principle. The fifth principle underscores the importance of collaborative work in pairs and groups.

Variety in output tasks, assignments, and assessments is the sixth principle, while the seventh principle emphasizes authenticity in both inputs and outputs, mirroring real-world experiences. Personalization and individualization of learning are advocated in the eighth principle. The ninth principle highlights the significance of peer and teacher feedback opportunities.

Lastly, the tenth principle underscores the use of online proctoring for rigorous assessment. By the end of this session, teachers will have a comprehensive understanding of these key principles, enabling them to enhance the effectiveness of their online classes.

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Sana Almajidah (ZU). أثر الذكاء الاصطناعي على تدريس مساقات اللغة العربية.

Abstract. يعد الذكاء الاصطناعي من أهم الابتكارات التي تؤثر على التعليم بشكل عام، وتعليم مهارة الكتابة في مساقات اللغة العربية بشكل خاص، وكل ابتكار جديد، فقد واجه نقدًا ووجهت له تهمة، حيث نشرت أبحاث تبرز سلبياته -التي لا ننكر وجودها-، ونظرًا لاعتقادنا بأهمية مواكبة التقدم، عوضًا عن مقاومة الطواحين الهوائية؛ فإن هذه الدراسة البحثية تسلط الضوء على التأثير الإيجابي الذي يمكن أن يحققه الذكاء الاصطناعي في تعزيز جودة تدريس مهارة الكتابة على وجه الخصوص، وتلقي الدراسة الضوء على كيفية استعانة المعلمين والطلاب بالذكاء الاصطناعي في اكتشاف الأخطاء الإملائية والنحوية والأسلوبية. وقد اعتمد البحث على المنهج هدفت هذه ARA-345 الوصفي، مع تحليل نتائج استبانات وزعت على مجموعة من طلاب جامعة زايد الذي يدرسون مساق الاستبانات إلى قياس تأثير الذكاء الاصطناعي، كما سعى البحث إلى تسليط الضوء على الآليات والجوانب التطبيقية التي يتمكن الحضور (التربيين) من التعرف على الخيارات يقدمها الذكاء الاصطناعي لدعم الطلاب وتحسين مهاراتهم الكتابية، وركز البحث أيضًا على التحديات الممكنة وكيفية تخطيها، وخلص البحث إلى استنتاج أن استخدام الذكاء الاصطناعي يمكن أن يكون له أثر إيجابي على تعليم مساقات اللغة العربية، وقدم عدد من التوصيات لتعزيز استخدام التقنيات الذكية في تدريس اللغة العربية، والتشجيع على تبني المزيد من حلول الذكاء الاصطناعي في المؤسسات التعليمية.

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Shazia Ayyaz (Al Zahra College for Women, Muscat). *Teaching English Material or Power Documents? A Critical Discourse Analysis of Textbooks.*

Abstract. This paper presents a critical discourse analysis of the textbooks taught in schools as part of the English syllabus. Textbooks are pivotal in shaping language and cultural ideologies among ELT students. In the context of English as a second language acquisition, the significance of ideologies cannot be overlooked, as they profoundly influence how students establish connections with the English language and culture and the way this process influences their perceptions about their first language and culture. The present research aims to provide insight into textbook ideology through critical discourse analysis. The idea that textbooks are neutral documents and transmit knowledge only is no longer accepted. For the theorists of power and discourse, textbooks can disseminate the notion of accepting power and taking it as natural. The study focuses on the discourse structures of the textbooks to explore the ideologies implicit within these patterns. The study implies the critical discourse analysis approach as the theoretical base, specifically van Dijk's (1998) concept of ideology and discourse analysis. Critical discourse analysis is the study of exploring power relations in various contexts by undertaking the ideologies hidden within the discourses. It takes into consideration the texts and discourses and their implication in the larger socio-cultural context.

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Juwaeriah Siddiqui (Carleton University). *Tracing the Dynamic Motivational Trajectory of Non-Arab learners living in the United Arab Emirates.*

Abstract. This study takes a cross-disciplinary approach and draws on concepts from Dörnyei's Second Language Motivational Self System (Dörnyei, 2005) and complex dynamic system theory (Larsen-Freeman & Cameron, 2008) to examine the experience and motivations of non-Arab learners (n=100) in learning Arabic as a second language (L2) in the United Arab Emirates. Specifically, the investigation explores the immediate environment around the language learner to capture the evolving nature of L2 motivation and its impact on the learners' language learning outcomes. The use of rarely employed methodologies such as concept mapping (Kane & Trochim, 2007) and retrodictive qualitative modeling has identified a motivational system (along with its causal mechanisms) shared by these learners and probed the voices of educators (n=25) to help explain the learners' views. The results also point to the varying roles of self-efficacy, coping, and early exposure as core constructs in the development of learner motivational profiles. Additionally, they provide empirical evidence for educators and educational systems to recognize mechanisms that may be key in not only determining a learner's success in L2 learning but also assuring it.

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Tiziana Lorenzet (Ca' Foscari University of Venice (Italy)). *'Never too Late' - Towards a Senior-Friendly Methodology: Teaching Languages to Senior Learners.*

Abstract. Nowadays, human society is aging globally. It is known that learning a new language can help senior learners improve their well-being and cognitive health, as it can stimulate brain plasticity and delay cognitive decline. This presentation, based on a literature review and research findings, aims to introduce the theme of foreign language geragogy and describe the senior learner's profile in order to reflect together and rethink the way we teach learners over 60. More and more seniors are attending language courses, especially English courses, all over the world for different reasons. But are we ready to teach senior learners? Are we adopting different strategies, new materials, and new techniques, or are we simply teaching them the same way we teach adults? Attending this session about senior foreign language education could make teachers, educators, and material writers aware of the fact that this group of learners has its own characteristics, interests, needs, expectations, and goals. It could also provide them with some ideas on how to focus on senior learners' strengths and how to overcome their barriers. Finally, it could inspire them to find a way of teaching that is more suitable for senior learners by creating a senior-friendly learning environment that can stimulate learners cognitively and emotionally and promote active aging.

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Emily Winchip (Zayed University). *Assessment Policies in UAE Higher Education Institutions.*

Abstract. This research reports on the publicly available information about assessment policies for the 76 licensed higher education institutions in the UAE. The UAE Ministry of Education requires that each university maintain an assessment policy, but the policies are allowed to vary between institutions. This research focuses on the publicly available information that goes beyond the requirements for the policies, especially related to the kinds of assessments used within undergraduate courses, the types of assessment listed in the policies, and whether the policies address academic integrity, especially related to generative AI. The information has been analyzed with qualitative and basic quantitative analysis to find patterns. Overall, the findings are that the information available in assessment policies beyond the requirements of the Ministry of Education tends to focus on catching misconduct and exam requirements, with little attention paid to other course assessments, formative assessment, assessment methods, preventing misconduct, the use of contract cheating, and policies about the use of generative AI for assessments. The contribution of this article is to demonstrate that an emphasis on compliance for higher education assessment policies in the UAE causes two major problems: First, that it cements written policy that must be enacted differently within the university as it responds to quickly developing technological trends, and second, that universities may be using innovative assessment and technology integration that is not reflected in their publicly available policies.

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Saima Nomaan (University of Birmingham Dubai, UAE.) and Naureen Shehzad (Higher Colleges of Technology, UAE). *Work Hard but Smart- Cool Tools for Research!*

Abstract. In the contemporary research landscape, the adage "Work Hard but Smart" resonates more profoundly than ever. As the volume and complexity of data burgeon, researchers are increasingly seeking innovative ways to streamline their workflow and enhance productivity. To address this need, we will explore and propose a few cutting-edge AI tools for enhanced research productivity.

Therefore, this presentation will delve into the latest Artificial Intelligence (AI) tools that are revolutionizing the research process across various disciplines. Our focus will be to introduce and dissect a range of AI-powered applications designed to assist in data collection, analysis, hypothesis testing, and even manuscript preparation. Attendees can expect to gain insights into:

- How AI can dramatically reduce time spent on literature reviews using tools like automated summarizers and smart search assistants.
- The use of AI in data analysis, including pattern recognition, predictive modeling, and statistical analysis, which transcends the capabilities of traditional software.
- The application of AI for hypothesis generation and testing, enabling researchers to uncover novel correlations and causations.
- Advancements in AI that assist in writing research papers, including reference management, formatting, and ensuring adherence to publication standards.

The session will not only highlight the functionalities of these tools but also discuss their practical application through case studies. Participants will leave with a comprehensive understanding of how to incorporate these AI tools into their research methodology to work not just harder, but smarter for an enlightening exploration into the future of research productivity.

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Nadine Jaafarawi (Zayed University). *Task-Based Language Learning with Chat GPT: Unveiling the Potential in the UAE Classroom.*

Abstract. The ever-expanding influence of Artificial Intelligence (AI), particularly Chat GPT, in society, has sparked increasing interest in its application within educational settings, including language classrooms. While educators have approached AI integration cautiously due to concerns about academic integrity, this study proposes a balanced approach under instructor supervision. The focus is on redirecting AI usage to empower students as learners rather than merely performing tasks for them. Specifically, this research explores the implementation of Chat GPT in English Language courses in the UAE. Adopting a task-based approach, known for its efficacy in language education, the study aims to enhance students' communication skills. Through qualitative investigation and adherence to university ethical guidelines, the research delves into 'learning by doing' tasks, particularly those geared toward oral presentations and dialogue production. This exploration seeks to unveil the untapped potential of Task-Based Language Learning with Chat GPT in the UAE classroom context.

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Abdullatif Alshatti (Kuwait University). *English Language Glocalisation: Towards a Gulf Variety of English.*

Abstract. This paper delves into the phenomenon of "glocalization" in the context of the English language, particularly focusing on the Arabian Gulf region, where economic globalization, educational reform, and cultural exchange are fostering the development of "Gulf English." This variety represents a significant case of how global English adapts to meet local sociolinguistic demands, embodying the dynamic interplay between global linguistic influences and regional cultural identities. The paper critiques Kachru's Three Circle Model for its oversimplification and static nature, arguing for a more nuanced understanding that acknowledges the emergence of new Englishes and the role of English as a Lingua Franca (ELF). It highlights the evolution from a monocentric view of English towards recognizing its pluricentric nature, as evidenced by the proliferation of "World Englishes." The paper further explores how the Gulf's unique linguistic ecology and positive societal attitudes towards English contribute to the development of a hybrid language variety that incorporates both English and Arabic elements. This glocalization process is illustrated through examples of code-switching and linguistic innovation that signify a blend of global and local identities. The emergence of Gulf English is positioned as a testament to the adaptability and diversity of English in the global era, challenging traditional notions of linguistic purity and underscoring the benefits of embracing linguistic diversity in a rapidly globalizing world.

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Karina Bustamante (North London Collegiate School Dubai) and Ola Elkhatab (North London Collegiate School Dubai). *Practical Ideas to Implement CLIL Program in the Language Class.*

Abstract. This interactive workshop is designed to provide practical ideas for implementing Content and Language Integrated Learning (CLIL) programs in language classrooms, with a particular emphasis on the integration of positive psychology and social-emotional learning (SEL). The session will engage educators who teach intermediate and advanced levels, fostering a collaborative learning environment.

The core focus of this dynamic workshop lies in practical activities aimed at empowering educators to create and implement CLIL elements in their language lessons. Participants will engage in collaborative creation, ensuring a holistic learning experience. Through interactive sharing of their work, and active participation in discussions, attendees will foster a peer-driven learning community.

The presentation segment explores the comprehension and methodologies of CLIL programs, emphasizing task-based and inquiry-based approaches. Furthermore, it delves into the influence of CLIL on emotions and social learning, seamlessly integrating principles of SEL.

At the end of the workshop, participants will emerge equipped to adeptly integrate CLIL methods into their language lessons and critically evaluate the efficacy of the CLIL approach. This workshop promises to equip language educators with the practical skills and confidence needed to bring the benefits of CLIL into their classrooms, ultimately enhancing the language learning experience for both educators and students alike.

Presentation Index & Abstracts

Hind Elyas (Saudi Aramco). *Breaking Barriers: Unleashing Innovation in Language Education with TESOL International's Six Principles .*

Abstract : In this engaging workshop, the presenter will explore the importance of TESOL International's 6 Principles for Exemplary Teaching of English Learners. With today's increasingly diverse classrooms, understanding and implementing these principles is crucial for English teachers. Throughout the session, participants will delve into each principle, gaining practical strategies and innovative approaches to effectively support and empower English learners. This workshop will focus on designing inclusive and learner-centered lessons, fostering a positive language learning environment, promoting cultural responsiveness, and more. By the end of the session, teachers will leave equipped with the knowledge and tools necessary to elevate their teaching and make a lasting impact on their English learners' language development and success.

This workshop aims to provide English teachers with a comprehensive understanding of the TESOL International 6 Principles for Exemplary Teaching of English Learners. Grounded in extensive research and current practice, these principles serve as a guide for creating effective and learning environments for English learners. By exploring these principles, participants will gain valuable insights into strategies that support their students' overall academic success. It is designed for English teachers at all levels who work with diverse student populations, including English learners. Whether participants are new to the profession or experienced educators seeking to enhance their instructional practices, this workshop offers practical tools and approaches applicable to a wide range of language teaching contexts.

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Sanja Vicevic Ivanovic (Greenfield International School), Natasa Kosuta (Faculty of Humanities and Social Sciences) and Jakob Patekar (RIT Croatia). *Enhancing digital wellbeing in primary students: Insights from action research.*

Abstract. The research field on digital wellbeing has seen a gradual rise in publications, particularly gaining momentum after 2018, generating more questions than answers. Despite the increasing literature, the notion of digital wellbeing remains multifaceted, with diverse definitions and descriptions. Commonly construed as a balanced and safe engagement with technology, this understanding forms the theoretical framework for our action research. Participating in the 'Wellbeing in Schools Collaborative Action Research Program' with Harvard University, our study investigates strategies for enhancing students' digital wellbeing. Utilizing a section of the questionnaire integrated into Harvard's wellbeing survey, we surveyed 32 primary teachers in the UAE and Croatia. Qualitative analysis revealed divergent perspectives between the two countries. In the UAE, the focus is on online safety activities, contrasting with Croatia's emphasis on balancing online and offline time. This disparity underscores a lack of a common understanding of digital wellbeing among teachers, emphasizing its contextual link. In conclusion, digital wellbeing proves crucial but demands further investigation. The pedagogical implication of this research is the development of a directory of digital wellbeing activities aimed at enhancing students' wellbeing. Additionally, recognizing the need for professional development, the importance of equipping teachers with the skills necessary to effectively support students in navigating the digital landscape and promoting their digital wellbeing is emphasized.

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Farrah Zafar (The British University in Dubai). *Investigating Situational and Individual Factors Affecting Undergraduate Students' Willingness to Communicate (WTC) in English in the UAE Classrooms: A Mixed-Methods Analysis.*

Abstract. This study investigates the situational and individual factors affecting English language students' Willingness to Communicate (WTC) in English and English teachers' perceptions of students' WTC in the United Arab Emirates. Furthermore, this study explores English teachers' role in dealing with the factors affecting students' willingness to communicate. This mixed-method study used quantitative surveys and semi-structured interviews to probe WTC from students' and teachers' perspectives. The quantitative data are analyzed using descriptive and inferential statistics, and the qualitative data are analyzed using thematic analysis. The findings of this study unfold multiple variables responsible for students' willingness to communicate. This study confirms that Willingness to Communicate is a dynamic phenomenon; it can increase or decrease due to various factors and situations. If English language teachers are aware of the situational and individual factors, they can play a significant role in enhancing students' communication in the English language. This study intends to inform teacher development and training, as well as educational policy focused on improving students' willingness to communicate in English through communicative language teaching. This study is very significant locally and globally. It is the first one in the region on the construct of WTC, and as per the researcher's knowledge, it is the first study globally to investigate WTC from the perspectives of both major stakeholders: students and teachers.

Presentation Index & Abstracts

Shorouk Hanafy (Zayed University). *Promoting Critical Reading, Critical Thinking, and Academic Writing in First Year College Composition Courses Using Blended Online Interactive Activities*

Abstract. The development of critical thinking, critical reading, and effective writing skills are essential for success in higher education. Despite the recognized importance of these skills, many EFL first-year college students lack the necessary experience in critical reading and critical thinking required to meet the demands of tertiary education in an EMI context (Wilson, 2016). This study aimed to investigate the effectiveness of integrating critical reading and critical thinking blended online learning activities to enhance the academic writing skills of EFL first-year college students. The semester-long pedagogical action research study was conducted at a leading federal university in the UAE in four first-year English composition classes. The study involved the design and implementation of online blended learning activities integrated within the course material of a first-year composition course, either as classroom activities or additional supplementary practice for the students. Qualitative data was collected from instructor and student interviews, student written artifacts, student scores on writing assignments, student written reflections, and researchers' reflective diary. The findings suggested that the integration of critical reading and critical thinking instruction in the form of online blended modules contributed to the development of students' academic writing skills in L2 college composition courses in an EMI environment. Utilizing instructional technology and online blended learning augmented students' learning experience and contributed to promoting their reading and writing skills. Overall, the study had several pedagogical implications for L2 composition instruction in EMI higher education for instructors, students, and higher education institutions.

Presentation Index & Abstracts

Dania Wattar (OISE, University of Toronto). *AI-Powered Transformation of Multilingual Learners in Higher Education.*

Abstract. This paper explores the transformative journey of multilingual learners within a graduate program in education, shedding light on the profound impact of digital tools and artificial intelligence (AI) on their educational experiences. It seeks to answer the following questions: 1) What are the unique needs and challenges faced by multilingual learners in graduate studies?, 2) How can digital tools, particularly AI-powered resources, effectively support and empower multilingual learners? And 3) What promising educational practices can educators employ to create more inclusive learning environments for multilingual students? Drawing from the "funds of knowledge" framework (Moll et al., 1992), we delve into the pivotal role of AI tools in enabling multilingual learners to tap into their prior knowledge and explore innovative ways to communicate their acquired expertise. We then offer practical insights into integrating AI tools in educational settings and demonstrate their empowering potential. Our findings demonstrate how AI tools can serve as a confidence booster for multilingual students and act as catalysts for inclusive education. Utilizing AI tools in graduate studies has helped transform multilingual learners from individuals grappling with anxiety to empowered and confident students. We conclude our paper by discussing implications for educators working with multilingual students in schools and higher education.

Presentation Index & Abstracts

Haya Alsaadi (University of Bisha). *Investigating the Perspectives of Saudi EFL Students and Teachers towards the Effect of Oral Corrective Feedback on Academic Engagement.*

Abstract. Oral corrective feedback (OCF) is one of the significant educational strategies that influence foreign language learning and teaching, while enhancing learners' engagement during classroom instruction can contribute to making ultimate learning. This attitudinal study has been conducted to investigate the perspectives of EFL Saudi learners and teachers towards the effect of OCF on behavioral, emotional, cognitive, and social academic engagement of students. The study is one of the first to focus on the effectiveness of OCF as an important strategy to nourish teacher-student interaction in EFL classrooms, to co-construct the learner's cognitive development, and to maintain students' engagement. Data collection has taken place at the University of Bisha in Saudi Arabia, as 150 EFL male and female students from different levels at the university have completed a close-ended questionnaire, while 15 of them have participated in semi-structured interviews. In addition, 50 male and female EFL teachers at the same university have completed a questionnaire with both close-ended and open-ended questions. The findings have revealed that both the students and the teachers have strongly agreed on the positive effect of teacher OCF to increase students' behavioral, emotional, cognitive, and social academic engagement. Moreover, the results have indicated no significant differences between male and female of both groups regarding estimating the effect of OCF on academic engagement. However, male students have expressed a statistically significant higher level of agreement towards the effect of OCF on social academic engagement. In the analysis of the qualitative data, the dynamicity and multidimensionality of students' engagement have been confirmed. Students have reported intrapersonal factors (emotions and anxiety), social factors (social support), and course-related factors (classroom dynamics) as mediating factors that can enhance or hinder them to benefit from OCF to increase their academic engagement. Additionally, teachers have provided varied recommendations concerning utilizing OCF to increase students' engagement during classroom instruction. Based on the findings of this study, pedagogical implications and recommendations for EFL learners, teachers, and policymakers have been highlighted, and potential suggestions for further research in the areas of OCF and academic engagement have been provided.

Presentation Index & Abstracts

Giacomo Folinazzo (Niagara College Canada and University of Toronto). *Creating Real-World Language Tasks with The Action-oriented Approach and Linguistic Mediation.*

Abstract. The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Companion Volume (CEFRV) (Council of Europe, 2020) offers rich, innovative, and practical notions for language learning and teaching. This seminal document is often underused as it is perceived as a standardized assessment tool only. In reality, the CEFRV presents very current and newly developed concepts that are now operationalized into “can do” descriptors for various levels of proficiency. This important feature allows teachers to link significant concepts related to language learning to immediate classroom applications, to move away from the traditional and limited view of the 4-skill organization of language curricula and teaching. Mediation, as the fourth mode of communication, incorporates Reception, Production, and Interaction, and the “can do” descriptors for mediation activities and mediation strategies serve as lesson design tools for teachers when using the Action-oriented Approach as teaching methodology. This workshop has two parts:

Part 1: The presenter offers a brief overview and definition of key concepts such as linguistic mediation activities and strategies, review the practical mediation descriptors per level of proficiency in the new CEFRV, and explain the key tenets of the Action-oriented Approach (AoA) as developed by Piccardo & North (2019)'s pivotal reference book.

Part 2: Workshop attendees experiment with creating original learning scenarios and mediation-based Action-Oriented tasks based on templates and other sample teaching material provided by the presenter. This section of the workshop includes both paper and digital material.

By the end of the workshop, the audience will have gained: a general overview of the concepts of linguistic mediation and the Action-oriented Approach for language teaching as presented in the CEFRV; and initial practical experience with creating a mediation-based and Action-Oriented tasks and learning scenarios.

The workshop is intended for novice and experienced language teachers alike. The workshop is delivered in English.

Presentation Index & Abstracts

Giacomo Folinazzo (Niagara College Canada and University of Toronto). *What Language Learners Think of Linguistic Mediation and The Action-oriented Approach .*

Abstract. For decades, second language teaching has been designed with a 4-skill approach (Fox, Cheng, & Zumbo, 2014). The seminal Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) (Council of Europe, 2001) invites language teachers to undergo a significant paradigm shift from skills to modes of communication, namely reception, interaction, production, and mediation. The strong interest in linguistic mediation (Coste & Cavalli, 2015; North & Piccardo, 2016; North & Piccardo, 2019; Zarate, 2003) has called for elaboration and further investigation (North & Piccardo, 2016; North, 2016), which informed the new CEFR Companion Volume (CEFRV) (Council of Europe, 2020). The new detailed descriptors operationalize the concept of mediation for its immediate application in language classrooms. Despite the growing interest in this topic, very few studies focus on the impact of mediation-based pedagogy and Action-Oriented tasks on language learners, with a primary emphasis on participants' lived experience with the methodology. This study explores a group of 12 adult learners (ages 19-45) at an intermediate level (CEFR B1) from an English for Academic Purposes program in a Canadian College for 12 hours of instruction (6 weeks). The various Action-oriented tasks required participants to mediate text, concepts, communication, and to use mediation strategies to explain new ideas and to adapt a text. Participants completed these tasks on the ZOOM videoconferencing platform, and the qualitative data collected from transcriptions, individual interviews, and peer observations were analyzed using theme identification, synthesis, and pattern identification via inductive coding. Findings reveal an increase in observed and self-perceived participant awareness, motivation, autonomy, and agency, with strong promise for successful and authentic language teaching and learning.

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تعليم اللغة العربية في كيرلا: الفرص والتحديات في عصر التواصل والتكنولوجيا. Abrarabeevi. Pm (university of calicut).

Abstract.

تطورت اللغة العربية عالمياً بفضل الإسلام والتأثير الثقافي الأدي الذي تحمله. يدرس الأجانب تعلم اللغة العربية لأسباب دينية ومهنية وثقافية. تاريخ العلاقات بين كيرلا والعرب يعود إلى فترة طويلة، حيث انتقلت تأثيرات الإسلام إلى هناك، ويشهد التدريس في المدارس الابتدائية في كيرلا على اهتمام كبير بتعلم اللغة العربية وهناك عديد من المعاهد المتخصصة في اللغة العربية والتعليم الديني ويتعكس حبهم على اللغة العربية. تقدم الباحثة هذه الورقة نظرة على التدريب والدورات التي تُقدم عبر الإنترنت لتنمية اللغة العربية، مسلطة الضوء على الفرص والتحديات في هذا المجال

ك نماذج لفهم (zameel academy, AL uyon academy, academy of excellence) اختارت الباحثة ثلاث أكاديميات مناهج التدريس المعتمدة لتعليم اللغة العربية، وكذلك لفهم نتائج هذه الأكاديميات في تحقيق التقدم للطلاب

Presentation Index & Abstracts

Neslihan Bilikozen (American University of Sharjah). *Innovation from Within: A Learner-Driven Journey towards Critical Digital Literacy via Dynamic Class Policies.*

Abstract. This research project explores the responsible and ethical integration of Artificial Intelligence (AI) in academic settings, focusing on enhancing digital literacy and cultivating a deeper understanding of AI's ethical implications. Conducted within three sections of a freshman academic writing course, the study highlights the crucial role of educational interventions in cultivating learner autonomy for responsible AI use, emphasizing active student participation in formulating comprehensive class policies and guidelines. Employing an exploratory classroom-based action research design, this study utilizes a mixed methods approach that integrates qualitative and quantitative data derived from a contrastive analysis of AI-generated and human-authored content, along with survey responses. Students engage in a multi-phased assignment, critically assessing both AI-generated content and material they individually and collaboratively authored, highlighting the essential role of human involvement in ensuring the accuracy, conciseness, and ethical integrity of academic work. The findings shed light on the importance of equipping students with the necessary knowledge and skills to navigate the rapidly evolving landscape of technological advancements while upholding ethical standards and fostering responsible AI integration within academic environments.

Presentation Index & Abstracts

Eduardo Lage-Otero (NYU Abu Dhabi). *Holistic assessment with language portfolios: Reflections, Connections, and Transformations.*

Abstract. With the evolution and rapid adoption of generative AI tools like ChatGPT, Google Bard, and many others, there is a renewed emphasis on the transformative possibilities of technology in language education (Liang et al., 2023). Although the disruption and possibilities for academic dishonesty are real, the opportunities for improving language instruction should not be underestimated (Byrd et al., 2023). In this presentation, I will focus on how portfolio-based assessment can provide a way to mitigate some of the fears around generative AI while helping instructors assess students' proficiency over time. The European Language Portfolio (ELP) (Europe, 2000; Pérez Cavana, 2012) model provides a framework to evaluate students' progress with the language holistically while helping students make connections among seemingly disconnected activities. In this respect, getting students to work with the ELP can foster creativity with the language and a more critical engagement with the language and culture (Creely, 2023). In this presentation, I will discuss how we have adapted the ELP within a college-level Spanish language program and the results we have obtained so far.

Presentation Index & Abstracts

Lance M. Chase (Higher Colleges of Technology). *Designing a one-to-one English Course for a Social Media Influencer.*

Abstract. Designing specialized one-to-one English language courses can present many challenges for educators, as they require adjustments from traditional classroom approaches. For example, the teacher may become the conversation partner instead of putting learners into pairs or giving focused feedback rather than group feedback. Such focused learning environments can also make learners and teachers feel 'always on' in one-to-one lessons, so designing varying activities that give learners space and time to think while not overwhelming them with feedback is often appropriate for learners and teachers. Organizing a learner-centered syllabus where teacher-selected content is surrounded by learner input can also help overcome these challenges.

In this session, the presenter will discuss the syllabus he planned to create for a one-to-one English course for a beginner-level (CEFR A2) social media influencer with the goal of improving her fluency and intelligibility so she can also create social media videos in English. The presenter will highlight the approaches and activities he designed during the course creation process that led to a learner-centered approach attempting to match the learner's wants, as discovered through a subjective needs analysis, with her needs, as determined through a more objective diagnostic test. The session will conclude with a brief commentary on solutions for matching a learner's needs with wants in a one-to-one course environment.

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Mohammed Alanazi (Shaqra University). *Unleashing Expression: Enhancing Spoken Skills and Fostering Self-Esteem through the Integration of Self-Portraits.*

Abstract. This qualitative discourse analysis study investigates the integration of self-portraits as a tool to develop speaking skills and foster self-esteem among students in a Saudi university English for Specific Purposes (ESP) classroom. The research focuses on teacher-student interactions, specifically examining the role of self-portraits in prompting the use of adjectives and supporting students' verbal expression. The study involved audio-recording and analysis of classroom interactions in a university-level English for Specific Purposes (ESP) course for mathematics students. The analysis centers on the use of self-portraits and the adjectives generated through this teaching practice, exploring how it either facilitates or impedes students' development of spoken English language skills. The findings shed light on the influence of this teaching practice on the nature of students' spoken skills.

The results demonstrate that ESP teachers can effectively utilize this teaching practice to implement macro-teaching strategies that encourage productive spoken skills. Moreover, the study highlights the significance of considering the sociocultural setting of the classroom, institution, and Saudi community in shaping dialogic teaching practices. Consequently, modifications in teaching strategies align with prevailing social norms.

Based on the findings, the study recommends the widespread adoption of this teaching practice in ESP classrooms to enhance teachers' awareness of the role of self-portraits in building students' self-esteem through classroom interactions. These practices should equip teachers with the necessary skills to effectively utilize self-portraits as a pedagogical tool, fostering productive spoken skills and supporting students in achieving their full potential in language learning. By integrating self-portraits into the classroom, educators can create a supportive and empowering learning environment that enhances students' spoken skills and self-esteem.

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Ameena Mohamed Ali (Oman Aircraft Control College), Dr. Sunil Jha (Banasthali Vidhyapid, Rajasthan) and Mahfoodh Al Baloushi (Oman Aircraft Control College). *An Analysis of Task-based Teaching Methods (TBLT) in Listening and Speaking in ESP (English for Special Purposes) Students: A literature review.*

Abstract. Many different publications and handbooks are available that discuss the methods and approaches used in teaching English for Specific Purposes (ESP) in classrooms (Mike Long, 2015; ETIC publications; Corony et al., 2005). TBLT is an influential pedagogy for language instruction that emphasizes communicative outcomes through meaningful real-life tasks (Khoram & Zhang, 2019; Richards & Rodgers, 2014; Ji & Pham, 2020; Ke, 2009). Hence, ESP instructors need more training and knowledge on the effectiveness of TBL and the teaching approach that enhances listening and speaking skills among ESP/adult learners. However, research shows that the TBL teaching approach has not been adequately explored in listening and speaking classes, especially in Aviation English in the context of ESP learners, particularly in the Sultanate of Oman. This presentation aims to demonstrate how the TBLT approach promotes ESP learners' autonomy and creativity, ultimately leading to the development of occupational competency through a pretest, task cycle, and posttest. The presenter will demonstrate how the TBL teaching method can enhance listening and speaking skills by incorporating various tasks and exercises. The presenter will support their claims with research data and materials obtained from an experimental study conducted in an ESP class (Aviation English). This presentation is designed to be effective for researchers and English for Specific Purposes (ESP) instructors who teach various ESP courses. It is essential to explore the implementation of Task-Based Teaching and Learning (TBLT) in Aviation English classrooms, specifically in the context of listening and speaking. At the end of the presentation, there will be a designated time for any questions and answers.

Presentation Index & Abstracts

Cabell Yang Wang (Shanghai International Studies University, Shanghai Maritime University). *"Can the test tell my real strength?" Using evidence from eye-tracking to validate paragraph proofreading.*

Abstract. Paragraph proofreading, an assessment of language knowledge, particularly grammar rules and vocabulary, is a highly recognized test format among EFL/ESL English learners and scholars. Despite its extensive use and recognition, the effectiveness of this test format has not been thoroughly explored or validated. This study aims to fill that gap by using eye-tracking technology to determine if paragraph proofreading is a valid test format for discerning high- and low-performers.

Drawing upon a reading comprehension model proposed by Khalifa and Weir (2009), this study investigates the reading processes and activities involved in proofreading tests to establish the construct validity of the test format. Using eye-tracking experiments, the researchers directly observed and measured the cognitive processes of test-takers. These findings are then triangulated with retrospective interview records and questionnaire results on reading and test-taking strategies.

The results of the study indicate that high-performers engage in a wider range of reading activities, spend more time comprehending, and rely more on reading strategies. On the other hand, low-performers tend to focus on global reading, engage in low-level reading activities, spend more time on recognition, and rely more on test-taking strategies.

Overall, the study validates that paragraph proofreading can effectively discriminate between high- and low-performers. This study also looks into the process of proofreading test-taking and triangulates the findings using different methods, which may serve as a reference for future studies. The findings of this study could also help improve the overall quality of proofreading tests.

Presentation Index & Abstracts

Juwaeriaah Siddiqui (Carleton University), Reem Razem (Rochester Institute of Technology (RIT), Dubai) and Nadine Jaafarawi (Zayed University). *Arabic Language Loss among children in the United Arab Emirates : Examining from a Sociolinguistic Lens.*

Abstract. Bilingual/multilingual parents around the world are facing challenges in passing down their native/mother tongue to their children, due to the largely globalized world. The increasing impact of postcolonial institutionalization and the power associated with learning and being a fluent English speaker has led to the attrition of other formal/written languages, resulting in the loss of the mother tongue in the face of the global lingua franca. Specifically, within the UAE context, it poses great challenges to learning Arabic as a native (or second language as a non-native) in the face of Global English. While bilingualism has been suggested as a way to preserve the language and closely associated identity (Raddawi & Meslem, 2015), it has by far been a theoretical undertaking with very few success stories. This symposium seeks to examine the current state of Arabic language learning specific to the UAE context for expat children. This symposium aims to lay out the current dynamics of Arabic learning both within and outside of school that shape the language experiences of children. By discussing the dominant discourse surrounding Arabic language acquisition and attrition, this discussion will help examine the challenges faced by families in the region.

The symposium is divided into two parts: three presentations followed by a panel discussion. The presenters will engage the audience in an intellectual dialogue about the future needs in Arabic language research for both non-native and native Arabic speakers in the UAE. This is aimed at unifying and transforming current research practices and teaching methodologies in the region to promote Arabic literacy efforts within school and home, as well as policy-based initiatives. The dialogue between scholars, educators, and researchers at this symposium will be a shared platform to exemplify existing solutions that may work towards preventing language loss and at the same time determine future work that can help improve existing learning opportunities.

1: Juwaeriah Siddiqui,

Teaching Assistant, Carleton University, Canada

Topic 1: Examining the System of Motivation of Learning Arabic Language among Non-Native Speakers in the UAE

Abstract 1:

There has been a steady decline in motivation as well as interest in acquiring Arabic (Badam, 2018), leading to low proficiency rates among non-Arabic speakers in the UAE (Masudi, 2017). One of the primary purposes of this study is to explore the immediate environment around the second language learner and capture the evolving nature of second language (L2) motivation by considering it a dynamic system as opposed to a static variable. Non-Arab learners are taught Arabic as a mandatory L2 in K-12 schools, in addition to being surrounded by a large Arabic-speaking community in the UAE, yet they have low proficiency in the Arabic language (Al-Issa & Dahan, 2011; Raddawi & Meslem, 2015). The role of motivation for school students (aged 12-18 years) in the face of academic compulsion and external influences, culture, and parental expectations, is further examined in this study. The findings of the study aim to determine the dynamic factors that influence the existing motivational system of students' L2 motivation, thereby providing empirical evidence to recognize important intervention points to improve language motivation and may inform the development of better Arabic language acquisition pedagogy. The study will explore the learning experiences that affect the dynamic system of motivation and see how it influences the participants and their ability to learn Arabic successfully. Furthermore, a comparison is drawn to understand how educators perceive the students' motivation to learn Arabic.

2: Reem Razem

Lecturer, Rochester Institute of Technology (RIT), Dubai

Topic 2: Challenges in Maintaining Arabic as a Home Language: Insights from Facebook Group Postings of Mothers

Abstract 2:

The preservation and maintenance of home languages within speech communities have been a subject of critical concern, particularly in multicultural and multilingual contexts. From a sociolinguistic perspective, this study explores the challenges faced by a specific Arabic-speaking expatriate community, Jordanian mothers, in their efforts to maintain Arabic as a home language within the unique context of Dubai. By analyzing data extracted from Facebook group postings of mothers belonging to this speech community, I aim to shed light on the multifaceted obstacles they have been encountering. The research question guiding this study is as follows: "What are the challenges that this speech community encounters in their pursuit to maintain Arabic language use as a home language in the Dubai context?" To answer this question, I conducted a qualitative content analysis of the discussions within this particular Facebook group frequented by mothers who are not only active participants in the language maintenance process but also highly aware of the language shift in the second generation. I employed thematic coding using NVivo 12 to identify recurring themes. To help clarify the scope of the challenges being addressed, I aimed to explore the multifaceted nature of language maintenance from both societal and individual perspectives. Hence, the challenges were bifurcated into: Macro and micro sociolinguistic challenges. This categorization facilitated a more nuanced analysis of the sociolinguistic dynamics at play. This research contributes to our understanding of language maintenance efforts within Arabic-speaking communities residing in Dubai. The insights derived from Facebook group postings provide a unique window into the lived experiences and challenges faced by mothers, who often play a central role in transmitting their heritage language to the next generation. Understanding these challenges is crucial for developing targeted strategies and interventions to support Arabic language maintenance from a bottom-up approach in the Dubai context.

3. Nadine Jaafarawi

PhD, FHEA, Zayed University

Topic 3: Bridging Worlds: Empowering Early Language Learning through Cultural Connection and Bilingual Brilliance

Abstract 3: This presentation explores innovative approaches to early language learning through two distinct projects. The first project delves into the effectiveness of teaching a second/foreign language (English) by incorporating topics relevant to children's own experiences, such as home, school, and family, using the children's first language. This method creates a dynamic and engaging learning environment, fostering a deeper connection between language and personal experience. The second project focuses on an American standards-based curriculum school in the UAE, where native English speakers navigate the challenge of communicating complex concepts in their second/foreign language (Arabic) using dual-language instructional materials. The findings reveal that incorporating the students' first language enhances not only language acceptance but also enjoyment in learning Arabic. This approach positively impacts executive function, cognitive flexibility, and creativity, demonstrating the significant role of the child's first language in second/foreign language acquisition. By embracing the students' first language, educators foster cultural familiarity, allowing students to better acquire and use their second/foreign language. In light of these discoveries, the presentation advocates for an interdisciplinary approach, emphasizing the importance of bilingualism in early language education. It encourages educators not to perceive the introduction of the first language as a divergence from their mission but rather as a valuable tool for enriching second/foreign language acquisition, cultural understanding, and self-awareness. The findings suggest that an interdisciplinary framework can seamlessly integrate cultural elements into early language learning, creating a holistic and effective educational experience for young minds.

Presentation Index & Abstracts

Aizhan Shomotova (Zayed University), Basma Abri (Higher Colleges of Technology) and Mark Baidon (United Arab Emirates University). *Sustaining Equitable and Inclusive University through Blended and Hybrid Learning: A Study in the Context of the UAE during the COVID-19 Pandemic.*

Abstract. The COVID-19 pandemic of 2020 triggered a monumental transformation in global education, compelling universities worldwide to embrace online learning. In the United Arab Emirates (UAE), federal universities responded by implementing emergency hybrid and blended learning models in Fall 2021, aimed at gradually restoring traditional on-campus instruction through alternating two-week cycles of online and face-to-face classes.

This study sought to delve into the perceptions of undergraduate students regarding their experiences with blended and hybrid learning, including the challenges they confronted and the strategies they employed to surmount them. Employing an interpretive phenomenological approach (IPA), in-depth interviews were conducted with undergraduates at one of the UAE's universities. A purposive sample comprising two off-campus students, two dormitory residents, and two off-campus dormitory residents was selected.

Thematic analysis, combining Atlas.ai AI-coder, ChatGPT4, and manual coding, was applied, utilizing the grounded theory approach. The findings unveil new facets of the Community of Inquiry Framework for online learning (Stenbom et al., 2014), introducing contextual, physical, digital, and personal presences as integral components in blended and hybrid learning environments.

This research aligns with the United Nations Sustainable Development Goals (SDGs) 4 and 10, elucidating how hybrid and blended learning can enhance quality education and lifelong learning opportunities. Furthermore, it supports SDG10 by shedding light on the challenges and solutions for inclusivity and equality in education, particularly within mixed learning settings. These insights have significant implications for policymaking and practice, offering guidance for achieving more equitable and inclusive education during future disruptions or transitions in learning modalities.

Presentation Index & Abstracts

Fahd Alalwi (Prince Sattam Bin Abdulaziz University). *Exploring the Role of EFL Teachers in EFL University Classrooms: Saudi EFL Students' Perspectives.*

Abstract. This study aims to explore Saudi EFL students' perceptions of the role of EFL teachers in the classroom, specifically the role of teachers' motivation, behavior, and proficiency in the language learning process. The current research lacks exploration of Saudi EFL students' perceptions of their EFL teachers' motivation, behavior, and language proficiency within the university classroom. The present study seeks to address this gap. A quantitative research design was used, and a questionnaire was designed to collect data from 312 adult male and female Saudi students at a public Saudi University. The questionnaire underwent validity and reliability testing, and it showed that Cronbach's Alpha is 0.80. The findings suggest that teacher motivation, enthusiasm, and attitude toward the subject significantly influence students' motivation and engagement. Classroom management and teacher-student ratios are also important factors in effective teaching and learning. Professional behavior is perceived as the most significant factor contributing to successful language learning experiences, while teacher mockery, ill-treatment, and strictness can hinder the learning process. The study emphasizes the role of EFL teachers' language proficiency and clear pronunciation in facilitating effective language learning experiences. Some implications are introduced to improve the EFL learning experience in general and for Saudi and Arab students in university EFL classrooms.

Presentation Index & Abstracts

Manal Ideis El Alam (Universidad de Málaga (UMA)). *Navigating Linguistic Diversity: An In-Depth Analysis of Business English Textbooks in the Lingua Franca Era.*

Abstract. In the era of English as the predominant lingua franca (ELF), where 750 million non-native speakers take center stage, research has witnessed a surge in delving into the multifaceted role of ELF across diverse domains. Despite this high number of non-native English speakers (NNEs), studies have unveiled a concerning uniformity in English teaching materials. These materials often depict English learning with a singular objective: successful communication with monolingual native English speakers. This native-centric approach unintentionally marginalizes the significant non-native speaker population, fostering a sense of exclusion and constructing a context that diverges from the authentic experiences of learners aspiring to engage in global communication contexts. Moreover, there remains a notable gap in exploring ELF's role in specialized textbooks, particularly within the realm of Business English. This study aims to comprehensively evaluate the alignment of Business English textbooks with evolving paradigms in appropriateness, intelligibility, and global inclusiveness within the lingua franca context. To achieve this, a thoughtfully chosen multi-method qualitative approach was employed, integrating descriptive qualitative research through document analysis and narrative qualitative research through semi-structured interviews. The books were analyzed and the interviews were transcribed; afterwards, a thematic analysis was conducted. This involved coding the data before identifying the themes. This presentation suggests ways to create more inclusive BE textbooks, enriching the language learning journey for ELF users. The findings contribute to a paradigm shift towards embracing linguistic diversity in educational material.

Presentation Index & Abstracts

Xiaoping Gao (University of Wollongong). *Artificial intelligence in applied linguistics: A systematic review.*

Abstract. Recent decades have witnessed a rapid development and integration of digital technology in education, driven by technological advancements. The challenges presented by the COVID-19 pandemic have further accelerated this trend, amplified by the introduction of ChatGPT in late 2022. Nowadays, artificial intelligence (AI) stands as a prominent and dynamically evolving force in education, permeating various disciplines. Despite AI's rapid and widespread application across diverse domains, there remains a notable dearth of review articles exploring its implementations in applied linguistics.

This presentation aims to fill this gap by offering an up-to-date and systematic review of the implementation of key AI technologies within applied linguistics, particularly in language teaching and learning. The comprehensive review focuses specifically on studies that utilize AI-based robots and technologies to enhance language teaching and learning throughout the entire teaching cycle, encompassing pre-teaching (e.g., the development of teaching resources), in-teaching (e.g., the execution of teaching and learning both in and out of class), and post-teaching (e.g., assessment) stages. The presentation will provide a historical context, summarize significant works, analyze trends and challenges through meticulous bibliometric analysis, and offer insightful recommendations for future studies. Primary studies are gathered through keyword searches in major scholarly databases, including Scopus, Web of Science, ProQuest, and Google Scholar, adhering to pre-defined inclusion and exclusion criteria aligned with the study's objectives. The findings promise significant contributions to the advancement of technology-enhanced language teaching and learning, offering valuable insights for educators to leverage innovative AI tools to improve teaching outcomes and enhance learning experiences.

Presentation Index & Abstracts

Tendai Charles (The British University in Dubai). *An Ethical Framework for AI in ELT.*

Abstract. This presentation proposes a comprehensive ethical framework tailored for the integration of Artificial Intelligence (AI) in English Language Teaching (ELT). The framework is designed to navigate the complex interplay between technology and pedagogy, ensuring that AI applications in ELT are not only effective but also adhere to ethical standards. It begins by examining the current state of AI in ELT, identifying key areas such as personalized learning, automated assessment, and curriculum development. Following this, it addresses the core ethical concerns related to privacy, bias, and the potential for AI to diminish human elements in education. The heart of the presentation lies in outlining a multidimensional ethical framework. This framework incorporates principles from educational philosophy, AI ethics, and data protection regulations. We also discuss practical implications, offering guidance for educators, policymakers, and AI developers on implementing this framework. This includes recommendations for policy development, teacher training, and continuous monitoring and evaluation practices. Finally, we envision the future of AI in ELT under this ethical framework, contemplating a balanced approach where AI tools are used to enhance, rather than replace, the human elements of teaching. The goal is to foster an AI-integrated ELT landscape that is equitable, accountable, and focused on enriching the learning experience.

Presentation Index & Abstracts

Vasilia Alkhalidi (Eng). *AI-Enhanced Pedagogy for Teaching Design Thinking and Learning: Impact, Effectiveness, and Ethical Consideration.*

Abstract. This research investigates the integration of artificial intelligence (AI) into pedagogical strategies for teaching design thinking and learning. The study aims to assess the impact of AI-enhanced instructional approaches on student learning outcomes, exploring effectiveness and ethical considerations. Objectives include the development of AI-powered tools for design thinking instruction, evaluation of learning outcomes in comparison to traditional methods, examination of AI's potential for personalization, and an analysis of ethical implications such as data privacy and algorithmic fairness. Through controlled experiments, qualitative data collection, and collaboration with educational institutions, this research seeks to provide insights that can inform educators and policymakers about the potential benefits and challenges of AI in enhancing design thinking education across diverse academic and professional contexts.

Presentation Index & Abstracts

Nesreen Alahmadi (Taubah University, Department of languages and translation). *Breaking Grounds or Barriers? The Influence of AI on English Writing Skills among Saudi University EFL Learners.*

Abstract. This study investigates the influence of artificial intelligence (AI) on the writing skills of English as a Foreign Language (EFL) learners in Saudi Arabia. The study employed a mixed-methods approach and involved 80 university students at upper-intermediate to advanced English levels. The study aimed to compare the impact of AI-assisted writing with traditional classroom methods in terms of accuracy and creativity.

Participants were divided into two groups: one using AI for writing tasks and the other following conventional classroom writing practices. The findings from the quantitative analysis indicated that the AI-assisted group demonstrated a marked improvement in linguistic writing accuracy, showing fewer errors in grammar, spelling, and vocabulary. This highlights AI's potential in enhancing the mechanical aspects of writing.

However, qualitative observations revealed that students who wrote without AI assistance displayed higher levels of creativity, despite more frequent grammatical mistakes. This suggests that while AI tools are beneficial for improving linguistic accuracy, they might limit creative expression in language use. The study underscores the importance of a balanced approach in language education, combining AI tools for enhancing technical skills with traditional methods that encourage creative thinking. This research offers valuable insights for educators in effectively integrating technology in EFL learning environments, emphasizing AI's role in language acquisition while acknowledging its limitations in fostering creativity.

Presentation Index & Abstracts

Edith Flahive (Higher Colleges of Technology). *Fostering an Internal Locus of Control in Students.*

Abstract. Rotter (1966) defines locus of control as the degree to which a person perceives an outcome as being contingent on their own actions or those of external forces, existing along a continuum from a more internalized orientation to a more externalized orientation. Research has demonstrated that individuals with a strong internal locus of control are more likely to engage in academic pursuits and achieve academic success (Grillo, 2015; Dong et al., 2017). Specifically, students with a high internal locus of control tend to attribute academic performance to their own controllable factors, so they are more likely to actively participate in learning through subjective initiative to change the unfavorable situation and strive for better results.

This presentation will examine the effect of locus of control on student achievement. Participants will leave with particular strategies they can implement to enhance students' internal locus of control and thereby increase their academic achievement.

Presentation Index & Abstracts

Arya K S (EFL University). *Heutagogy in the age of AI: self-determined L2 learning using chatbots.*

Abstract. This study investigates the effective use of chatbots in self-determined L2 learning. The study aims to explore the viability of chatbots in encouraging L2 learners of English to sustain speaking practice in an out-of-class environment. Chatbots, identified as student-facing applications of AI, will be used in two ways: to calculate the CEFR levels of participants and to sustain speaking practice outside the classroom. The study employs Yoodli (<https://app.yoodli.ai/>), a voice-based chatbot that can converse with the participant, generate feedback, and provide speech analysis. Voice-based chatbots have been found to improve speaking performance in tasks when compared to text-based chatbots (Kim et al., 2021). The study will evaluate the speaking skills of a group of 42 participants over a period of 4 weeks. The experiment will be preceded by a pretest to be undertaken by the learners on the Cambridge AI speaking platform, Speak&Improve (<https://speakandimprove.com/>). The pretest will provide CEFR levels, which will be compared to the final scores the learners secure on the same platform after continued engagement with Yoodli in speaking over the course of the experiment. The experiment will comprise a control group, which will engage with multimedia content for self-determined learning, and a treatment group, which will be immersed in conversations on the platform Yoodli. This study integrates AI platforms in speaking practice to engender learners' interest and autonomy in L2 learning.

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Sana Al Maktoum (Zayed University), Maryam Qureshi (Dar Al Marefa Private School) and Asgad Hussain (Dubai School). *Bilingualism in Content and Context: An Exploration of the International Baccalaureate Framework.*

Abstract. This study seeks to investigate the scope of bilingualism within the International Baccalaureate's (IB) framework, focusing on its alignment with dual language and bilingual education. The latter framework promotes the use of both the first and second language in teaching and learning. Thus, the study aims to assess the feasibility of catering to both the mother tongue and second language within the IB framework, particularly in the middle years (MYP) for students aged 11-16 years. The study examines various aspects through semi-structured interviews and document analysis, including literature selection, dual language pedagogy, and methods of work. The participants of this study were selected from two schools in Dubai that follow the IB framework to investigate the framework in two contexts and within varying populations of students. Focusing on language, all the study participants are involved in incorporating the two languages in teaching, leadership positions, and special education specialists. Indeed, the findings inform language teachers, curriculum developers, and stakeholders, suggesting avenues for further research on the bilingual effect within the IB framework, emphasizing the role of the first language and the selection of literary materials.

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Aizhan Shomotova (Zayed University), Salwa Husain (Zayed University) and Areej Elsayary (Zayed University). *Introducing GenAI Tools into the Higher Education Classroom: A Study on Equity and Resilience.*

Abstract. The contemporary higher education landscape is beset by numerous disruptions, including pandemics, climate change, and geopolitical conflicts, necessitating innovative solutions to maintain equitable access and high-quality education. This study explores the role of Generative Artificial Intelligence (GenAI) in fostering equitable access to higher education, particularly in the context of rapid technological advancements and widespread challenges.

Equitable access in higher education entails providing diverse student populations with available, high-quality, and relevant educational opportunities. Traditional methods of education delivery often struggle during times of disruption, such as the COVID-19 pandemic, underscoring the need for novel approaches. GenAI emerges as a pivotal tool in this regard, known for creating personalized and adaptive learning experiences that address these challenges.

Central to this study is the exploration of GenAI's potential as a transformative tool in higher education. The research investigates GenAI's application in crafting personalized learning environments, generating adaptive content, and developing automated assessment systems. These innovations cater to the diverse needs of learners, including those with special requirements. The paper emphasizes the necessity of considering contextual factors and diverse stakeholder needs for GenAI to enhance access to higher education effectively. It outlines best practices for implementing GenAI tools in the classroom, stressing the importance of continual evaluation and adaptation.

The empirical component of this research includes data from intervention studies across three hybrid undergraduate courses at the College of Interdisciplinary Studies in the UAE. The studies involved lessons incorporating GenAI tools for various assignments, offering insights into the application of GenAI in higher education and the successes and challenges faced in this endeavor. The study also addresses ethical concerns and potential risks associated with GenAI use in education, such as data privacy, algorithmic bias, and the digital divide. It advocates for ethical frameworks and responsible GenAI deployment guidelines in higher education.

The methodology of this research integrates qualitative and quantitative methods, encompassing literature reviews, case study analysis, and data collection via stakeholder intervention studies, surveys, and interviews. This mixed-methods approach yields a comprehensive understanding of the complexities involved in integrating GenAI tools into higher education classrooms. The study highlights the need for ongoing evaluation and adaptation to ensure GenAI's continued alignment with the evolving needs of higher education stakeholders. This includes assessing GenAI's impact on student learning outcomes and adjusting curricula as necessary. It also underlines the importance of feedback from students and faculty to address challenges and concerns, facilitating curriculum refinement and the integration of GenAI systems. Adequate training and support for faculty in using GenAI tools are deemed crucial for effective implementation. Continuous collaboration among students, faculty, and researchers is encouraged to create a dynamic, technologically advanced learning environment responsive to students' changing needs.

Presentation Index & Abstracts

Taoufik Boulhrir (AI Akhawayn University). *AI in Elementary Language Education: A Decade of Global Perspectives.*

Abstract. In the rapidly evolving landscape of educational technology, the integration of Artificial Intelligence (AI) has garnered substantial attention, particularly in the field of education. This systematic review investigates the contemporary landscape of AI integration in elementary language education, synthesizing literature from the past ten years. Following the PRISMA model, the study scrutinizes research methodologies, technological applications, and pedagogical strategies employed in the context of elementary language learning. Preliminary findings reveal a conspicuous asymmetry in research distribution, emphasizing the need for a more comprehensive understanding of AI's role in early language education. The review offers insights into the geographical concentration of research efforts, methodological approaches, and a nuanced exploration of the existing research gaps. The study also seeks to catalyze broader discussions regarding the implications of these findings for educators, policymakers, and researchers invested in optimizing language acquisition strategies for elementary school students through innovative AI applications.

Presentation Index & Abstracts

Chenhao Jiang (Emirates Schools Establishment) and Dingfei Shen (Emirates Schools Establishment). *The Impact of Writing Modes on Chinese Character Recognition among Arabic-Speaking Young Learners.*

Abstract. Keyboarding and handwriting, serve as two writing modes for learning languages, involving different information processing processes, and play an important role in effectively improving the development of second language abilities. We distributed surveys to secondary school students in the United Arab Emirates and conducted a quasi-experimental study at a local public middle school, aiming to explore the effects of keyboarding and handwriting on the recognition of Chinese characters among Arabic-speaking young learners. The research results show that both keyboarding and handwriting contribute to improving the Chinese character recognition abilities of Arabic-speaking students. Compared to handwriting, keyboarding has a better performance on orthographic-phonological association. Regarding orthographic-semantic association, there is no significant difference between keyboarding and handwriting, but keyboarding slightly outperforms handwriting in meaning judgment. In addition, under both writing modes, Arabic-speaking young learners tend to prioritize the mastery of characters with a top-bottom structure and individual characters. Based on the above research findings, this article suggests implementing child-friendly Chinese character teaching strategies to support young learners in their interesting and efficient learning of Chinese characters.

Presentation Index & Abstracts

Sarah Rahman (University of South Florida). *Intersections of identity and genre: L2 writers' identity construction in argumentative essays.*

Abstract. Argumentative essays are a common genre encountered by undergraduate students within the broader field of academic writing (Aull & Lancaster, 2014). This essay type poses a challenge to both first and second language English learners owing to two reasons: firstly, it asks students to take up a position or occupy a stance (Wingate, 2012). Secondly, successful argumentative essays signal the writer's identity within the essay (Aull & Lancaster, 2014).

Despite the prevalence of argumentative essay writing in higher education, especially in first-year writing courses, there is no pedagogical framework recommended for teaching students to express their identity within the genre of argumentative essays and in the academic writing tradition more broadly.

My practice-based research presentation aims to fill this gap in current literature. Drawing upon Ivanic's (1998) framework for identity construction, I analyze previous research on how ESL and EFL students use linguistic features in argumentative essays, such as personal pronouns and stance markers, which further include hedges, attitude markers, and self-mentions. Based on the research outlined, I present classroom implications and suggestions. A process-genre approach is recommended for teaching students how to develop a writer's identity. Specific teaching strategies and sample activities are provided to help guide instructors. The aim of this presentation is to help instructors become empowered in using new tools to help novice student writers find their voices while entering the larger community of academic writing.

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Tamar Mikeladze (Iakob Gogebashvili Telavi State University). *Reconsidering Foreign Language Teachers' Essential Skills in AI-enhanced Classroom.*

Abstract. The integration of Artificial Intelligence into education holds the promise of AI chatbots alleviating teachers' workload (Felix, 2020). Teachers, being pivotal in preparing the next generation for an AI-integrated future, play a crucial role in fostering willingness and readiness for AI implementation in schools, ultimately equipping students for a collaborative human-AI future (Ayanwale et al., 2022). This study investigates the participation of foreign language teachers in AI-chatbot-enhanced classroom environments, particularly in secondary education (K-12), through a literature review. The primary research question focuses on identifying the specific skills and roles demonstrated by foreign language teachers when utilizing AI chatbots within the AI systems (Specific Job/work model) framework. Selected studies between 2018 and 2023 related to the application of AI chatbots in foreign language classes within school settings were scrutinized. The aspects analyzed include teachers' necessary knowledge for the AI system's operation and practical application of this knowledge. Thematic analysis of these studies reveals insights into the nature of the integration of AI chatbots in pedagogy, shedding light on the challenges and opportunities faced by foreign language teachers as they navigate AI-enhanced teaching environments. Continuous research is essential to evaluate the practical implementation of AI tools and techniques and to identify essential competences for foreign language teachers. This is crucial for ensuring the smooth and effective application of AI tools in education while equipping teachers with the necessary skills.

Presentation Index & Abstracts

Chenhao Jiang (Emirates Schools Establishment). *Scope Review of Studies on Chinese Character Recognition among Young Learners in the Context of International Chinese Language Education.*

Abstract. This study employed a scoping review method, using the Web of Science and China National Knowledge Infrastructure (CNKI) as platforms to retrieve research on Chinese character recognition among children learning Chinese as a second language. The literature obtained served as the research object, and the review focused on aspects such as theoretical foundations, research design, and research topics, pointing out current research shortcomings and providing suggestions for future studies. Based on the analysis of 31 pieces of literature, it was found that the theoretical foundations of existing research are interdisciplinary, involving psychology, sociology, education, and other fields, but the theoretical explanations are not sufficient. Future research needs to deepen theoretical discussions and attempt to construct theories based on the characteristics of Chinese characters. There is a tendency towards homogenization in research design paradigms. Future research can further enrich the nationality and educational stages of research subjects and incorporate research methods such as drawing, imagery, and auditory thinking that are suitable for young learners. The research topics involve metalinguistic awareness, learner factors, and technology-enhanced learning methods, but the interactions between these topics are weak. Future studies could examine the interaction between technological methods and metalinguistic awareness, as well as individual learner factors.

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Víctor Parra-Guinaldo (Prince Mohammad Bin Fahd University). *Academic ELF in the UAE: A comprehensive linguistic analysis of ZAEBUC-50.*

Abstract. Lexico-grammar analyses in the description of English as a lingua franca (ELF) are not very common to date, especially in the Gulf region, and the present paper attempts to remedy this gap. Following Parra-Guinaldo & Lantienigne's (2020) quantitative study of morpho-syntactic features of transactional ELF and their classification of linguistic variants into processes and categories, this study analyzes the lexis, morphology, and syntax of a selection of 50 writing samples produced by first-year students of English contained in the recently compiled Zayed Arabic-English Bilingual Undergraduate Corpus (ZAEBUC) (Habash & Palfreyman, 2022). The linguistic variants found in this type of academic setting are situated within the context of previous lexico-grammar studies. Based on novel uses of the language identified in the data, the paper posits the emergence of a new variety of ELF within the Gulf region (Gulf English) in that some of the linguistic variants found in the study are different from other varieties of ELF. Important observations include the sui generis use of morphological reanalysis, generic -ing, lax use of SV (subject-verb) concord, and the presence of an "intruding constituent". These new variants can be assumed to be the result of internal factors, such as reordering of the deep structure, syntactic simplification, or morphological repurposing.

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Hyma Santhosh (CHRIST (Deemed to be) University, Bangalore). *Generating an Artificial Intelligence Friendly Assignment Design: Facilitating English Learning in EFL Learners.*

Abstract. Generative AI can be both productive and limiting. The major threat AI has posed to English classrooms is the preparation and production of assignments with a single click, which has thereby limited the abilities like productivity, critical thinking, as well as research of the EFL learners. EFL classrooms have always thrived on practice and assignments that demanded high engagement of the language learners. With AI and various chatbots, learners are able to generate their assignments, which cannot be a parameter for English teachers to evaluate and track their knowledge and progression. This raises the question of how far the regular assignment culture can be of use in an EFL class. Denying the learners the use of AI in assignments won't be the best solution, as classroom culture should integrate the new pathways rather than restricting it. This paper aims to conduct a study on 60 EFL learners by designing an AI-integrated assignment schedule that will make the learner use an AI tool to help with their assignment but also help them to transition from LOTS (Low Order Thinking Skills) to HOTS (High Order Thinking Skills) through the selected assignment. The study will be conducted over a span of 4 weeks, with an emphasis on writing skills. The assignments will be framed in such a manner where AI will be used as a tool of instruction, which creates deeper thinking and learning in the learner. The study emphasizes using AI for better learning practices and better learning outcomes.

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Aqm Khairul Basher (University of Portsmouth, UK (Postgrad Research Student)). *Understanding ELF: A Key to Decolonizing English Language Teaching in Higher Education in Bangladesh.*

Abstract. This presentation seeks to delve into the transformative potential of English as a Lingua Franca (ELF) awareness in decolonizing English language teaching, particularly within the higher education context of Bangladesh. Anchored in the historical context of linguistic colonization, the study conducts a thorough examination of the enduring dominance of the 'native speaker' paradigm in the nation's educational institutions and its ramifications.

At its core, the presentation aims to demonstrate how ELF can be instrumental in shifting language teaching paradigms away from the 'native speaker' ideal, thus contributing significantly to the decolonization of English language teaching. It elucidates the ways in which recognizing and integrating ELF can cultivate a teaching environment that is more inclusive, culturally diverse, and linguistically equitable.

Participants will be presented with insights into effective strategies for promoting ELF awareness among educators and students. These strategies include integrating ELF in curriculum design and pedagogical practices. Such shifts are posited to liberate from linguistic hegemony and contribute to the development of a student body that is more proficient, communicative, and globally aware.

Beyond theoretical exploration, this presentation will also highlight practical examples, advantages, and challenges encountered in implementing these strategies.

By connecting theory with practice, the presentation aims to not only advance the academic discourse on ELF and decolonization but also offer practical insights for educators and policymakers committed to transforming English language teaching in Bangladesh and potentially in similar contexts worldwide.

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Maitha Alshaali (Zayed University Dubai) and Jigar Jogia (University of Birmingham Dubai). *A Cross-Linguistic Investigation of Word Processing: Lexical Decision in English and Arabic with Semantic Priming.*

Abstract. The present study examined the effect of language dominance, proficiency, and immersion on word processing through a lexical decision task with a semantic priming paradigm. We studied a bilingual Emirati population whose formal education has mostly utilized English as the main mode of instruction and Lingua Franca. Concomitantly, they use both Modern Standard Arabic (MSA) and Emirati dialectal Arabic on a daily basis in different and overlapping environments. The objective of the study was to assess differences in response time and accuracy in both languages across four different semantic manipulations. The study aimed to explore whether higher competency in a language guarantees better error detection in that language. There were three components to the study. Participants submitted a language history questionnaire which investigated participants' language background. Secondly, participants underwent a vocabulary size test to measure their receptive vocabulary knowledge. Finally, a computerized experiment was administered to observe automatic cognitive processes. Stimuli in both languages were matched in translation, factoring in word length and frequency as constraints. It is hypothesized that despite being their native language, participants will produce longer response times to Arabic stimuli due to its complex morphology compared to English, and that longer response times yield greater accuracy. These effects were found to be mostly evident across conditions and competency levels. Outcomes of this study highlight the necessity to better understand the interaction between both languages and can create innovations in language models and academic curricula that facilitate the egalitarian acquisition of language across individuals' multilingual educational journeys.

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Ashraf Atta Mohamed Safein Salem (College of Languages & Translation, Sadat Academy for Management Sciences). *The Impact of ChatGPT-based flipped learning on improving creative writing skills and its impact on writing self-efficacy.*

Abstract. The "generative, pre-trained transformer" (ChatGPT), one of the most advanced AI-powered chatbots, was developed by OpenAI, a company sponsored by Microsoft, and was introduced in November 2022. This technology surpasses the capabilities of limited AI and automated speech recognition systems, such as Siri and Alexa, which are designed to conduct simple automatic tasks. The capability of ChatGPT to effectively imitate human conversation presents an innovative and fresh frontier in language learning. Therefore, the current study explores the effectiveness of ChatGPT-based flipped learning in improving creative writing skills and its impact on increasing writing self-efficacy of university students compared to traditional teaching. To achieve these objectives, creative writing skills tests and writing self-efficacy measures were designed and developed. The sequential exploratory mixed method was adopted to gather both qualitative and quantitative data. Results of the study reveal that there are statistically significant differences between the mean scores of students using ChatGPT-based flipped learning and their counterparts learning in a traditional teaching approach in terms of the target study variables. Additionally, ChatGPT use proves to be effective in improving the creative writing skills of university students compared to using traditional writing strategies. Furthermore, ChatGPT proves to be effective in developing their writing self-efficacy.

The current research seeks to provide evidence-based recommendations for educators and institutions aiming to optimize creative writing instruction methodologies, particularly in EAP contexts. The implications of the study extend beyond the specific academic setting, offering a broader perspective on the potential benefits of incorporating ChatGPT into writing courses to empower students and nurture essential creative writing skills, and most importantly, writing self-efficacy skills.

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Safaa Eissa (Prince Sultan University). *Field study in Sociolinguistics Classroom: Undergraduate students as young sociolinguists - A longitudinal study .*

Abstract. Field study is one of the essential methods used by sociolinguists to collect empirical data. It is important to seek authenticity and eliminate the observer's paradox that might affect data obtained from the participants under investigation. The aim of this presentation is to share results gained from the analysis of students' field study projects collected across ten academic semesters, starting in the academic year 2018-2019 and ending in the first semester of the academic year 2023-2024. A total of 124 field study projects conducted by students were analyzed to check how well the students are using the tactics and procedures employed by sociolinguists. The study seeks to answer three main questions: To what extent are students capable of identifying patterns of behavior, decoding cultures, and generating insights that inform and inspire their field study's main purpose? How well are students capable of transcribing the findings and reporting on the results of their field study projects? To what extent do students incorporate Artificial Intelligence applications to assist them in the implementation of their field studies? The study adopted a descriptive approach and quantitative research methods. The results obtained from this study helped draw instructors' attention to the importance of using field study in sociolinguistics classrooms to enhance students' ability to investigate sociolinguistic features.

Presentation Index & Abstracts

Tareq Boudjadar (Teachers College of Sétif). *Exploring the Skills of Teachers for Future ESL / EFL Classrooms.*

Abstract. In today's knowledge society, learners need to acquire twenty-first-century skills in order to be successful in both academia and the workplace. Likewise, teaching the future generations of ESL/EFL learners entails a set of skills that are indispensable for teachers. As the world is constantly evolving, ESL/EFL teachers are required to be well-adjusted to meet the aspirations of the future generations of learners. In our presentation, we explore the necessary skills and qualities of ESL/EFL teachers in the twenty-first century. Innovation, creativity, communication, collaboration, self-development, and information and media literacy are examples of inevitable skills for future ESL/EFL educators. After reviewing the basic literature related to the topic, we describe the crucial skills of instructors in ESL/EFL classrooms and provide relevant examples. We also consider the importance of continuing professional development of those skills for the teaching staff in schools; it is thought that acquiring these competences is vital for teachers as the standards of the workplace are becoming more competitive. Because the future generations of learners have certain characteristics, we try to discuss the efficiency of preparing future teachers to teach future generations in ESL/EFL classrooms.

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Zeenath Reza Khan (University of Wollongong in Dubai | ENAI WG Centre for Academic Integrity in the UAE). *Fostering Academic Integrity Through Play: Developing and Testing a Game-Based Learning Module to Combat Plagiarism.*

Abstract. Plagiarism remains a prevalent issue in academic settings, exacerbated by the proliferation of text-matching software and the emergence of 'answer-providing' companies and AI tools for content generation and paraphrasing. Traditional approaches to addressing academic misconduct include honor codes, detection methods, and educational interventions, but they often lack effectiveness and fail to cover all aspects of academic integrity values and policies. To address this gap, this study proposes a novel approach: game-based learning (GBL).

GBL has gained recognition for its ability to enhance engagement, knowledge retention, and the transfer of skills. By combining the engaging nature of video games with traditional learning approaches, GBL offers a promising avenue for promoting academic integrity.

This presentation outlines the development process of a game-based module, "UOW Age of Integrity," designed to raise awareness of plagiarism. The project, part of the "Gamifying Academic Integrity Values" initiative, involved a multi-disciplinary task force collaborating across campuses. Following a game development life cycle, the team conducted background studies, designed and developed the GBL module, deployed and tested it, and evaluated its effectiveness.

Using a spiral development methodology, the team iteratively refined the module, leading to the creation of a beta version. Additionally, support materials have been developed to facilitate the integration of the GBL module into various educational contexts.

This narrative presentation provides insights into the process of developing game-based learning solutions for promoting academic integrity. It highlights the importance of understanding game design principles and engaging students as active participants in the learning process. By leveraging GBL, educators can foster a culture of integrity while empowering students to become responsible citizens in the academic community.

Presentation Index & Abstracts

Andrea Mayr (Zayed University) and Telma Steinhagen (Ministry of Education Bremen). *Media literacy in the age of disinformation and fake news: a multimodal approach* .

Abstract :Disinformation, a term used to describe attempts to manipulate public opinion, is now a global phenomenon. While disinformation itself is nothing new, the digital technologies that are used to spread it are relatively recent. Although there is no shortage of academic research that has attempted to grapple with the problem, particularly in communication and media studies, the focus has been mostly on language. This project differs in that it employs a ‘multimodal’ methodological approach (Machin & Mayr, 2023) that analyzes not only the language but also the visuals of disinformation, such as photographs, memes, diagrams, webpages, advertising, and promotional clips found across social media platforms. The current project, therefore, seeks to fill a gap, offering a toolkit for students and stakeholders that allows them to reveal underlying meanings that may be less obvious to the casual reader or viewer.

In this talk, we propose a critical analysis of ‘fake news’ media discourses, which pose a substantial challenge to the quality of information that people are exposed to, for example through influencers who often use social media for self-promotion, meant to produce profits for questionable products and services. The aim of the project is twofold: First, to assess how linguistic and visual strategies are deployed across different communication platforms. Second, to identify the potentially ideological import of this information and to enable stakeholders (i.e. students) to develop a critical media literacy that ultimately allows them to make informed interventions to reduce the spread of disinformation. The presented study, therefore, also contributes to ongoing efforts towards developing teaching and learning materials for an in-depth critical analysis and description of popular multimodal (media) texts for mainly UAE-based educational contexts (Gharibian Steinhagen, 2022).

Presentation Index & Abstracts

Sayed Mahmoud (Zayed University). *Innovative Language Teaching: The Integration of Makerspaces in the Classroom*.

Abstract. This presentation explores the transformative impact of makerspaces on language teaching, emphasizing innovative methods to engage students and enhance language learning experiences. With the evolving needs of learners in mind, this session advocates for the integration of makerspaces in language education.

The proposed presentation will focus on the practical application of makerspace tools in language teaching, including filming stations, gaming stations, 3D printing, laser cutting, heat pressing, and button making. The objective is to demonstrate how each of these tools can be leveraged to create immersive language learning environments, fostering creativity, collaboration, and skill development.

The overarching theme emphasizes the multifaceted benefits of makerspaces in language learning, with a particular focus on skill development and socialization. Attendees will gain insights into how these hands-on experiences contribute to a holistic approach in language education, preparing students for real-world language use. Furthermore, the presentation will delve into the integration of generative AI in makerspaces for language learning. Attendees will gain insights into how generative AI can enhance language teaching, providing additional tools and resources for educators and learners alike.

The presentation aims to inspire educators to explore and implement makerspace concepts in their language classrooms, fostering an environment where students not only learn the language but also develop crucial socio-emotional and transferable skills.

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Nour Al Okla (United Arab Emirates University). *Revolutionizing Language Education: Harnessing the Power of AI Applications for Enhanced Teaching and Learning.*

Abstract. With the rapid advancements in AI technology, educators are presented with unprecedented opportunities to revolutionize language education methodologies and enhance learning outcomes. This presentation delves into the multifaceted ways in which AI applications are being integrated into language education settings. The participants will explore the transformative role of Artificial Intelligence (AI) applications in the realm of language teaching and learning. Through the analysis of specific cases and language classroom uses, the presentation will highlight the impact of AI-driven tools on the language classroom. Practical examples from AI-driven applications such as ChatGPT, EdAPP, and more will be presented to highlight their benefits in facilitating personalized and adaptive learning experiences. While these tools foster learner engagement, leverage tailored learning, enable continuous progress monitoring, and provide real-time feedback, different challenges have emerged from the excessive use of AI-driven tools. These challenges will also be discussed in an attempt to offer solutions that may work in different learning and teaching settings. The presentation underscores the significance of integrating AI applications into language education, while also highlighting some of the main challenges that language educators encounter in the AI-driven language classroom. As the field continues to evolve, educators, researchers, and policymakers need to explore the dynamic possibilities offered by AI in shaping the future landscape of language teaching and learning.

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Dima Yousef (MBZUAI) and Amira El-Soussi (AUS). *Redesigning Writing Assignments in the Age of Generative AI.*

Abstract. In the dynamic landscape of higher education, there is an increasing urgency for a transformation in assessment practices. This shift aims to cultivate learning environments that promote active learning. The rapid advancement of generative AI has sparked discussions on the roles of assessment and feedback, academic integrity, and even the foundational values of higher education.

This workshop aims to answer the following question: How can teachers design assignments that engage students and encourage critical thinking and originality? In this workshop, participants will explore practical ways to innovate assessment practices in writing courses. The workshop will be divided into the following:

Participants will collaborate in groups to design writing assignments based on different genres.

They will then share and discuss their designed assignments.

Present key principles for creating effective writing assignments focusing on clarity, engagement, and alignment with learning outcomes. Introduce a quick framework or checklist for educators to design their assignments.

Drawing on collective feedback, participants will improve and refine their assignments. This interactive workshop will offer participants the opportunity to:

- Explore strategies for redesigning assessments.
- Address significant concerns, such as integrity and the application of generative AI in educational contexts.
- Collaboratively develop assessments.
- Share insights and reflect on the challenges encountered during the workshop.

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Sarah Kohail (Zayed University). *Automatic Academic Essay Grading: An NLP-Driven Approach.*

Abstract. The advent of Natural Language Processing (NLP) technologies has opened new horizons in educational assessment, particularly in the nuanced domain of essay grading. This presentation introduces an innovative, AI-based solution designed to automate and enhance the grading process of academic essays. Leveraging state-of-the-art NLP techniques, our system promises to transform the traditional, labor-intensive grading methodology into a streamlined, objective, and efficient process. At the core of our solution is a sophisticated NLP model trained on a dataset comprising text essays and corresponding grades assigned by educators. The model employs advanced algorithms to analyze essays for various critical academic attributes, including depth of research, comprehension of the subject matter, logical organization of ideas, and adherence to linguistic standards. By quantitatively assessing these aspects, our system aims to provide fair, unbiased, and consistent grades, thereby addressing common challenges such as grading inconsistency and subjectivity. Participants of this session will gain insights into the development process of our NLP grading system, from data preprocessing and feature extraction to model training and validation. We will also demonstrate a user-friendly web interface that allows educators to submit essays and receive immediate, estimated grades. Through this presentation, attendees will explore the potential of NLP to revolutionize educational practices, making essay grading more efficient.

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Simon Burfoot (Zayed University). *Incidental Vocabulary Acquisition in a Business Communication Course.*

Abstract. A business simulation game was incorporated into an existing undergraduate Business Communication course with the aim of providing context and opportunities for communicative acts, increasing students' motivation and engagement, and promoting incidental acquisition of terminology related to basic business processes involving sales, delivery, invoicing, and payment. For the latter aim, vocabulary profiling was used to extract vocabulary involved in these processes, which appeared both in the course textbook and in the text of the simulation game, and was likely to be read, heard, and spoken by students to each other as they played the game. The resulting 25 items were used to create items in a multiple-choice test. The test was administered to a treatment group, who played the game in class during the semester, and a control group who were enrolled in the same course but did not play the game. No significant difference was observed in the test scores between the treatment and control groups, suggesting that the additional exposure to the targeted items during gameplay did not contribute to incidental acquisition. With reference to the literature, factors influencing incidental vocabulary acquisition, such as context (Webb, 2008), frequency of exposure (Teng, 2019), repetition (Uchiyama et al., 2019), and motivation (Papi, 2018), are considered along with their implications for CLIL course design.

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Nazer K (department of arabic ,university of calicut ,kerala,india).

ستعمال التكنولوجيا في تعليم اللغة العربية

Abstract.

لا يخفى على أحد أن وسائل التكنولوجيا المعلوماتية تتطور يوما فيوما بالابتكارات والاختراعات من قبل العلماء العظماء في العالم. إن معظم متعلمي اللغة العربية في أنحاء العالم بدؤوا استخدام الأجهزة الحديثة والتطبيقات الجديدة بمهارتهم التقنية لتحقيق أهدافهم اللغوية العربية بالإضافة إلى الحصول على غاياتهم المستقبلية ونتعرف هنا بعضا من أحسن المواقع وأروع المنصات التعليمية وأحدث التطبيقات المفيدة في العربية هذه الورقة تهدف بتقديم أمام طموحي اللغة العربية عالما جديدا هو عالم تكنولوجيا المعلومات والميتافيرس في العصر الراهن لا نزال ندمن على الإنترنت والجوال ونستعملها الأغراض المتعددة ربما نتجاوز حدودها ونقضي وقتنا الغالي بدون فائدة كبيرة.. هنا دعني أسألكم سؤالاً بسيطاً " كم منا يستخدمون الإنترنت لدراسة وبحث اللغة العربية؟" ورب طلبة لا يعرفون عن إمكانيات التكنولوجيا وتطبيقاتها في مجال التعلم العربي من خلال ورقي البحثية نتعرف على عديد من المواقع والمنصات العربية التي تقدم الدورات العربية وقناة يوتيوب التعليمية كلها لمساعدتنا في ترقية مهارتنا اللغوية الأربعة بأسرع وقت ممكن. جدير بالذكر إن جامعة قطر قامت بتدشين موقع الجزيرة لتعلم العربية هو موقع تعليمي مجاني مفتوح، يقدم العربية بطريقة سهلة، تساعد المتعلمين على تنمية معارفهم ومهاراتهم اللغوية تحتوي عليها كثير من التسهيلات المرموقة ومنها " اختبار ذاتي " يعني بها اختبار كفاءتنا في العربية لا سيما النحو والتصريف والمفردات وغيرها.

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Katrina Kinsella (Higher Colleges of Technology) and Nicole Shammas (Higher Colleges of Technology). Lessons from the Past: Human-Centred Teaching in a New Age.

Abstract. In this interactive and engaging session, participants will have the opportunity to rediscover and breathe new life into a collection of time-tested, yet often forgotten, hands-on classroom activities. This will allow us to focus on the most important classroom fundamental: human connection. These activities can be easily transferred to any teaching context, regardless of the educational level. The session aims to equip attendees with a treasure trove of useful techniques and activities that will revitalize their teaching practices, promoting student motivation and enhanced learning outcomes by tapping into the three domains of human development: the cognitive, social, and emotional.

Participants will experience firsthand the transformative impact of these activities on student motivation, knowledge retention, and skill development. Through collaborative reflection and discussion, participants will explore how these activities can be tailored to suit their unique teaching context, unleashing their full potential.

Drawing upon current pedagogical research, this session will emphasize the mutual reinforcement between active learning and student achievement. The shared experience and insights generated from this session will empower educators to reawaken the potential of seemingly forgotten activities, bringing renewed energy and enhanced student engagement.

These human-centered approaches can be easily overlooked with the rapid technological advancement in education. From artificial intelligence and online learning platforms to interactive whiteboards, technology has undoubtedly made education more accessible, engaging, and interactive. However, an overemphasis or reliance on technology may make learning less meaningful and engaging in many classrooms and institutions. The presenters argue that certain aspects of human-centered teaching techniques cannot and should not be replaced by technology. This session is a timely reminder of the value of these tried and tested teaching approaches.

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Mohamad Abdulla Al Saied (HCT) and Rania Amoori (HCT).

توظيف الذكاء الاصطناعي في تدريس مهارة التحدث لطلبة الجامعات في دولة الإمارات العربية المتحدة

Abstract.

بات تحديث أساليب التعليم مطلبًا ملحًا في سياق التطور التكنولوجي المتسارع الذي يشهده هذا العصر، وإذا ما كان الحديث عن تعليم اللغة العربية التي تواجه تحديات كبيرة مرتبطة بإحلال لغة أخرى مكانها، نظرًا لأن اللغة الأخرى هي لغة العلم والعمل، أصبح المطلب أكثر إلحاحًا. سيحاول هذا البحث أن يقف عند آليات توظيف إمكانات الذكاء الاصطناعي في تعليم اللغة العربية وما يواجه ذلك من تحديات، وما هي طرق مواجهتها؛ ليصوغ توصيات محددة لتحسين طرق استخدام الذكاء الاصطناعي، ومحاذير استخدامه التي قد تمس باللغة؛ نقائها ورفعتها، وقد تمس كذلك بالأهداف التعليمية أو ربما لا تحققها البتة.

ويتطلع البحث إلى أن ترقى توصياته لتكون أداة لتحسين استخدام الذكاء الاصطناعي في تعليم اللغات عمومًا، وليس في تعليم العربية فحسب، لتشمل تطوير مواد تعليمية تغطي مهارة التحدث بوصفها، إلى جانب القراءة والاستماع والكتابة، من مهارات التواصل باللغات.

سيتضمن البحث استعراضًا لأبرز الأدوات والبرمجيات المستخدمة في هذا المجال، ويقف منها موقف المفاضل، ولن تكون هذه المفاضلة انطباعية بل ستكون بناء على تحليل نتائج استطلاعات رأي، ومقابلات شخصية مع بعض المدرسين الممارسين لهذه البرمجيات في تدريسهم، وكذلك مع الطلبة الدارسين، لرصد رضاهم عن الآلية، ومحاولة تبين مدى تحقق مخرجات التعليم.

ومن المتوقع أن يكشف البحث عن مجموعة من النتائج، منها: قدرة الذكاء الاصطناعي على تقديم تجارب تعليمية مخصصة وتفاعلية تعزز من فهم اللغة العربية وإتقانها، ورصد مدى تأثير الاستماع لنصوص رفيعة على تمكّن الطالب من التحدث بلغة سليمة، وتسهيل الضوء على الفجوة بين الإمكانيات التكنولوجية والموارد المتاحة في بيئات التعليم العربية، مع بيان الحاجة إلى تطوير مهارات المدرسين للتكيف مع هذه التقنيات الجديدة.

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Rana Khan (Canadian College Kuwait). Equitable Access to Professional Development and Upskilling Programs in the Age of AI: Challenges and Solutions.

Abstract. An inclusive approach is necessary to ensure equitable access to professional development opportunities and upskilling programs for teachers in underserved communities, especially as digital technologies rapidly advance. Teaching digital skills to teachers from diverse backgrounds will require tailored programs based on needs assessments and the challenges they face. Flexible and convenient delivery models will be necessary, along with language support and consideration for special needs. To create room for improvement, these upskilling programs will need to be continuously assessed and evaluated to include a culturally responsive curriculum.

It is essential that educational stakeholders collaborate to ensure that resources are distributed equally and that teachers are empowered to effectively integrate digital tools and pedagogies. The public, private, and non-profit sectors can work together to improve educational outcomes for all students and promote teacher professional development.

In this session, we will explore the challenges educators face in the digital age of artificial intelligence. Several inclusive strategies will be discussed to combat this new challenge posed by artificial intelligence, which is here to stay. The session will conclude with a recommendation for collaborative approaches between NGOs and both the public and private sectors of education to improve education quality.

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الذكاء الاصطناعي والتطوير المهني للمعلمين؛ تحالفٌ لتحسين التعليم. (Maryam Almansoori (zu).

Abstract.

،ساهم الذكاء الاصطناعي بشكل كبير وفعال في تطوير مجموعة متنوعة من المجالات، بما في ذلك التعليم والتطوير المهني للمعلمين، حيث يلعب الذكاء الاصطناعي دورًا أساسيًا في تأهيل المعلمين لتحسين العملية التعليمية وتعزيز تجربة التعلم، و تعتبر تقنيات الذكاء الاصطناعي مفتاحًا لتخصيص التعليم وفقًا لاحتياجات كل طالب، حيث يمكن للمعلمين استخدام البيانات وتحليلات الذكاء الاصطناعي لفهم أساليب التعلم المختلفة وتقديم المساعدة الفعالة، وفي هذا السياق، يتعين على المعلمين تطوير مهاراتهم لاستخدام الأدوات والتطبيقات التكنولوجية بفعالية في الفصول الدراسية.

ومما تعززته تقنيات الذكاء الاصطناعي قدرة المعلمين على تخصيص المناهج التعليمية وفقًا لاحتياجات ومستوى فهم الطلاب، مما يزيد من فعالية العملية التعليمية ويعزز تحفيز الطلاب للتعلم، ومن خلال توفير تجارب تعليمية مخصصة وتفاعلية يمكن للمعلمين تعزيز فهم الطلاب وتحفيزهم لتحقيق النجاح، كما ويسهم التطوير المهني للمعلمين في تعزيز قدراتهم على التعامل مع التكنولوجيا والذكاء الاصطناعي، وتطبيقها بطرق مبتكرة في تحسين تجربة التعلم، ويمكن لبرامج التدريب وورش العمل التي تركز على الذكاء الاصطناعي وتكنولوجيا التعليم أن تمنح المعلمين الفرصة لاكتساب المهارات والمعرفة اللازمة لتكييف أساليب التدريس وتطبيقات التعلم الرقمي في الفصول الدراسية.

باختصار، يعتبر الذكاء الاصطناعي أداة قوية في تحسين التعليم وتطوير المعلمين، حيث يمكنه تخصيص التعلم، وتحسين تقديم المحتوى التعليمي، وتعزيز عمليات الرصد والتقييم، وتوفير التدريب والدعم المستمر.

في الختام، يُظهر تطوير المهارات في مجال الذكاء الاصطناعي أهمية كبيرة في تحسين جودة التعليم وتمكين المعلمين من الاستفادة الكاملة من الابتكارات التكنولوجية في العملية التعليمية؛ من خلال الاستثمار في التطوير المهني وتوفير الدعم والموارد اللازمة، كما يمكن تحقيق تحول إيجابي في تجربة التعلم للمعلمين والطلاب على حد سواء، وبناء مستقبل تعليمي متطور ومبتكر.

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Maitha Alshaali (Zayed University Dubai). A Cross-Linguistic Investigation of Word Processing: Lexical Decision in English and Arabic with Semantic Priming.

Abstract. The present study examined the effect of language dominance, proficiency, and immersion on word processing through a lexical decision task with a semantic priming paradigm. We studied a bilingual Emirati population whose formal education has mostly utilized English as the main mode of instruction and Lingua Franca. Concomitantly, they use both Modern Standard Arabic (MSA) and Emirati dialectal Arabic on a daily basis in different and overlapping environments. The objective of the study was to assess differences in response time and accuracy in both languages across four different semantic manipulations. The study aimed to explore whether higher competency in a language guarantees better error detection in that language. There were three components to the study. Participants submitted a language history questionnaire which investigated participants' language background. Secondly, participants underwent a vocabulary size test to measure their receptive vocabulary knowledge. Finally, a computerized experiment was administered to observe automatic cognitive processes. Stimuli in both languages were matched in translation, factoring in word length and frequency as constraints. It is hypothesized that despite being their native language, participants will produce longer response times to Arabic stimuli due to its complex morphology compared to English, and that longer response times yield greater accuracy. These effects were found to be mostly evident across conditions and competency levels. Outcomes of this study highlight the necessity to better understand the interaction between both languages and can create innovations in language models and academic curricula that facilitate the egalitarian acquisition of language across individuals' multilingual educational journeys.

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Abderrazzaq Bazar (Mohamed V university, Rabat). *Exploring the motives, perceptions, and implications of Codeswitching in science instruction in Moroccan higher education.*

Abstract. The success of knowledge dissemination and academic achievement is determined in the first place by effective communication between educators and students, which involves the choice of the medium of instruction. Code-switching has been adopted as a linguistic practice by educators of sciences in different contexts to communicate the content of the courses, which is the case in Moroccan higher education, even though the official medium of instruction for teaching sciences is French. This study explores the motives and implications of code-switching in teaching sciences in Moroccan public higher education. Using a mixed methods approach, this study particularly investigates the reasons behind using code-switching by lecturers as well as students' attitudes and perceptions towards this linguistic practice, accounting for their proficiency level in the medium of instruction. This study also reveals the implications of code-switching on students' academic performance and scientific literacy. The findings suggest that code-switching is adopted by lecturers mainly as a linguistic practice to account for students' lack of proficiency in the medium of instruction. Additionally, code-switching was perceived to have advantages on students' academic achievement. Finally, the implications of this study extend beyond the classroom to the medium of instruction policy-making in Morocco.

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Oumaima Tabich (Mohamed V University). *Unlocking the Power of Using Assitive Technology in Supporting Students with Special Needs.*

Abstract. Assistive technology (AT) has emerged as a promising avenue for addressing the unique needs of students with learning disabilities. Diverse devices and software applications, including speech recognition tools, text-to-speech software, and typing assistants, have the potential to enhance learning outcomes when used with careful planning and guidance (Duhaney & Duhaney, 2000). This proposal seeks to facilitate a presentation followed by a discussion on identifying the various types of learning disabilities and utilizing AT possibilities to support the learning process of students with learning disabilities, specifically dyslexia. The presentation will explore practical aspects of AT integration, from identifying and assessing students' needs to selecting accessible and context-specific assistive technologies.

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Wafa Zoghbor (Zaeyd University, UAE), *Challenging Linguistic Imperialism in Multilingual Contexts*

Abstract. In the 1970s, Larry Smith proposed the concept of English as an international language (EIL), advocating for its "de-nationalization" to dissolve ethnic boundaries among its speakers, regardless of their native language. This perspective encourages acceptance and tolerance of variations in English usage, contrasting with the notion of linguistic imperialism, where adherence to native speaker norms is privileged and deviations are deemed inferior. This presentation examines the issue of linguistic rights and discrimination against speakers of English varieties in a bilingual/multilingual community. Drawing from empirical mixed-methods research, the study explored the pronunciation features of Arab learners, investigating the attitudes of 70 participants, both native and non-native English speakers, towards the speech of 50 Arab speakers. The correlation between participants' attitudes and the comprehensibility of the speech samples is explored. Findings indicate a direct relationship between positive attitudes towards speech samples and their comprehensibility. Even when described as "easy" to understand, speakers' English styles were perceived as "jerky," "clipped," and "chunky." This underscores the significant influence of attitude over factors such as familiarity with specific varieties or exposure frequency in determining speech recognition and understanding.

The study concludes that the glorification of native speaker norms marginalizes linguistic rights of English speakers in bilingual and multilingual contexts, perpetuating a division between "good" and "bad" language that sustains linguistic imperialism rather than mitigating it.