4th APPLIED LINGUISTICS AND LANGUAGE TEACHING INTERNATIONAL CONFERENCE

03 – 05 March 2022 [ONLINE]

ZAYED UNIVERSITY
جـــامـــعـــة زايـــد

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WELCOME MESSAGE – CONFERENCE CHAIR

Dear ALLT 2021 Participants,

On behalf of the organizing committee for the ALLT 2020, it is my great pleasure to welcome you to the 4th Applied Linguistics and Language Teaching International Conference.

We are indeed proud to have the privilege of hosting this major event for language professionals, Applied Linguists and Linguists and welcome delegates from the Gulf Countries, Middle East, North Africa, East Asia, Europe and Latin America. The theme of the conference focuses on language use across disciplines, and this has encouraged a large number of professionals to submit over 150 proposals in English and in Arabic. After careful review by a qualified scientific committee, 130 sessions are accepted and considered in the congress final program. These presentations were grouped into panels to facilitate discussion and accommodate the large number of abstracts in one online platform over the three days of the conference. We hope that you will find the program helpful for you in following up your interest.

We would like to especially welcome our presenters and panelists. We would also like to express our sincere gratitude to our keynote speakers and to our exhibitors who found ALLT their platform to support professionals and academics in the region.

It almost goes without saying that it is impossible to organize such a major academic event without the cooperation and support of colleagues who have been functioning in several capacities as members in the organizing committee, virtual room managers technical support and experts, members in the scientific committee or administrative assistants who all worked hard to make your experience in this conference rich and comfortable.

Finally, we would like to thank you all for attending, and I wish you an enjoyable, fulfilling and stimulating experience.

Dr. Wafa Zoghbor
Conference Chair
College of Humanities and Social Sciences, Department of Languages
Advisor to the Provost for Special Initiatives
Zayed University

كلمة ترحيب – منسق مسار اللغة العربية في المؤتمر

زميلاتي وزملائي المشاركون في مؤتمر اللسانيات التطبيقية وتعليم اللغات الرابع

بداية يسعدني أن أرحب بكم في رحاب جامعة زايد، وأسأل الله تعالى أن يكتب لمؤتمرنا النجاح والتوفيق، وأن يكون لبنة جديدة في فضاء البحث العلمي، وأن يفيد منه جميع الباحثين والمشتغلين في تعليمية اللغات عامة واللغة العربية خاصة؛ فلغتنا العربية تحتاج منا إلى بذل المزيد؛ لتبسيط علومها، وتحديث طرائق تدريسها، وجعلها لغة حيّة في مختلف المجالات لا سيما الوظيفية منها.

في هذا العام نعقد الدورة الرابعة لمؤتمر اللسانيات التطبيقية وتعليم اللغات، في الفترة 3 – 5 مارس 2022، وكلنا إصرار على المضي قُدماً في نشر رسالة العلم والبحث، وإتاحة الفرصة للباحثين والمهتمين بمجالي اللسانيات التطبيقية وتعليم اللغات وتعلّمها؛ للتواصل والتباحث وتبادل وجهات النظر، ونتائج الأبحاث والتجارب والخبرات، إيمانًا منا بأنّ تعزيز روح الابتكار والإبداع في ميدان التعليم والمعرفة لا يتم إلاّ في حلقات النقاش والمذاكرة بين الباحثين والدارسين.

لقد فرضت علينا جائحة كوفيد – 19، للمرة الثالثة على التوالي تحديات جمّة، وحالت دون اللقاء الوجاهي بين المؤتمرين، لكنها لم تنل من عزيمتنا في عقد دورة أخرى من دورات المؤتمر في وقته المعتاد، وبعزيمة أكبر، وزخم أعظم؛ بحيث يمكننا القول إن هذه الدورة الرابعة من المؤتمر متميزة جدًا؛ لأنها أكثر انفتاحًا على المداخلات والمشاركين باللغة العربية، التي بلغ عددها ما يربو عن الثلاثين مداخلة.

وقد جاءت هذه المداخلات متنوعة ومتكاملة، تقارب موضوع المؤتمر من زوايا متعددة، حيث تناولت   محاور أساسية: تعليم اللغة العربية وأساليب تدريسها، واللسانيات الحاسوبية وتعليم اللغة العربية، وتعليم العربية للناطقين بغيرها، والمهارات اللغوية: تعليمها وتقييمها، وبعض المفاهيم اللسانية ودورها في تعليم اللغة العربية، ودراسات لسانية تطبيقية في اللغة العربية، والمعجم اللغوي وتعليم اللغة العربية. وعالمية اللغة العربية.

ومن بواعث سروري في هذه الدورة استضافة اللغوي والأديب الناقد سعادة الأستاذ الدكتور شكري المبخوت؛ ليكون المتحدث الرئيس في المؤتمر، والذي سيحدثنا عن موضوع: من العمل اللغوي إلى عمل الخطاب: قضايا نظرية وإشكاليّات تطبيقية.

وختاما أرحب بكل حب وتقدير بالسادة الأساتذة الأفاضل المشاركين في هذه الدروة الجديدة من هذا المؤتمر، كما أشكر أعضاء اللجنة العلمية، واللجنة التنظيمية، على جهودهم المباركة في تيسير وتسيير أعمال هذا المؤتمر، متمنيًا للجميع دوام التوفيق واطراد النجاح.
والسلام عليكم ورحمة الله

د.صلاح الدين أحمد دراوشة

جامعة زايد، كلية العلوم الإنسانية والاجتماعية

قسم اللغة العربية

WELCOME MESSAGE – ZU PROVOST

Dear ALLT Participants,

I am honored to welcome you to the 2022 Applied Linguistics and Language Teaching International Conference and Exhibition.

ALLT 2022 this year includes many informative panels and presentations about the function and role of language across disciplines with two parallel lines of contributions, in English and in Arabic over the span of three days. This year's conference features the online participation of publishing houses to strengthen the link between the presenters' and attendees' experiences with most recent and relevant publications in the profession.

Over the past years, ALLT has been a platform for linguists, language teachers, practitioners, researchers, and graduate students to meet their needs for networking and exchange covering critical topics in Applied Linguistics and language teaching. I am sure that this year's conference will continue to be meaningful to us all.

Through its community and academic outreach initiatives, ALLT is actively contributing towards supporting and strengthening global and minority languages in compliance with the vision of the UAE to preserve and promote tolerance and appreciation within our multilingual and multicultural community.

Best wishes for a successful conference.

Professor Clayton MacKenzie
Provost
Zayed University

CONFERENCE COMMITTEE

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Shawana Fazal	Hazara University, Mansehra	Pakistan
Shifa Desai	Barwaaqo University	Somaliland
Stephanie Siam	Zayed University	UAE
Suhair Al-Alami	Al Ghurair University	UAE
Tim Greembridge	Zayed University	UAE
Tina Al Aghar	Higher Colleges of Technology	UAE
Wafa Zoghbor	Zayed University	UAE

VIRTUAL CONFERENCE PLATFORM

LINKS TO VIRTUAL ROOMS

VIRTUAL ROOM 1	https://zu-ae.webex.com/zu-ae/onstage/g.php?MTID=ed94c36b5864d0bde3c6f3874049b8d16
VIRTUAL ROOM 2	https://zu-ae.webex.com/zu-ae/onstage/g.php?MTID=eeb834c6b81ffd27875729dca3a012064
VIRTUAL ROOM 3	https://zu-ae.webex.com/zu-ae/onstage/g.php?MTID=e772457f19fddd9398e9f27d07df0c122
VIRTUAL ROOM 4	https://zu-ae.webex.com/zu-ae/onstage/g.php?MTID=e772457f19fddd9398e9f27d07df0c122
VIRTUAL ROOM 5	https://zu-ae.webex.com/zu-ae/onstage/g.php?MTID=e79a9492eeb7ef0957ab50a52b8909867

KEYNOTE SPEAKERS

Stephen Krashen

University of Southern California, USA

Thursday 03 March 2022

05:15pm-06:05pm [UAE Time] | **Local Time** | **Virtual Room 1**

THE POWER OF SELF-SELECTED FICTION

My hypothesis: The path to high levels of competence in language is through self-selected pleasure reading, through reading fiction. It is the path of pleasure, not the path of pain. The research strongly suggests that those who read more fiction not only acquire more language (vocabulary, grammar, spelling, writing style), they also know more about history, literature, science, and even practical matters. Fiction readers also develop more understanding of others. As journalist Terry Gross points out, when you read fiction "You're learning to be somebody else, learning the see the world through their eyes." Noam Chomsky has come to a similar conclusion: "It is quite possible—overwhelmingly probable … that we will always learn more about human life and personality from novels than from scientific psychology." If this hypothesis is correct, we have to make sure all students have access to interesting reading material, a quiet comfortable place to read, and time to read.

Bio

Stephen Krashen is Professor Emeritus, University of Southern California. He is active in language acquisition, bilingual education, literacy and heritage language development. He received a PhD. in Linguistics from the University of California, Los Angeles in 1972. He has published over 560 professional papers and books contributing to the fields of second-language acquisition, bilingual education, and reading. He is known for introducing various hypotheses related to second-language acquisition, including the acquisition-learning hypothesis, the input hypothesis, the monitor hypothesis, the affective filter, and the natural order hypothesis. Most recently, Krashen promotes the use of free voluntary reading during second-language acquisition, which he says "is the most powerful tool we have in language education, first and second. Many of his books and papers are available for free download at www.sdkrashen.com.
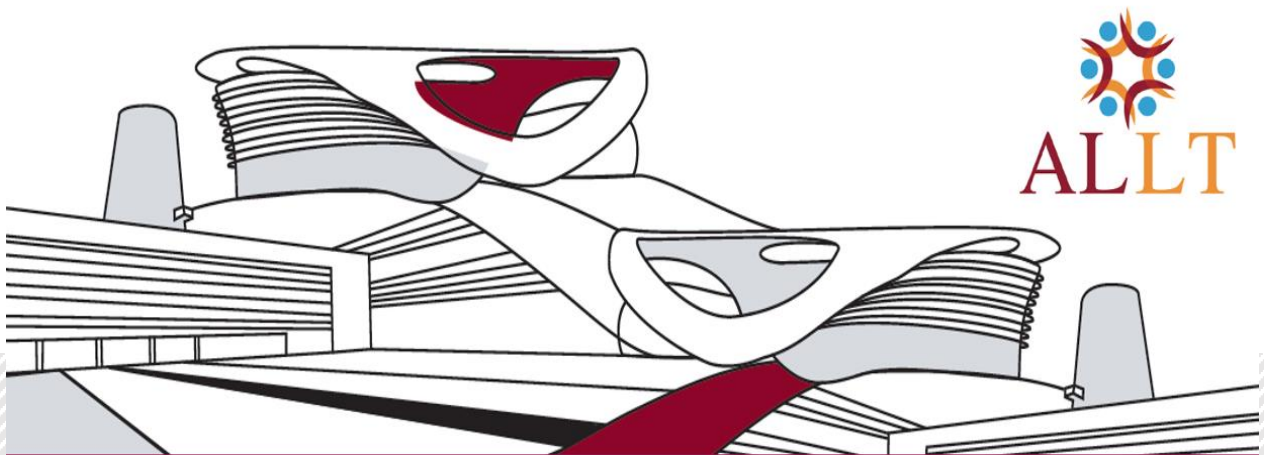
KEYNOTE SPEAKERS

Azirah Hashim

University of Malaya, Malaysia

Friday 04 March 2022

01:00pm - 01:50pm [UAE Time] | Local Time | Virtual Room 1

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

Bilingualism or multilingualism in legal systems is increasingly becoming an important research domain for researchers in linguistics and law. This presentation examines studies on multilingual postcolonial common law, focusing on Malaysia's efforts to shift the language of law from English to Malay, its bilingual court proceedings and the country's sociopolitical and economic influences on multilingualism. It discusses issues to do with ethnicity and politics in understanding language policies and language in a country that is linguistically highly diverse. Studies show that language choice is often not straightforward and that bilingualism in Malaysian courts is usually accommodated with the use of Malay and English. Excerpts of courtroom discourse are indicative of patterns found and provide evidence that type of proceeding, court level and judge preferences all have an impact on language use. Studies highlight concerns related to language rights, transparency of legal processes and language planning and discuss law and language from a global perspective, describing the historical spread of English law and its contact with other languages. A discussion of jurisdictions beyond Malaysia and how they balance global pressures with local linguistic and sociopolitical demands is included. The review of language choice in common law systems shows similarities and differences between the Malaysian legal system and those in other countries with implications for how bilingualism might help postcolonial polities make law more accessible and equitable.

Bio

Azirah Hashim is Professor at the Faculty of Languages and Linguistics, University of Malaya, Malaysia. She has been Executive Director of the Asia-Europe Institute; Director of the Centre for ASEAN Regionalism; Dean of the Faculty of Languages and Linguistics and Dean of the Humanities Research Cluster at the university. Her research interests include Language Contact in Southeast Asia, Language and Law and Higher Education in ASEAN. Recent publications include English in Southeast Asia and ASEAN: Transformation of Language Habitats, Routledge, 2021 (co-authored with Gerhard Leitner) and Asia and Europe in the 21st Century: New Anxieties, New Opportunities, Routledge, 2021 (co-edited with Rahul Mishra and Anthony Milner). She is on the Editorial and Advisory Board of several journals such as English Today, World Englishes and Asian Journal of Applied Linguistics. She is currently President of the International Association of Applied Linguistics (AILA) and Humboldt Ambassador Scientist of the Alexander von Humboldt Foundation, Germany. She also sits on the executive committee of the Asia Pacific LSP and Professional Communication Association and serves as Higher Education expert in the EU Support to Higher Education in the ASEAN Region programme.

KEYNOTE SPEAKERS

Martin Dewey

King's College London, UK

Friday 04 March 2022

06:00pm – 06:50pm [UAE Time] | Local Time | Virtual Room 1

Rethinking Perceptions of Language and Communication in Teacher Education

The emergence of English as a lingua franca (ELF) as a research paradigm has given rise to considerable debate regarding established principles and practices in Applied Linguistics and language education. The role of English as a globally diffuse lingua franca makes it crucial for teachers and teacher educators to reflect more critically on resources and practices than they were accustomed to in the past. This is particularly resonant for the professional preparation of English language teachers.

Conventionally, teacher education programmes have tended to make relatively little reference to linguistic diversity and give little account to the emergent nature of language in interaction. In line with this, language competence has been largely conceptualized in relation to pre-ordained norms through a deficit perspective, with a focus on 'linguistic problems' or 'language gaps.' As a consequence, a good deal of communicatively valuable language use is either completely overlooked or downplayed. Despite growing awareness of ELF, approaches to language continue to be preoccupied with linguistic convention and a 'target language' orientation to norms.

I explore the value of incorporating ELF in teacher education as a means of promoting critical thinking teachers, directing criticality towards the language syllabus and current recommendations for practice. We might thus better acknowledge the linguacultural diversity of multilingual settings and re-examine shared practices in language pedagogy, in relation to concepts of competence among learners and professional knowledge among practising teachers. I will report on a combination of online survey data, semi-structured interviews and focus groups conducted with language teachers and teacher educators.

Bio
Martin Dewey is Reader in Applied Linguistics at King's College London. His research focuses on the globalization of English, and the role of English as a Lingua Franca (ELF). His research primarily entails exploring the relevance of ELF in language teacher education and the impact this has on how we conceptualize language and language knowledge in English language teaching. His research interests also include a focus on multilingualism, language attitudes/ideologies and and critical pedagogy. He has presented and published widely on his research work. He is co-author, together with Alessia Cogo, of Analyzing English as a Lingua Franca: A Corpus Driven Investigation (Continuum 2012) and co-editor, together with Jennifer Jenkins and Will Baker, of Routledge Handbook of English as a Lingua Franca (Routledge 2018). He is editor in chief of Journal of English as a Lingua Franca.

KEYNOTE SPEAKERS

Willy A. Renandya

Nanyang Technological University, Singapore

Saturday 05 March 2022

01:00pm - 01:50pm [UAE Time] | Local Time | Virtual Room 1

Student-Centred Learning Across Disciplines

Optimal learning happens when learners are fully engaged during the learning process, in which they actively construct and co-construct knowledge under the skillful guidance of a capable teacher and with support from their peers. This type of learning can happen when educators adopt a student-centred learning (SCL) pedagogy, i.e., an approach that focuses more on what students feel, think and do during the language learning process. In this presentation, I first explain what SCL means for language teachers working in diverse language learning contexts (e.g., ESP, EMI, ESL/EFL). In the second part, I argue that an SCL pedagogy requires that the teacher use instructional strategies that focus more on increasing students' interest and motivation. By focusing more on the motivational aspect of learning, students can be expected to become more cognitively, affectively and socially engaged in the classroom and extend their learning beyond the classroom walls.

Bio

Dr Willy A Renandya is a language teacher educator with extensive teaching experience in Asia. He currently teaches applied linguistics courses at the National Institute of Education, Nanyang Technological University, Singapore. He has given more than 100 plenary presentations at international ELT conferences and published extensively in the area of second language education. His publications include Language Teaching Methodology: An anthology of current practice (2002, Cambridge University Press), Student-centred cooperative learning (2019, Springer International), and a recently published book chapter Growing Our Research Impact (2020, Springer International). He maintains a large language teacher professional development forum called Teacher Voices:

KEYNOTE SPEAKERS

شكري المبخوت

Zayed University, United Arab Emirates

Friday 04 March 2022

06:00pm – 06:50pm [UAE Time]

يرجى الضغط هنا لعرض التوقيت المحلي

يرجى الضغط هنا للانضمام للغرفة الافتراضية

من العمل اللغوي الى عمل الخطاب: قضايا نظرية وإشكاليّات تطبيقية

نزعم في هذا البحث أنّ الصعوبات التي يجدها الباحث والمدرّس في الانتقال من المفاهيم النظريّة المهمّة التي صيغت في إطار نظريّة الأعمال اللغويّة إلى توظيفها في تحليل الكلام على نحو مخصب تعود إلى أمرين: أحدهما قلّة التمييز داخل مفهوم العمل اللغويّ نفسه بين مستويات ليست واضحة دوما والآخر الاختلاط في المسائل التي تشملها النظريّة نفسها منذ صياغة أوستين لها وما استقرّ في نظريّة سيرل ومن اقتفى خطاه.

فمنهجيّا لا يمكن التغاضي عن العلاقة بين مقتضيات نظريّة الأعمال اللغويّة ومقتضيات نظريّة الإنشاء البلاغيّة من تمييز بين المداخل النحويّة والمداخل الدلاليّة في تحديد عدد الأعمال التي تنجز باللسان ونظامها مثلا أو في تحديد أصناف الجمل والأقوال المتحقّقة والتمييز بين الأعمال الأساسيّة والأعمال الفرعيّة سواء أكانت مباشرة أم غير مباشرة.

وتكبر الصعوبات المنهجيّة عند البحث في ما يسمّى بأعمال التأثير بالقول وخصائص إجرائها في الخطابات ومدى اتصالها بالأعمال القوليّة والأعمال اللّاقوليّة.

وسيقدّم البحث نماذج من مستويات مختلفة (الجملة والنصّ والخطاب) لبيان صعوبات الإجراء وما يكمن وراءه من أسباب نظريّة تحتاج إلى نقد وتفحّص. فليس التطبيق معالجة اختباريّة منفصلة عن شروط الوضوح والبساطة والتماسك في النظريّة.

ملخّص السيرة الذاتيّة

شكري المبخوت: أستاذ التعليم العالي بجامعة زايد التي يشغل فيها كرسيّ اللغة العربيّة بقسم العربيّة من كلّيّة التربية. متخرّج من دار المعلّمين العليا (سنة 1986) وحاصل على الكفاءة في البحث (سنة 1987) والتبريز في اللغة والآداب العربيّة (سنة 1988) ثمّ على دكتورا الدولة في اللغة والآداب العربيّة (سنة 2001) من جامعة منّوبة بتونس (اختصاص اللسانيّات). التحق بجامعة زايد في بداية السنة الجامعيّة 2019 – 2020. وقد سبق له أن تقلّد مهمّة عميد كلّيّة الآداب والفنون والإنسانيّات بجامعة منّوبة (من 2004 إلى 2011) ثمّ مهمّة رئاسة جامعة منّوبة (من 2011 إلى 2017).
نشر مقالات علميّة وكتبا عديدة في اللسانيّات التداوليّة والبلاغة والنقد الأدبيّ والترجمة. وحصل على جائزة الملك فيصل في اللغة والأدب العربيّ لدورة سنة 2018 عن كتبه الثلاثة في نقد السيرةالذاتيّة العربيّة.
وله إسهامات إبداعيّة في السرد والرواية فحصل على الجائزة العالميّة للرواية العربيّة (المعروفة إعلاميّا بالبوكر) لدورة سنة 2015 عن روايته الأولى "الطلياني" وعلى جائزة عبد الحميد شومان في أدب الطفل لدورة 2018 عن قصّته "مدينة الناجحين".

PROGRAM LAYOUT

Thursday 03 March 2022

UAE Time	Virtual Room 1
05:00pm-05:15pm Local Time	Opening Session
05:15pm-06:05pm Local Time	Keynote Speaker 1

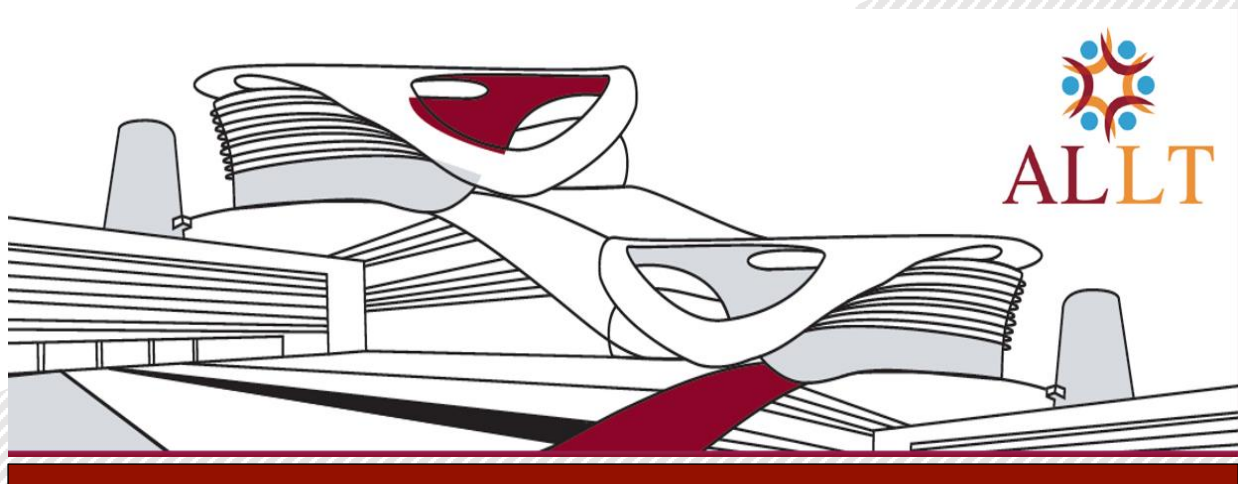| UAE Time	Virtual Room 1	Virtual Room 2	Virtual Room 3	Virtual Room 4
06:30pm-07:25pm Local Time	**Panel 01A** Teaching language skills (3)	**Panel 018** Multicultural Education & Communicative Teaching (3)	**Panel 07C** Professional development in ELT (3)	**Panel 05A** Technology & online learning (3)

Friday 04 March 2022

UAE Time	Virtual Room 1	Virtual Room 2	Virtual Room 3	Virtual Room 4
01:00pm-01:50pm Local Time	**Keynote Speaker 2**			
02:00pm-02:55pm Local Time	**Panel 02A** Teaching language sub-skills (3)	**Panel 03A** Translanguaging and code switching (3)	**Panel 08** Teaching ESP (3)	**Panel 013A** Pedagogy and teaching approaches (3)
03:00pm-03:55pm Local Time	**Panel 04A** Assessment & Feedback (3)	**Panel 03B** Translanguaging and code switching (3)	**Panel 010** Literature and L2 learning (3)	**Panel 019** COVID-19 & online learning (3)
04:00pm-04:55pm Local Time	**Publishers' Corner**	**Panel 017** Program and diversity into teaching & learning (3)	**Panel 07B** Professional development in ELT (3)	**Panel 05C** Technology & online learning (3)
05:00pm-05:55pm Local Time	**Publishers' Corner**	**Panel 06B** (English) as a medium of instruction (3)	**Panel 016** Flipped classroom model & strategy (3)	**Panel 013D** Pedagogy and teaching approaches (3)
06:00pm-07:00pm Local Time	**Keynote Speaker 3**			

Saturday 05 March 2022

UAE Time	Virtual Room 1	Virtual Room 2	Virtual Room 3	Virtual Room 4
01:00pm-01:50pm Local Time	**Keynote Speaker 4**			
02:00pm-02:55pm Local Time	**Panel 01B** Teaching language skills (3)	**Panel 06A** (English) as a medium of instruction (3)	**Panel 020** Diversity in ELT contexts: policy and implications	**013C** Pedagogy and teaching approaches (3)
03:00pm-03:55pm Local Time	**Panel 02B** Teaching language sub-skills (3)	**Panel 03C** Translanguaging and code switching (3)	**Panel 09** Learner motivation & autonomy (3)	**Panel 013B** Pedagogy and teaching approaches (3)
04:00pm-04:55pm Local Time	**Panel 011** ELT textbooks evaluation and effectiveness (3)	**Panel 014A** Multilingualism & multilingual skills (3)	**Panel 015** transfer and interference in L2 learning (3)	**Panel 05B** Remote learning & Technology (3)
05:00pm-05:55pm Local Time	**Panel 04B** Assessment & Feedback (3)	**Panel 012** Cultural & Intercultural awareness in ELT (3)	**Panel 07A** Professional development in ELT (3)	**Panel 05D** Remote learning & Technology (3)
06:00pm-06:15pm Local Time	**Closing Remarks**			

PRESENTATION PROGRAM

Thursday 03 March 2022

05:00pm-05:15pm | **Local Time** | **Virtual Room 1**

Opening Session

05:15pm-06:05pm | **Local Time** | **Virtual Room 1**

Keynote Speaker 1

The power of self-selected fiction

Professor Stephen Krashen

University of Southern California, USA

Thursday 03 March 2022

06:30pm - 07:25pm | Local Time

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

Friday 04 March 2022

01:00pm - 01:50pm | **Local Time** | **Virtual Room 1**

Keynote Speaker 2

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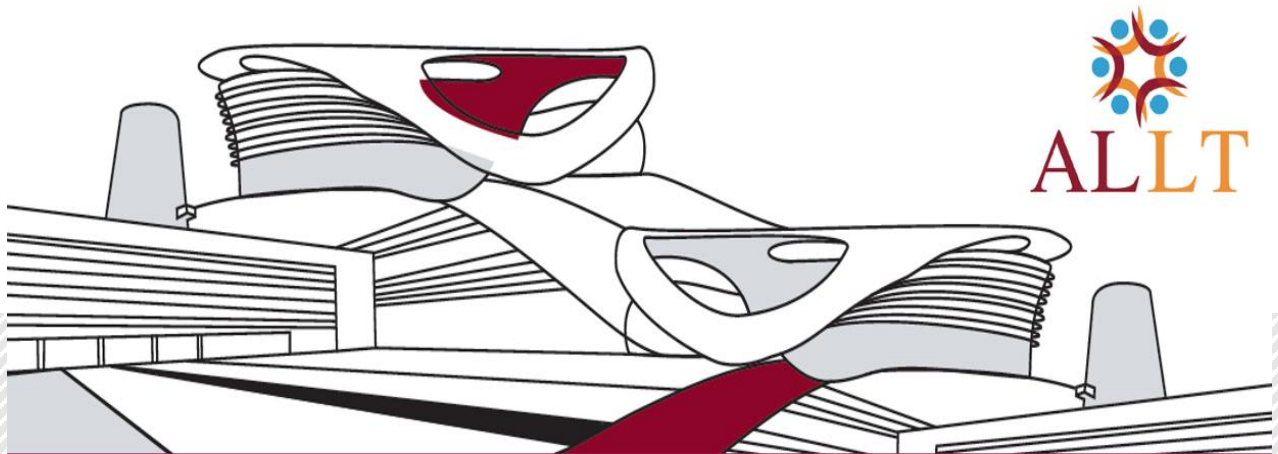## Language reform and language choice in Malaysia

Professor Azirah Hashim

University of Malaya, Malaysia

Friday 04 March 2022

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

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

Friday 4 March 2022

03:00pm - 03:55pm | Local Time

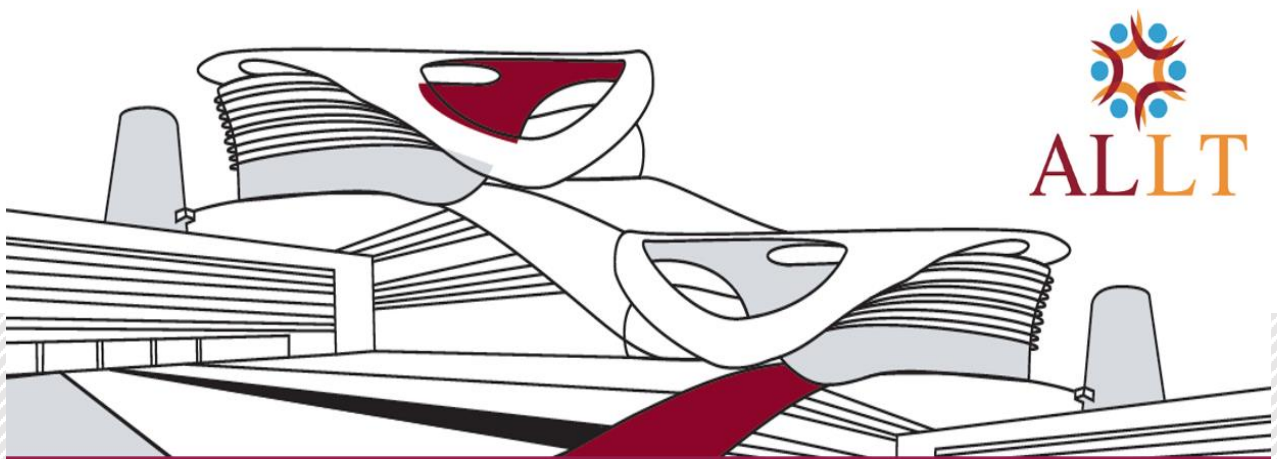| Virtual Room 1	Virtual Room 2	Virtual Room 3	Virtual Room 4
Panel 04A	Panel 03B	Panel 010	Panel 019
Assessment & Feedback	**Translanguaging and code switching**	**Literature and L2 learning**	COVID-19 & online learning
82 - Safaa Eissa (KSA) Exploring students' and Instructors' perceptions of language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

Friday 04 March 2022

04:00pm - 04:55pm | Local Time

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

Friday 04 March 2022

05:00pm - 05:55pm | Local Time

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

Friday 04 March 2022

06:00pm – 06:50pm | Local Time | Virtual Room 1

Keynote Speaker 3

Rethinking Perceptions of Language and Communication in Teacher Education

Dr. Martin Dewey

King's College London, UK

Saturday 05 March 2022

Keynote Speaker 4

Student-Centred Learning Across Disciplines

Dr. Willy A. Renandya

Nanyang Technological University, Singapore

Saturday 05 March 2022

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

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

Saturday 5 March 2022

03:00pm - 03:55pm | Local Time

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

Saturday 05 March 2022

04:00pm - 04:55pm | Local Time

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

Saturday 05 March 2022

05:00pm - 05:55pm | Local Time

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

Closing Session:

06:50pm – 07:00pm | Local Time | Virtual Room 1

جدول الجلسات ـ مسـار اللغـة العربيـة

الجلسة الافتتاحية | من 5:00 إلى 5:15 مساءً |

(يرجى الضغط هنا على الرابط لعرض التوقيت المحلي)

يرجى الضغط هنا للانضمام للجلسة الافتراضية

الخميس 3 مارس، 2022: الساعة 8:00-6:00

الجلسة الثانية	الجلسة الأولى
الساعة: 7:55-7:00	الساعة: 6:55-6:00
يرجى الضغط هنا لعرض التوقيت المحلي	يرجى الضغط هنا لعرض التوقيت المحلي
يرجى الضغط هنا للانضمام للغرفة الافتراضية	يرجى الضغط هنا للانضمام للغرفة الافتراضية
محور الجلسة: تعليم اللغة العربية وأساليب تدريسها	محور الجلسة: تعليم اللغة العربية وأساليب تدريسها
مسير الجلسة: د. علي الشريف	مسير الجلسة: د. علي الشريف
4. الانغماس اللّغوي وتعليم وتعلّم اللّغة العربيّة **ويزة أعراب (الجزائر)**	1. مقاربات حديثة في تعليميّة الدرس النحوي: المنهاج التونسي نموذجا **مجدي بن صوف (الإمارات)**
5. النحو الوظيفي وديداكتيك اللغة العربية **عبد الوهاب صديقي (المغرب)**	2. الألعاب اللغوية ودورها في تنمية الحصيلة الإفرادية لمتعلمي المرحلة الابتدائية **فوزية كربيط (الجزائر)**
6. الخطأ اللغوي وتعليم اللغة العربية وتعلمها، نحو تصور بيداغوجي جديد **إبراهيم أسيكار (المغرب)**	3. فاعلية استراتيجيات الفاقد التعليمي في رياض الأطفال **رحاب محمد (الإمارات)**

الجمعة 4 مارس، 2022: الساعة 6:00-3:00

الجلسة الرابعة	الجلسة الثالثة
الساعة: 4:55-4:00	الساعة: 3:55-3:00
يرجى الضغط هنا لعرض التوقيت المحلي	**يرجى الضغط هنا لعرض التوقيت المحلي**
يرجى الضغط هنا للانضمام للغرفة الافتراضية	**يرجى الضغط هنا للانضمام للغرفة الافتراضية**
محور الجلسة: اللسانيات الحاسوبية وتعليم اللغة العربية	محور الجلسة: اللسانيات الحاسوبية وتعليم اللغة العربية
مسير الجلسة: د. مجدي بن صوف	مسير الجلسة: د. مجدي بن صوف
10. تكنولوجيا التعليم في المنظومة التربوية الجزائرية **فاطمة عبد الرحمن (الجزائر)**	7. اللسانيات الحاسوبية: مفاهيم ونماذج التمثيل الآلي للمعرفة اللغوية **عبد الرحمن شائق (المغرب)**
11. استثمار اللّسانيات الحاسوبية في تعليمية اللّغة العربية لغير الناطقين بها. **دمني فاطيمة الزهرة (الجزائر) عبد الرحمان دليلة (الجزائر)**	8. استخدام الحاسوب والأنترنت في تعليم وتعلم اللغة العربية **رشيدة عابد (الجزائر)**
12. طرائق التعبير عن المعاني الصرفية والنحوية لمتعلمي العربية الناطقين بغيرها باستخدام المحلات الآلية -نماذج تمثيلية **ونيسة بوختالة (الجزائر)**	9. تعليم اللغة العربية إلكترونيا **أنس ملموس (المغرب) / محمد ناجي (المغرب)**

الجلسة الخامسة
الساعة: 5:55-5:00
يرجى الضغط هنا لعرض التوقيت المحلي
يرجى الضغط هنا للانضمام للغرفة الافتراضية
محور الجلسة: تعليم العربية للناطقين بغيرها
مسير الجلسة: د. عبد العزيز أيت بها
13. أهمية اللسانيات في تطوير القدرات الإبلاغية لدى متعلمي اللغات **رشيد أعرضي (المغرب)**
14. دور المتصاحبات اللفظية في تعليم اللغة العربية **لالة مريم بلغيثة (الإمارات)**
15. تعليمية اللّغات الأجنبية في الثقافة العربية؛ مُلابسات النشأة وخصوصيّات التلقي. **فاطيمة فارز (الجزائر)**

الجلسة السابعة		الجلسة السادسة	
الساعة: 2:00-2:55		الساعة: 1:00-1:55	
يرجى الضغط هنا لعرض التوقيت المحلي		يرجى الضغط هنا لعرض التوقيت المحلي	
يرجى الضغط هنا للانضمام للغرفة الافتراضية		يرجى الضغط هنا للانضمام للغرفة الافتراضية	
محور الجلسة:		محور الجلسة:	
بعض المفاهيم اللسانية ودورها في تعليم اللغة العربية		المهارات اللغوية: تعليمها وتقييمها	
مسير الجلسة: د. نزار السعودي		مسير الجلسة: د. نزار السعودي	
19. طرائق تدريس نشاط البلاغة في الطور الثانوي السنة الأولى آداب -أنموذجا- **أسماء مصطفاوي (الجزائر)**		16. إشكالات تقويم الكفاية الشفهية للغة العربية بالسلك الإعدادي **المهدي الزمراني (المغرب)**	
20. أهمية اللسانيات التطبيقية في تعليم اللغة العربية- السنة الرابعة متوسط أنموذجا- **هشام سعيداوي (الجزائر)**		17. تقييم مهارة التحدث باستخدام المعايير **صلاح الدين دراوشة (الإمارات)**	
21. سيميولوجيا الصورة ومسالك المعنى: نحو بناء تفكير نقدي **محمد سلامي (الإمارات)**		18. أثر تطبيق المنهج القائم على أنواع القراءة في تنمية مهارة القراءة الناقدة **سناء المجايدة (الإمارات)**	

الجلسة التاسعة		الجلسة الثامنة	
الساعة: 4:00-4:55		الساعة: 3:00-3:55	
يرجى الضغط هنا لعرض التوقيت المحلي		يرجى الضغط هنا لعرض التوقيت المحلي	
يرجى الضغط هنا للانضمام للغرفة الافتراضية		يرجى الضغط هنا للانضمام للغرفة الافتراضية	
محور الجلسة:		محور الجلسة:	
المعجم اللغوي وتعليم اللغة العربية		دراسات لسانية تطبيقية في اللغة العربية	
مسير الجلسة: د. محمد سلامي		مسير الجلسة: د. محمد سلامي	
25. السياق وحركة الوحدة المعجمية **بدر بن سالم السناني (سلطنة عُمان)**		22. التنغيم في القرآن الكريم ودوره في تجنب اللحن القرائي **عبد العزيز أيت بها (الإمارات)**	
26. الموازنات المقطعية في الشعر العربي، نماذج وشكال **عبد العزيز جابا الله (المغرب)** **سعيد قطفي (المغرب)**		23. ظواهر البديع اللفظي: مقاربة صوتية **أسماء كويحي (المغرب)**	
27. قراءة وصفية تحليلية لمعجم متن اللغة لأحمد رضى العاملي **خديجة رقاز (الجزائر)**		24. دور الوظائف التركيبية في التحليل الوظيفي للجملة العربية **شفاعة مرباح (الجزائر)**	

الجلسة الختامية	الجلسة العاشرة
الساعة: 6:00-6:55	الساعة: 5:00-5:55
يرجى الضغط هنا لعرض التوقيت المحلي	يرجى الضغط هنا لعرض التوقيت المحلي
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مسير الجلسة: د. صلاح الدين درواشة	مسير الجلسة: د. سناء المجايدة
الأستاذ الدكتور / شكري المبخوت من العمل اللغوي إلى عمل الخطاب: قضايا نظرية وإشكاليّات تطبيقية	28. القرآن الكريم والدراسات اللسانية، مقاربة في التداول وحياة اللغة القرآنية **محمد جودات (المغرب)** 29. العولمة وانعكاساتها على واقع اللغة العربية **هاجر بكوش (الجزائر)** 30. واقع اللغة العربية في الهند **ناصر الأنصاري (الهند)**
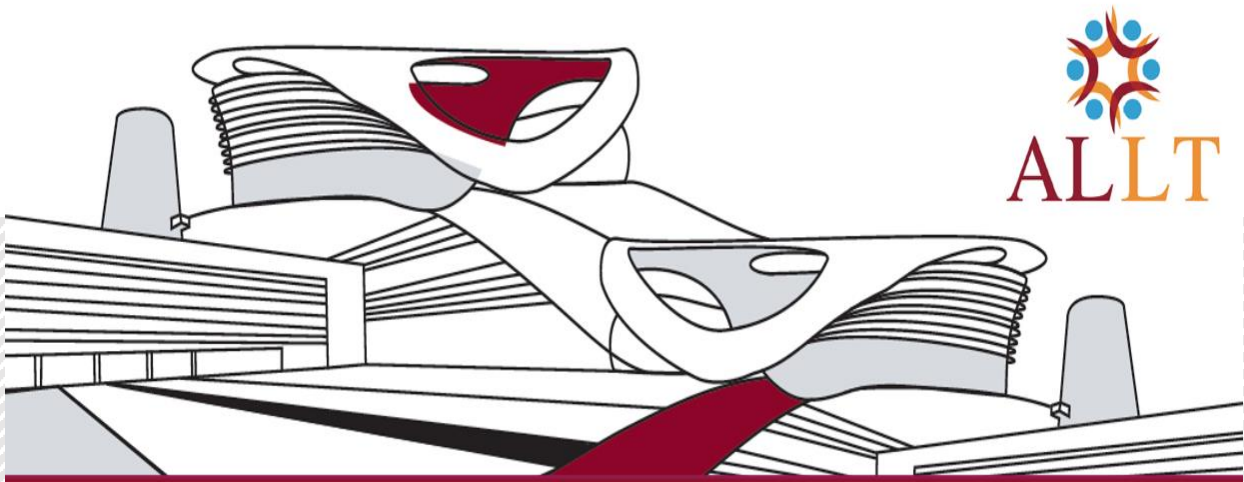
Abstracts

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

Panel 02A
Teaching language sub-skills

51 - Hedieh Najafi
In the Importance of Teaching Verb Tenses: Pandemic Version

Grammar classes are often the most boring classes for ESL and EFL students (and many teachers) as students are expected to learn concepts and do exercises that have no connections to real life. Although there are newer trends that advocate teaching grammar, not in isolation, but in bits and pieces, when teaching other English skills, such as reading and writing, students still have a hard time applying "correct grammar". One of the main and inevitable grammar concepts that students need to master is verb tenses. Usually, verb tenses are taught by stating the general rules of when to use a specific verb tense, by showing how to formulate the verb to represent the tense, and by practicing through exercises to "master" the verb tenses. Since most of these exercises have no real-life implications, students often do not know how to use verb tenses in real life situations. This presentation intends to shed light on how understanding and using the correct verb tense have implications in real life using terminology and examples from the Covid-19 pandemic. The presenter will share tips and exercises on how to teach verb tenses by using the Covide-19 terminology. The tips and exercises can be adapted for teaching in-person or online and to other real-life terminologies that might appear in the future.

17 - Lizeta Demetriou
Second language learners' knowledge of polysemous phrasal verbs

Research suggests that the more frequently a word is encountered the more likely it is to be acquired (Webb, 2007). However, a word that is frequent in one context may not be frequent in another one. The present study aims to examine the role of exposure to different types of sources in English (e.g., ELT textbooks, English films, stay in an English-speaking country) on the learning of phrasal verbs in the context of Greek Cyprus. 100 participants at the B1+ CEFR level completed three phrasal verb tests, namely, a form recall, a form recognition and a meaning recognition test. A biodata questionnaire was also administered to measure participants' incidental exposure to the English language. To validate the tests 20 participants were interviewed about how they approached the tests. Mixed effect modelling indicates a positive relationship between a) corpus and textbook frequency, time spent reading and writing in the L2 and b) learners' knowledge for all three tests. Time spent in an L2 speaking country had a positive relationship with the form recognition test scores ,while time spent on social media only with the meaning recognition test scores. The pedagogical implications of the findings will be discussed.

75 - Thisuri Jaylath and Navoddya Jayalath
CALL for ESL learners' motivation in Grammar Learning

In the teaching of English as a Second Language (ESL), grammar is considered one of the significant skills to master, yet it is perceived as the most difficult skill to teach and the most difficult skill to learn. Therefore, the learners' motivation plays a vital role as it has effects on their attention, cognition, and performance degree. Previous studies have revealed various approaches to teaching grammar implicitly or explicitly in a traditional ESL classroom. The present study aims to examine how the use of Computer-Assisted Language Learning (CALL) enhances ESL learners' motivation in learning grammar. Thirty learners, as the experimental group, were taught in a student-centred approach using three interactive grammar learning websites, two grammar games, and a computer-adaptive test for individual grammar practice, whereas another thirty students, as the control group, were taught using a traditional teacher-centred approach. Both groups were given a grammar proficiency test before and after the study. The results of the pretest and posttest showed that the experimental group excelled over the control group. Further, the interview (using 8 items) with randomly selected learners in both groups also revealed that the new method of learning grammar motivated them as they learnt at their own pace and got immediate feedback. Thus, the results demonstrated that CALL technologies could enable both teachers and learners to break the old routine of learning and to reach improvements in language acquisition.

Friday 04 March 2022

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

Virtual Room 2
Panel 03A
Translanguaging and code switching

37 - Shofa Alrawahi
Romanization of Arabic Proper Names: Towards a Consistent Standardized Convention

There is a consensus between many scholars that there are deficiencies in the available Arabic proper names romanization schemes; and as a consequence, there was a call for a consistent system to be developed and adopted. Therefore, this research argues that there is a persistent need to have a standardized convention to romanizing Arabic proper names. Arab linguists and researchers should play a key role in preserving the pronunciation of Arabic proper names to the maximum possible way without terminating the Arabic characters. Any attempt to standardize the conversion of Arabic to English is derived from the importance of this practice; it is a matter of protecting the language. Therefore, the main aim of this research is to reach a consistent standardized convention that is readable to non-specialists and can be easily adopted in Oman and consequently used in the Directorate General of Civil Statues when issuing birth certificates for newly born babies. This standardized convention is to be found when a compromise between conventional English graphemes and Arabic pronunciation for proper names is reached. The proposed convention is based on Standard Arabic, since it is used across the Arab World in official documents, as well as English, which is the predominant foreign language in the formal documents.

7 - Dylan Glyn Williams and Juup Stelma
The risk of 'epistemicide' in a South Korean Higher Education English Medium Instruction Context

This paper explores the epistemic outcomes of English Medium Instruction (EMI) in a South Korean Higher Education (HE) context. We draw on existing conceptualizations of linguistic and symbolic capital, and epistemic injustice, to understand the epistemic outcomes evident in qualitative interview data generated with ten undergraduate students majoring in Business and Engineering. The analysis reveals monolingually framed shifts between the Korean and English languages, and the ways these shifts are associated with students' trust in Korean or English language to succeed in specific EMI situations. Further discussion indicates that over time, these patterns of trust may constrain learning which results in unjust epistemic outcomes. The paper outlines two epistemic injustices associated with EMI in this South Korean context; one focusing on how students are prevented from negotiating understanding of HE subject content using their L1, and the other focusing on the wider implications of English as the language that provides access to HE subject content. We argue that from a policy perspective, there may be a choice between developing deeper understanding of subject content, as facilitated by multilingual or translanguaging practices in the classroom, and prioritizing the development of English language competence. Our critique indicates that in the South Korean EMI HE context students and instructors are working with linguistic resources that may be sub-optimal for understanding their own real-world experience. Our conclusion is that there is a need to further engage critically to help avert the risk of 'epistemicide' caused by current pedagogies of EMI in South Korean HE.

25 - Jhuanna Manuel and Mildred Go
Forms and functions of code-switching in marketing cosmetic products: implications of the teaching of purposive communication

This study aimed to show the forms and functions of code-switching in marketing cosmetic products and its implications to the teaching of Purposive Communication. The researcher used quantitative and qualitative research methods to answer the questions posed at the Statement of the Problem. The respondents of this study were sales representatives, better known as make-up artists, from the international brands under the Estee Lauder Companies. The researcher surveyed 30 respondents but managed to interview only 20 of them due to their busy schedules. The chosen respondents were those who used code-switching (specifically Taglish) when marketing their products. Code-switching has three forms according to Shanna Poplack. These forms are the Inter-sentential, the Intra-sentential, and the Tag Switching. The researcher found that when marketing cosmetic products, Tag switching was the form most commonly used by the sales representatives, and most of them were linguistically motivated when using it. They acknowledged the important function of code-switching in helping them achieve clear and effective communication which is the foundation of their end goal of making clients buy the products. Findings of the study suggest the inclusion of code-switching in the lessons on business communication as a type of purposive communication.

Friday 04 March 2022

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

Virtual Room 3
Panel 08
Teaching ESP

85 - Aejaz Mohammed Sheikh, Uzma Nisar and Mehnaz Rashid
Needs Analysis and Prerequisites of English of Engineering Students: A Study of NIT Srinagar

Needs analysis is the study of the requirements related to the goals, aspirations and needs of the users. The main purpose of the needs analysis is the user satisfaction. This study is intended to focus on the needs analysis of the undergraduate learners of English Communicative Skills in the National Institute of Technology Srinagar (NIT). NIT Srinagar. is a public technical institute in Kashmir and is one among the fully funded institutes of the Central Government. The English communication skills course is one of the compulsory subjects for engineering students in this institution for the first two semesters of the following streams: Electrical, Electronics and Communication, Computer Science, Information Technology, Civil, Mechanical, and Metallurgy & Material Science. The course is offered under the title "Basic English and Communication Skills." Presently, the importance of communication skills for engineering students is highly focused upon. For an engineering student, the English language is important both in studies and career. Engineers confront a variety of challenges during their hiring process. The fundamental difficulty, though, is that they need to improve their communication ability, which is an impediment to their success. Despite having sufficient academic knowledge, their mastery of English communication propels them into high-ranking sectors. The purpose of this study is to determine the academic and professional demands of engineering students in order to improve their English communication skills, which are now deemed essential for employment. The present study also intends to identify the gap between students' demands and the present syllabus by examining the prescribed syllabus and learners' needs. Once the needs of the students are known, teaching and learning can be made more effective with suitable materials and classroom practices.

61 - Peter Davidson and Catherine Nickerson
Underlying skills development in Business English Courses

Business English courses have long been a major component of many English Across the Curriculum programs. However, there are some quite salient differences between typical English for Academic Purposes (EAP) courses that are traditionally taught on pre-sessional and composition programs, and present-day Business Communication courses. In this talk we begin by outlining what Business Communication is, and we look at the different genre types that Business English students will likely encounter and be required to produce. We will then move on to examine underlying skills development in Business English Courses to interface with the workplace and suggest some ways in which instructors can work with their students to help them develop the skills that they will need, most especially for situations where Business English is being taught to students without any prior work experience. In the final part of our presentation, we will look at ways of assessing students in ways that are relevant for workplace communication.

29 - Mohammed Naoua
Syllabus design in Electrical Engineering specialties: an empirical investigation

Teaching English in electrical engineering branches can be viewed as the process of providing adult homogenous groups of learners with the type of instruction, which enables them to interact effectively in academic or professional situations concerned with the design and application of equipment, devices and systems using electricity, electronics, and electromagnetism. Developing interactive syllabi for these specialties requires valid description of the of learners' communicative competencies, delimiting the scope of the target language contexts where they are supposed to use language, and engaging into a rigorous process of needs analysis to define their communication needs. Once this is done, the next part of the task is how to convert all this into a program of study. The main aim of this presentation is to report on a study that investigated the extent to which the English language syllabus designed to the Algerian secondary school electrical engineering learners can meet their communication needs. The data have been collected by means of three documentary sources: the learners' subject-specialist program of study representing their areas of specialism, their syllabus of English representing the domains where they are expected to use language for real communicative purposes and the testing instruments which tend to measure the extent of their language achievement. The results of the investigation revealed great discrepancies between the syllabus in question and the learners' communication needs, which tend to minimize the students' motivation for learning. The study concludes with a set of recommendations intended to improve the process of syllabus design in electrical engineering courses.

Friday 04 March 2022

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

Virtual Room 4
Panel 013A
Pedagogy and teaching approaches

8 - Albyra Bianca Sy Tamco
Philippine English in the ESL Classroom: A study of English teachers' beliefs and pedagogical practices in higher education

The use of the English language in the Philippines dates back to 1898 when the Americans colonized the country, resulting in the birth of a nativized variety called Philippine English. Despite the fact that Philippine English is widely used across the country today, its acceptability remains a debate especially in language teaching in the Philippines. Thus, this study aimed to provide insight into the beliefs of English teachers in higher education about the use of Philippine English in the ESL classroom, their experiences, and the pedagogical practices they employ as an attempt to encourage or discourage the use of Philippine English among learners. The study utilized a set of pre-determined questions in the mediated interview conducted to gain insights from the key informants. Then, a thematic analysis was employed to identify and analyze the data gathered. The findings revealed that many teachers and students lack knowledge and awareness about Philippine English and its features, and why it is worth being recognized as a legitimate variety. Moreover, while ESL teachers recognize Philippine English as a legitimate variety and accept it in speaking, they still believe that American English should be the basis in writing because the standards in speaking and writing are different. Finally, a pedagogical guide was designed to provide training or orientation to educators about language variations specifically Philippine English.

20 - Zoe Hurley and Peter Flynn
Pedagogies for flourishing: Project-based learning beyond the data-driven curriculum

Learning as flourishing is an Aristotelean concept that indicates that human beings could flourish through pedagogic eudaimonism. Eudaimonia is a version of happiness developed through conceptual consciousness and becoming more aware of the world around you. Conversely, since the 1980s at least, curricula have increasingly become assessment driven with the consequent marginalization of personalized, project and civic learning. But within neoliberalism, the current dominant educational paradigm, all pedagogies must be capitalized and marketized. Technology plays are a central role within neoliberal education as technology becomes fetishized as a panacea or solutionism for addressing learning. This paper is a cross institutional case study, considering a university and secondary school in Dubai, that contests and problematizes the current neoliberal marketisation and data driven paradigm of global education. It is hypothesized that many eudaimonia, and opportunities for learning as flourishing, are neglected by test driven learning that has increasingly abandoned coursework, project-based learning, oral examination and cross curricula work. Furthermore, a test governed curriculum sees students as bundles of data ignoring the meanings that they attach to learning. The idea of learning as flourishing therefore has a vital role in taking education beyond marketized paradigms of learning. In this presentation, examples of learning as flourishing showcase the Extended Project Qualification (EPQ) and social media project-based learning. This comparative study provides vivid examples of learners' views surrounding the anxieties of data driven learning and the beneficial experiences of learning as flourishing.

114 - Richard Harrison
Five practical ways to introduce critical thinking

Critical thinking is recognized as an important 21st century skill but is rarely taught explicitly. Our busy language programs are already fairly full so how can we introduce critical thinking into such programs? This practical session demonstrates five ways we can do this. Firstly, we can introduce metacognition and get students to think about their own thinking using worksheets to guide discussion on topics such as decision making, cognitive biases and study habits. Secondly, we can add critical thinking tasks using readily available sources such as scam emails, misleading advertisements and misleading data to sharpen thinking skills. These flexible 10 or 20-minute tasks can be fitted around existing course content. Thirdly, we can use class debates as a valuable way of getting students, working in teams, to build strong arguments. They learn how to support and strengthen their opinions with evidence, reasons, examples and sources. Fourthly, use can be made of puzzles, riddles and quizzes. These are readily available online and are invaluable for 'training the brain'. The more we challenge the brain, the easier it is to solve these problems. A final approach, easily introduced into a language classroom, is to add critical thinking 'value' to existing language exercises. We look at how higher-order thinking can be added to the teaching of vocabulary, grammar, syntax, reading and academic writing.

Friday 4 March 2022

03:00pm - 03:55pm | Local Time

Virtual Room 1
Panel 04A
Assessment & Feedback

82 - Safaa Eissa

Exploring students' and instructors' perceptions of language assessment in Saudi higher education: A mixed-methods study

Nearly all educational research supports the claim that assessment is essential to student learning in higher education. Assessment refers to all the activities that are carried out by instructors and students in order to determine how far the intended outcomes have been achieved. Language teaching and learning is highly affected by both instructors' and students' perceptions towards assessment definitions, types, practices and implications. The main aim of the current presentation is to share with the participants the results of a mixed-methods research study that aimed at exploring students' and instructors' perceptions of language assessment in Saudi higher education. Data collection involved the design of two different surveys where the first one addressed higher education instructors and the second one targeted higher education students in Saudi Arabia. Then a set of semi-structured interviews were virtually conducted via google meet. Results of both surveys will be shared with participants and any discrepancies will be explored in order to determine whether students and instructors differ in their perceptions of language assessment. Participants will be provided with a list of the most up-to-date language assessment methods, Saudi higher education instructors' language assessment practices as perceived by them.

53 - Sally Ali

Exploring students' individual & group presentation assessment

This presentation not only looks at individual and group presentation assessment, but also compares self, peer, and teacher-assessment scores. A group presentation is only as strong as its weakest presenter. If everyone does his/her own job in an individual presentation, everything will go well, but this is not the case in group presentations because all members must also work together or the entire group suffers, so they will all sink or swim! The presenter will deal with oral presentations based on a 3-point scale and give examples of excellent, adequate and inadequate presentations. Also, ideas for assessing individual and group presentations will be discussed. The key to having unified group presentations lies in its main ingredients. Then, the presenter will refer to the research paper which compares scores of students working individually with scores of the same students working in groups to determine which kind of presentations teachers might prefer. A comparative study will also be made of self-peer-and teacher-assessment scores to see student involvement in the assessment process. A further research question addressed when assessing group presentations is whether teachers should give grades based on individual or group performance. Advantages and disadvantages will be discussed, and handouts will be available.

10 - Mahmoud Sultan Nafa

Designing and delivering purposeful educational feedback

This presentation concentrates on designing and delivering multi-tiered purposeful feedback pointing out its pivotal repercussions on students' achievements, engagements, and performance. Furthermore, it explores the impacts of professionally designed feedback on the teaching and learning process since it adds more depth, diversity, and efficacy through providing educationally-focused guidelines to cope with the targeted tasks. This presentation starts by defining the concept of feedback from different perspectives as well as highlighting the reasons of its vitality. Then, it examines the factors that should be considered when designing and delivering certain feedback in order to guarantee its success and reduce the possibility of having a counter effect. Additionally, this presentation explicates profoundly the types of feedback for enabling educators to be acquainted with its diversity to choose the most convenient one for teachers and students. Moreover, it presents the techniques that should be adopted when delivering feedback that preserves the feedback practically and learners' self-esteem as well as their engagement. In a nutshell, it is a direct practical guide for enabling feedback providers and receivers to exchange highly educational feedback that culminates in creating independent learners and developing an engaging teaching and learning environment.

Friday 4 March 2022

03:00pm - 03:55pm | Local Time

Panel 03B

Translanguaging and code-switching

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95 - Mustabshira Siddiqui

English/Hinglish: The concept of code-switching and translanguaging in World Englishes

World Englishes is a term for emerging localized or indigenized varieties of English, especially varieties that have been developed in territories influenced by the UK or the United States. The issue of World Englishes was first taken into consideration in 1978 to examine concepts of regional Englishes globally. Pragmatic factors such as appropriateness, comprehensibility and interpretability justified the use of English as an international and intra-national language. In 1988, at a Teachers of English to Speakers of Other Languages (TESOL) conference in Honolulu, Hawaii, the International Committee of the Study of World Englishes (ICWE) was formed. Hinglish, a portmanteau of English and Hindi, is the macaronic hybrid use of English and Languages of Indian Subcontinent, involving Code-Switching or Translanguaging between these languages whereby they are freely interchanged within a sentence or between the sentences. The word Hinglish was first used in 1967. Some other colloquial portmanteau words for Hindi-influenced English include: Hindish (recorded from 1972), Hindlish (1985), Henglish (1993) and Hinlish (2013). This presentation will explore the concept of code-switching and translanguaging in world Englishes with special reference to Hinglish.

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18 - Fernanda Rubbo Kalil and Anamaria Welp

Decolonial English teaching in southern Brazil: The construction of a syllabus through a translanguaging lens

English teaching in Brazil has been traditionally deficient in the school system, especially in the public sector. Additional language (AL) teaching has been relegated to the private sector and accessible only to an elite, evidencing the country's education inequality. To have access to AL courses, underprivileged populations must resort to non-formal education initiatives often promoted by non-governmental organizations (NGO). Thus, translanguaging presents itself as an important critical pedagogy in these settings since it is grounded on linguistically marginalized learners. Being a practical theory of language (Li Wei, 2018), translanguaging rejects hegemonic educational ideologies (Beiler, 2020) and welcomes students' full linguistic repertoires (García, 2019, Busch, 2017). Drawing on translanguaging (García & Seltzer, 2020) and popular education (Freire, 1994; Gadotti, 2012) pedagogies, the purpose of this presentation is to report on research carried out with 17 emergent bilinguals, all members of a socially vulnerable community located in the central area of a 1.5-million-inhabitant city in southern Brazil. The English course attended by the community members is set in a non-scholar education environment and is part of the adult education project developed by the researcher in partnership with a community-based NGO. To map students' profiles and interests, a mixed-method study was conducted, which consisted of the answers to a questionnaire and the transcription of a conversation circle held between the community members and the researcher. The questionnaire collected students' personal information, previous experience with English, and motivation to learn the language. To promote dialogue and encourage students' participation in the syllabus construction, the conversation circle was guided through a translanguaging lens: all the linguistic repertoires of the participants were welcome, including the named languages and the language varieties present. Data analysis resulted in a syllabus and lesson plans constructed in a translingual and decolonial fashion, designed for individuals whose bilingualism has been denied by the formal school system. Having written and oral texts in English and Portuguese as starting points, the lesson plans are composed of collaborative tasks aimed to foster the dynamic and fluid uses of students' language practices by raising their awareness of their expressive potential and the power of their language choices. In this presentation, we present the outcomes of the investigation as well as one of the designed lesson plans. We hope to contribute to the language education of underprivileged populations in non-scholar education settings by proposing a decolonial pedagogy that promotes social justice.

43 - Muhammad Asif Qureshi and Ahmad Aljanadbah
Translanguaging pedagogy and second language reading comprehension

Translanguaging implies that first and second/foreign languages are of equal status and contribute equally to meaning making use of the learner's full language repertoire instruction. Reading in a second language often poses difficulties for language learners. The role played by various language features, for example, vocabulary knowledge (Schmitt, 2010), grammar (Nagy, 2007; Nation, 2001), and reading strategies (Grabe, 2009) has been emphasized for reading comprehension in the previous research; however, the role translanguaging might play is generally under-explored. Translanguaging, although informally practiced in a second language classroom, is generally disconnected from formal teaching plans and learning activities (Escobar, 2019). Its value for emergent bilinguals needs investigation as reading in a second language involves interaction between the learner's two languages (Koda, 2007). To examine the contribution of translanguaging in L2 reading development, the current study administered a reading comprehension task to an experimental (n = 38) and a control group (n = 29). The experimental group was offered four opportunities to engage Arabic - their L1 - in comprehending a text in English. These occasions included: (a) receiving Arabic glosses (only meaning) for key terms in the text, (b) employing their L1 for summarizing four paragraphs from the passage, (c) using L1 in discussion for comparing summaries with peers, and (d) consulting the Arabic meanings (provided) while attempting the vocabulary items. After the aforesaid steps, the participants in this group were required to answer three types of questions: (a) the main idea, (b) cloze reading, and (c) word synonyms. The control group completed all the same stages as the experimental group but used their L2 without recourse to the L1. The findings revealed no significant difference between the two groups, t (63) = - 1.84, p = .85. Also, no significant group differences were observed on any of the three types of comprehension questions.

Friday 4 March 2022

03:00pm - 03:55pm | **Local Time**

Virtual Room 3
Panel 010
Literature and L2 learning

111 - Emily Reynolds
The value of incorporating young adult literature into English language learning classrooms

This presentation explores the value of incorporating young adult (YA) literature into the curriculum for English language learners. After discussing the research supporting YA literature as beneficial to student engagement and literacy skills, two novels will be used as case studies in English language learning classrooms. The two YA novels, *All American Boys* by Jason Reynolds & Brendan Kiely and *The Giver* by Lois Lowry, will be introduced to participants, and the novels' implementation and corresponding assessments will be analyzed. The two texts grapple with topics highly relevant to young learners; *All American Boys* tells the story of an African-American teenager who was wrongly accused of, and the victim of, police brutality, whereas *The Giver* revolves around a futuristic society that has eliminated free will, choice, and memories. These two texts do more than compel students to read the next page! The two novels illicit analytical discussions and writing that explore the ethical issues of young learners' lives. Additionally, through the YA novel studies, students are able to improve grammar, syntax, vocabulary, and voice by modeling after exemplar sentences. Best teaching practices, including Common Core/IB standard-aligned lesson activities and unit assessments, will be shared, along with tools for educators to implement YA literature into their own English language learning classrooms.

49 - Yee Wai Mon
Should literature be left in the 21st century English language teaching?

Literature has been neglected in language classrooms for the reasons of incomprehensible cultural background and the lengthy literary works. In the 21st century English language classroom, teachers are responsible for teaching EFL learners to develop not only language skills but also creativity. Concerned with teaching learners how to develop their creativity, teachers have met difficulties in investigating appropriate and innovative teaching strategies. Many scholars insist that teaching literature also requires learners' imagination as well as cultural awareness and encourages critical thinking relating to literary works. This research aims to analyze the role of literature (specifically poems and prose) in enhancing creativity of EFL learners: two case studies of literature classes in Myanmar. The objectives are to examine the ways of teaching students how to improve creativity and EFL skills, provide language teachers with innovative pedagogies about how to teach literature in the language classroom for the sake of developing creativity of EFL leaners and design interactive activities through the use of literature. The research findings claim EFL learners have improved their creativity and language skills through participation in the designed activities based on literature. It has been found out that literature plays an important role in designing innovative teaching strategies to develop EFL learners' creativity and language skills. The research findings prove that literature should not be left out of the 21st century English Language Teaching Classroom.

90 - Melita Koletnik, Astrid Schmidhofer and Enrique Cerezo Herrero
FLT applied to translation studies: research-informed teaching

The linguistic training of future translators and interpreters is an important cornerstone of their education. Translation cannot happen if a thorough command of the languages involved in the translation process is not guaranteed. However, as opposed to disciplines such as applied linguistics or translation itself, research into language training within translation studies has received little attention to date. It is, thus, imperative to analyze the needs of prospective translators and/or interpreters and shape language courses in accordance with findings of classroom-based research. Consequently, this presentation reports on the findings of an international needs-oriented study carried out at three European universities: the University of Maribor (Slovenia), the University of Innsbruck (Austria) and the University of Valencia (Spain). For this purpose, a questionnaire with four open-ended questions was designed and administered to a total of 117 undergraduate and graduate students, and data were analyzed qualitatively following the grounded theory. The results point to the need to come up with a specific language learning and teaching under the LSP approach and show that the communicative approach, despite not being inadequate per se, is insufficient for the needs of translation students, which we now use to inform our teaching.

Friday 04 March 2022

03:00pm - 03:55pm | Local Time

Virtual Room 4
Panel 019
COVID-19 **& o**nline learning

78 - Azza Alawadhi and Rawy Thabet
Undergraduate students' intentional behavior of remote learning during COVID-19 pandemic: A cross-sectional study from the UAE

The sudden closure of academic institutions due to the unprecedented COVID-19 pandemic has impacted education all over the world. Higher education institutions had to quickly respond to a forced transition from traditional teaching to remote teaching. With online learning playing an increasingly important role in pandemic teaching, it is important to identify the variables that influence students' behaviors in using online education. Framed within the Technology Acceptance Model, this cross-sectional study empirically examined Emirati undergraduate students' intentional behavior towards their remote learning experience in a federal higher education institution in the UAE. A random sample of 216 undergraduate students responded to an online survey. Results revealed that there is no significant difference between male and female students' attitudes towards remote learning. In addition, the results confirm previous study findings, suggesting that perceived ease of use and perceived usefulness positively impacted undergraduate students' acceptance of remote learning. This study contributes to the literature on online learning by understanding the factors that influence students' behaviors in response to their online learning experience. The findings have implications that may provide valuable insights to policymakers, faculty, and researchers, improving teaching and learning conditions in online learning environments.

110 - Eilaf Alotaibi
Saudi females beginners' attitudes towards full-online learning through EFL virtual classrooms during the COVID-19 pandemic

Mastery of English is indispensable for students to pursue their university major in Saudi Arabia. Therefore, it is mandatory for Saudi undergraduates studying at the preparatory year programs to get high scores in the EFL course to be eligible to enroll in the Bachelor's degree programs. However, the sudden shift to distance learning worldwide to curb the spread of the COVID-19 pandemic affects the university beginners' attitudes to learn EFL. This presentation examines the general perceptions of Jubail University College EFL female students towards learning English through full online mode. Also, the study displays the benefits and drawbacks the EFL students have encountered while using the virtual classroom during the pandemic. Their views were investigated through in-depth one-on-one interviews and focused group discussions done virtually by the author. The results reveal that the majority of the students have formed negative attitudes toward EFL virtual classrooms and preferred traditional classrooms. In addition, the results present solutions suggested by the participants to enhance the quality of fully online English language teaching, which could be useful for EFL language instructors.

71 - Randa Soliman
Silence in the online language classroom: the effect of the learning environment on learners' Capacity to Speak (CTS)

Realizing the several benefits that learners of English as a Foreign Language can gain through speaking in online classes encourages teachers to create an engaging online learning environment. Both functionality and fluency are essential language learning goals. While learners need to have a comprehensive command of the foreign language, fluency helps them tune in the native speech and identify with the native speakers of that language. Speaking improves fluency where learners become able to use English for purposeful communication. Learners need to approach the foreign language from the inside through finding meaning in how that language is used in a context. While considering the learning environment as the main factor that can help learners develop into fluent speakers, there are many problems that arise through online learning in this respect. Lack of connectedness, the cognitive load of the activities in addition to some sociocultural factors affect learners' perceived communicative competence and their capacity to speak. Students' resistance strategies such as remaining silent, employing extended pauses and/or providing responses in their native language are real challenges that teachers need to overcome. Due to learners' silence and being unresponsive in online classroom discussions, teachers experience negative emotions such as frustration and tediousness. This session will help teachers, language teaching coaches and prospective teachers discuss the different approaches to create a learning environment that calls upon learners to develop their desire to speak, express their thoughts and reflect upon their language use.

Friday 04 March 2022

04:00pm - 04:55pm | **Local Time**

Virtual Room 1
Publishers' Corner

Publishers' Corner

From 04:00pm-04:20pm   **Nathan Waller**   Education for Sustainable Development and Citizenship (ESDC)
Macmillan Education
From 04:30pm-04:50pm   **Richard Harrison**   Critical Thinking Teaching Materials
Canford Publishing

Friday 04 March 2022

04:00pm - 04:55pm | **Local Time**

Virtual Room 2
Panel 017
Program and diversity into teaching & learning

98 - Rana Khan

Learning contexts redesigned through an intensive English program

The English and Skills Foundation Program at the presenter's institution needed a structural change due to the inherent challenges faced by students entering diploma programs. The weak level of the foundation students continued to pose a problem and needed appropriate improvement and correction measures. A new Intensive English Program was proposed by increasing the number of hours to language exposure and diversifying the kind of language content provided to the students. The existing foundation program components were separated into individual language skills and functional language components to provide focused language instruction. The objective of the new Intensive English Program was to equip students with the necessary exposure and knowledge to master the target language in classes and to prepare them for the diploma programs. For this purpose, the Intensive English Program aimed at: presenting opportunities to foster critical thinking skills among students promoting positive environment for mastering all four language skills, building academic vocabulary and knowledge to prepare them for the real world, providing technical and computational literacy to better equip them for diploma programs, developing a passion for lifelong learning, building confidence and ethical values to face challenges in life, using Microsoft Office and educational technology effectively, communicating on a social level in business and workplace situations, and writing effective business correspondence. The presenter will share her insights as to how the new program has improved motivational levels and engagement for the students through different components of English language instruction while preparing them for real life and business skills.

81 - Mehdi Solhi

The text does not remain a text; Humanize the language learning materials through text driven approach

Texts that constrain the students to answer only content-based questions and do mechanical activities, such as matching or comprehension checks, are less likely to help students think creatively or analytically. The problem is best expressed by Tomlinson (2013, p. 149), in that the text "remains a text and the learners fail to create literature from it". Instead of preparing the questions to check the comprehension of the learners, more attention needs to be paid to the questions that can trigger a deeper processing on the part of the learner. By engaging in a dialogue with literary texts, the learner can construct meaning and make the culture-connecting needed to be able to internalize different worldviews, traditions, and cultures. Involving the reader as an insider (i.e., an active participant), rather than an outsider (i.e., a passive recipient of knowledge), is a prerequisite for effectively and critically progressing in the endeavor of reading. The materials can be humanized through integrating literary works, which are linguistically simple but cognitively thought-provoking, as a way to stimulate multidimensional mental activity during language acquisition. In this presentation, I will elaborate on various ways and illustrations of personalizing the literary texts in the coursebooks and thereby how to make the learners experience literature through personal engagement and response.

63 - Jaime Buchanan and Peter Davidson

An introduction to teaching technical communication

Technical communication is increasingly being taught as an English Across the Curriculum course. However, it differs significantly from the kind of English for Academic Purposes (EAP) courses that are traditionally taught on pre-sessional and composition programs (Evans & Morrison, 2011; Monbec, 2018). This presentation provides an introduction to English in the IT majors. It explains the main concerns of technical communication, answering the following questions: What is technical communication? What kind of writing and speaking do IT students do? Who are IT students writing and speaking for? Why are they writing and speaking? In this presentation we will explore some of the common genre types IT students encounter and are expected to produce, together with what that means in terms of lexicogrammar and the concerns and expectations of teaching technical communication. We will also look at how technical communication can be assessed using different assessment task types.

Friday 04 March 2022

04:00pm - 04:55pm | Local Time

Virtual Room 3

Panel 07B

Professional development in ELT

89 - Ilknur Eginli
Pre-service language teachers' emotional experience before and after first-time teaching

First-time teaching can be experienced by new teachers as a period of anticipation, enthusiasm, and anxiety, but at the same time a period of confusion and limited confidence. Although there has been a growing appreciation of the role of emotions in many areas of research in psychology and education, the emotional aspects of first-time teaching experience in practicum for the pre-service language teachers have received little attention in the existing ELT literature. This presentation aims to share the preliminary results of an exploratory study in which eight pre-service English language teachers' reflective thinking toward their emotions was analyzed before and after a specific lesson taught during a 12-week practicum. The study aims at answering three questions: What emotions do pre-service teachers experience when observing their mentor teachers during the practicum experience? What emotions do pre-service teachers experience after they completed their classroom teaching assignments? How do emotions affect these teachers' psychology and self-confidence before and after their teaching practice? The preliminary results indicated that pre-service teachers experienced both positive and negative emotions while observing their mentor teachers and the major negative emotion they felt was nervousness. A set of recommendations will be shared on how teacher educators may lead to changes and improvements in pre-service teachers' positive emotions and self-confidence for their first-time teaching experience.

54 - Jennifer Law
Two heads are better than one: The power of a multidisciplinary PD community

Two heads are better than one is an old English proverb first recorded by John Heywood in 1546 which still holds true today (www.phrases.org.uk). Providing a virtual space where people can come together, discuss problems and exchange ideas is a growing phenomenon that echoes the old proverb. Whist the potential power of virtual communities (Noveck et al., 2021) is well acknowledged, we should bear in mind the second part of the old proverb, with which people are less familiar, but ten heads without wit are as good as none. To put it kindly, there are also some virtual community spaces out there where a lot of talking happens, but not much else. Two of the key concepts that have been identified as essential for turning a talking space into a talking and doing space are creativity and innovation. As Ken Robinson puts it 'Creativity is the process of having original ideas that have value' (2017, p.130), critically evaluating their potential and putting them to good use. This session will explore the ways in which a multidisciplinary PD community is evolving to embrace the concepts of creativity, criticality, and innovation. It highlights the interface between sub-disciplines of English language education and their role in enriching the educational experience for all involved.

105 - Anna Dillon
Preparing to implement a translanguaging pedagogy in EAP for in-service teachers

There is a well-known conflict between the traditional monolingual discourse in TESOL, and translanguaging pedagogies that have the potential to strongly support learners. EAP is concerned with the type of language that learners need for successful integration into the academic community. This presentation discusses critical perspectives on the affordances of implementing a translanguaging pedagogy in an EAP course for in-service teachers in the UAE in order to deepen understanding and achieve better learning. Translanguaging pedagogies focus on drawing from the full linguistic repertoire of the learner, taking the dominant focus off the target language by not directly translating or forcing learners to only use the target language, but rather encouraging the use of both languages – in this context, Arabic as L1 and English as L2. The critical perspectives presented in this contextualized literature review are expected to contribute to a better understanding of the topic and may initiate some classroom fieldwork in order to broaden the perceptions of teachers and students of EAP so that they might adopt a multilingual perspective in EAP.

Friday 04 March 2022

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

Panel 05C

Technology and online learning

38 - Bel Charmeijune Pascual, John Robbie De Leon and Ma. Lalaine Rebong
Awareness, attitude, and acceptance: a case of Philippine English in ESL online classrooms

Philippine English (PhE) is a variety of English in which it is localized by the Philippines based on its culture and lifestyle. However, its level of acknowledgement has raised ambivalent notions from scholars and educators to whether it could be used as a model for instruction. This research used a mixed method to examine the JHS English Language Teachers' language acceptance towards PhE in ESL Online Classrooms by assessing their awareness and attitudes towards the said variety. The quantitative aspect is a two-part survey in which it assesses (1) the language awareness by considering its features, meanings, and uses; and (2) the language attitude through the three components of the mentalist theory which are the cognitive, affective, and conative aspects. In the qualitative aspect, eight (8) teacher-respondents were interviewed online to gather their insights of PhE in their ESL online classes. The findings showed that the teacher-respondents are moderately aware (3.22 overall mean in language awareness) while also having a slightly positive attitude (4.29 overall mean in language attitude) towards PhE. With the data gathered, the study extracted ambivalence among the teacher-respondents' language acceptance where the language teachers carefully considered different factors to tolerate PhE in their ESL online classrooms.

86 - Tiziana Lorenzet
A case study in a virtual classroom: pros & cons of an online English exam preparation course

This presentation focuses on a case study conducted on a group of students (aged 17-18) attending an online Cambridge English PET preparation course between Dec 2020 and Mar 2021, who took the exam while public schools were closed and the Veneto region was a "red zone" in lockdown. This virtual classroom research aimed at investigating the positive aspects and the critical aspects of an online English exam preparation course during the pandemic in Italy. The first part of the presentation will focus on the study. I will introduce the research design and I will explain the mixed methods approach. Then, I will briefly describe the main steps of the procedure. Finally, I will present the final findings, based both on students' preferences and perceptions and on their effective improvement and on the teacher-researcher's observations and perceptions. Based on the results, which showed the positive influence of the student-centered learning approach, of cooperative learning and of the flipped classroom approach, some effective teaching practices, which mainly helped students boost their confidence, motivation and engagement, improve their learning and pass the exam, will be shared with the attendees during the presentation.

118 - Peter John Hassall and Roger Dunham
Intervention strategies involving cognitive signaling and Extremely Short Stories [ESSs] for online teaching and learning

During the COVID-19 pandemic, online education, or perhaps some hybrid version of this, has become pervasive with several students often in involuntary isolation. To overcome this seclusion and enrich authentic linguistic interaction, it would seem essential to produce an instructional environment which prioritizes human connection online. Working with a commercial organization promoting global, business English in Japan (January, 2022), the authors have developed a website and mobile app to deliver the 50-word Extremely Short Story (Hassall, 2006). Originally designed and implemented as the Extremely Short Story Competition for students in Higher Education in the UAE from 2003 to 2015, these ESSs are now being developed as a language teaching pedagogy for adults. This presentation will demonstrate the dual-purpose website-app at https://rum-morris.site and refer to ideas developed in Japan, Jordan and the United Arab Emirates to provide a rationale for implementing an ESS teaching methodology to help clients and advisors collaborate. These ESSs provide an authentic linguistic task for participants since the website-app will only accept EXACTLY 50-words and this ensures that the client-author proofreads their work in progress, reflects and tries linguistic alternatives. Subsequently the client-author and advisor may edit submissions either through collaboration or independently to progress learning when the client-author most needs help and wants it. A three-stage model of intervention strategies is introduced to support the clients' ESSs. The second stage involves the most human input and interaction. The authors introduce the term 'cognitive signaling' at this stage whereby the advisor-teacher uses hand signals and mime to provide hints to the client-authors and thus ensure human linguistic intervention. It is hoped this combination of ESSs and human engagement will lead to linguistic collaboration providing a bridge to more effective global business communication in Japan.

Friday 04 March 2022

05:00pm - 05:55pm | **Local Time**

Virtual Room 1
Publishers' Corner
Publishers' Corner

05:00pm-05:20pm
Paul Woodfall
Q-Skills Teaching Methodology
Oxford University Press

Friday 04 March 2022

05:00pm - 05:55pm | **Local Time**

Virtual Room 2
Panel 06B
(English) as a medium of instruction

88 - Ghedeir Brahim Mohammed
Promoting English as a Medium of Instruction at the tertiary education in multilingual Algeria: reality and prospects

Policies and programs involving English as a medium of instruction (EMI) are a global phenomenon nowadays as English is the lingua franca of business, economics, media, and science and technology. The status of English as an international language in the era of globalization impacts its status as the language of instruction in most tertiary education institutions worldwide. However, most tertiary education institutions in Algeria continue to adhere to the Arabic and French medium instruction policy. This study questions the practicality of the adoption of French language, in particular, across the higher education science and technology academic fields. The aim of this study is to show how changing the medium of instruction in higher education institutions into the foreign language, English, can influence positively the pedagogy at Algerian higher education context. The model of the Institute of Electrical and Electronic Engineering at the University of M`hamed Bougara in Boumerdes, Algeria where the medium of instruction is English can be overextended to all science and technology faculties and departments in Algeria. Qualitative data were collected via in-depth individual interviews with fifty teachers representing different science and technology departments at the University of El-Oued, Algeria. The structured interview investigates teachers' perceptions towards adopting English as the language of instruction in Algerian higher education context. The study revealed that teachers believed that teaching English is a worthwhile opportunity and a necessary educational step that should be taken by the Algerian Ministry of Higher Education and Scientific Research.

60 - Wayne Jones and Kara Mckeown
The challenges of EMI for art and design students and faculty at an HEI in the UAE

This presentation describes the findings of two research projects conducted with Art and Design students and faculty. It will begin with a brief overview of previous research as it relates to challenges faced by university students at English medium instruction (EMI) institutions in the Gulf region and beyond. This will be followed by a discussion of the first research project that aimed to identify key challenges reported by the students and faculty via online questionnaires. A description of the second study, developed in response to the findings of the first project, will then be presented. This involved the process of mapping written types/genres of academic writing by Art and Design students across their 8-semester program of study. Finally, we will address the subsequent development of materials for use in the classroom, which focused on the specific writing skills required of Art and Design students. These materials aimed to enhance students' writing skills and raise their awareness of genre distinctions, enabling them to recognize that the type of writing produced in one course is similar to written genres they are required to produce in other courses. The importance of collaborative partnerships between content experts and language specialists will also be a key focus of this presentation.

102 - Bill Batziakas

English for Academic Purposes (EAP) and English as a Medium of Instruction (EMI): some voices from university students and teachers in Asia

This presentation focuses on English for Academic Purposes (EAP) (Hyland, 2006) from the perspective of various university programs which are taught with English as their Medium of Instruction (EMI) in Asian contexts (mainly in the Middle East and East Asia). The data analyzed were written university coursework samples, naturally occurring spoken conversations between students, and interviews with them and with their teachers to elicit metalinguistic comments on their linguistic practices. The findings seemed to highlight the need to aim at the development of various linguistic and communicative skills with particular reference to curriculum development, coursebook selection, teaching methodology, and assessment, within wider conversations of the need to know how to draw extensively from all across one's linguistic repertoire by means of translanguaging (Garcia & Li 2014, Lin & Lo 2017) and the need to continue acknowledging the use of English as a Lingua Franca between speakers who come from differing linguistic backgrounds for personal and professional reasons (Jenkins & Leung 2013).

Friday 04 March 2022

05:00pm - 05:55pm | **Local Time**

Virtual Room 3
Panel 016

Flipped classroom model & strategy

19 - Patrisius Djiwandono

The effectiveness of flipped classroom for teaching translation, storytelling, and local culture during the pandemic

The recent years have witnessed an increase in the studies and use of flipped classroom for teaching a wide range of disciplines. This paper reports on a study that aimed to determine the effectiveness of flipped classroom for teaching translation, storytelling, and local culture during the COVID-19 pandemic. Three groups of junior high school students were involved in the research. The first group received a flipped classroom method in their learning of the three skills. Then, in order to compensate for the weaknesses when teaching the first group, the second group was taught using the same method. Meanwhile, a control group without any flipped session was also receiving online teaching in the three skills. A series of comparisons across the three groups revealed that the second group scored better in translation than the other two groups. In storytelling and knowledge of local culture, there were not any significant differences among the three groups. Lack of theory-based preparation in the students is discussed with regard to the findings. The respondents' opinions, however, indicated that they appreciated the flipped classroom and hoped for some improvements in the future.

69 - Reeja Riyaz

An appraisal of just-in-time teaching and peer instruction in a flipped English writing classroom on online mode

Flipped classroom as a blended learning approach, is more widely used at the higher education level to prepare students before the lesson. Diverse student body and supporting every student's individualized learning are a challenge and a tough task for any English language teacher in this digital learning period. This presentation portrays the advantages of a collaborative teaching and learning method while dealing with the heterogeneous English writing classroom (flipped English writing class using just-in-time teaching (JiTT) and peer instruction (PI) methods). In a flipped JiTT students access study material online and gather enough information way before the session. The study reveals that these approaches encourage independent learning by collaborative activities and by involving students before and in class through activities using technology as a tool. The study results and observers' feedback show that they were amazed to see students' enthusiasm, active participation, group work, rapport between teachers and students and the way students take ownership of their learning. The results further show that despite the teachers' attempts to differentiate the writing classroom, there is a lack of, and need for, strategies that are useful to support an individualized learning in a heterogeneous classroom in the online mode.

Friday 04 March 2022

05:00pm - 05:55pm | **Local Time**

Virtual Room 4

Panel 013D

Pedagogy and teaching approaches

28 - Amal Alerwi

Using sitcoms to improve the acquisition of speech acts by EFL students: focusing on request, refusal, apology, and compliment response

Raising EFL students' awareness on how to communicate appropriately using English is very important. Thus, the aim of this research was to investigate the effect of using sitcoms to improve EFL students' use of speech acts of request, refusal, apology, and compliment response. Sitcoms which mean situational comedy were used as the treatment in this research. Sitcom sessions were held for three weeks, one-hour session a week. In each session, the students were exposed to targeted speech acts through the use of English sitcoms (The Big Bang Theory, Friends, and Seinfeld). The participants were 18 Saudi female freshmen students. Their ages were between 19 and 25, majoring in Applied Linguistics at Yanbu University College. This research is quantitative since the data was collected using a written discourse completion test as a pre-/post-test and a close-ended questionnaire. Results showed that the participants' use of speech acts improved after the treatment. This suggests that using sitcoms might help in the acquisition of speech acts of request, refusal, apology, and compliment responses.

83 - Asma Nesba

Eclecticism and hybrid instruction between exigency and predilection

The present study aims at highlighting the efficiency of utilizing eclectic and hybrid approaches in teaching mainly foreign languages in a modern fast changing world engendering changing educational contexts. Applying a single teaching approach requires the presence of consistency in the teaching materials. However, divergence in a number of crucial elements closely related to the educational process such as the overcrowded classes, the heterogeneous classes, the dense programs, and the educational level discrepancy among students makes sticking only to one teaching model ineffective and unable to realize the teaching outcomes. To investigate what stimulates teachers to opt for eclecticism and hybridity, a qualitative study was conducted by implementing a structured interview with a number of English as a foreign language (EFL) teachers in three Algerian middle schools in the city of El-Oued Algeria. Results reveal that teachers' advocacy to adopt eclecticism and the hybrid modes of instruction aims at maintaining three main objectives: flexibility, adjustment and appropriateness. The eclectic approach and hybrid instruction also aim at rationalizing the use of material and human resources to suit the special circumstances that accompany the educational process. There has been a consent among teachers that eclecticism has to be guided and disciplined so as not to deviate from the broad teaching objectives set by the educational policies in the national curriculum. Results also confirmed that even the opponents of the synthesis strategy found themselves committed to utilizing a hybrid type of education.

113 - Mohamed Al Mohamady

Teaching Unplugged to reshape classroom practices

This presentation aims at familiarizing teachers with Teaching Unplugged and how to use it as an inspiring teaching approach to teach without textbooks. It highlights the active role of learners in the learning process. It provides learners with some control over the content and direction of the lesson which creates a stimulating learning environment. Thornbury thinks that learning is communicating and communicating means learning. In the same way dynamic teaching indicates that the best way to learn is to be actively involved in collaborative activities. Dogme supplies a good portion of communication which leads to successful learning. Working according to a traditional syllabus with certain related materials is sometimes a source of boredom and may reduce innovation. The idea of working according to something which is unexpected – emerged language – gives the teacher the opportunity to challenge himself and be more creative because it requires spontaneous and immediate planning. The presentation starts with a Dogme activity in which attendees will be involved as learners. It will be followed by a discussion to reflect on the task. After that, a short video of the presenter delivering a lesson using Dogme is displayed. Next, there will be an open discussion using some guiding questions considering the video. Some points will be covered such as the definition of Dogme; its main principles; pros and cons; and a suggestion to integrate it with the traditional methodologies.

Saturday 05 March 2022

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

Virtual Room 1
Panel 01B
Teaching language skills

94 - Huda Jamal
Scaffolding in teaching writing: Vygotsky's Zone of Proximal Development & the Socio-cultural Theory

The scaffolding approach is well known in English teaching and learning. This presentation highlights some prominent scaffolding practices such as 'front language', deconstruction, modeling and bilingualism with examples in teaching writing. An effective learning process should start from what learners already know of the topic and progress to where they are required to be. The gap between the two levels could be bridged successfully through a scaffolded process. Writing involves a prewriting phase of word and sentence structure identification. In writing a topic, stages of prewriting, drafting, and revising are necessary. Students need to brainstorm key and signal words, analyze a model and write through the assistance of the teacher. The presentation also reviews some recognized research associated with the scaffolding approach, namely Vygotsky's Zone of Proximal Development and the Socio-cultural Theory. Vygotsky's Zone of Proximal Development refers to the fact that sometimes learner's independent abilities are not consistent, and a learner requires outside processed help. The socio-cultural theory also supports the scaffolding approach by drawing the connection between learners and culture and their internal need for social guidance.

48 - Eman Mahmoud, Safeya Al Katheeri and Dr. Negmeldin Alsheikh
"The writing process was just thrown out the window": exploring third grade English teachers' views on writing instructional practices post Covid-19

This study aimed at exploring the views of third grade English language teachers on writing instructions and practices prior, during, and post COVID-19. It also shed light on the concurrent challenges teachers face and the possible ways those teachers try to mitigate the gap between online and face-to-face teaching of writing. This qualitative study used a case study design and employed a semi-structured interview to collect its data. The perceptions of five participants, who are grade three English language teachers, were explored from two schools in Al Ain, the UAE. The findings revealed that writing challenges increased significantly due to the pandemic, and many remedial steps were taken to bridge the gap between virtual teaching of writing and physical face-to-face writing practices upon students' physical return to schools. The study concluded that curriculum designers of English language need to adjust the curricula, address the current needs, and include remedial materials of writing to compensate for what students missed during virtual learning.

44 - Suhair Al-Alami and Anjum Azeez
Enhancing English writing skills via literature reading

Towards the end of the university stage, students studying in the United Arab Emirates and specializing in subjects other than English are expected, amongst other university requirements, to have acquired a repertoire of writing skills in English as a Foreign Language (EFL). Believing in the essential role literature can play in promoting writing skills on the part of EFL learners, the presenter designed a literature-based course for study purposes. Involving two groups, experimental and control, the research study was conducted for almost one academic year at the institution where the presenter works. The experimental group students were exposed to the proposed literature course whilst the control group students were exposed to a general English language course. To examine the impact of using literary versus general texts on students' performance in writing, the presenter conducted a pre-posttest involving the experimental and control groups. The pre-posttest aimed to measure subjects' communicative critical writing competence in the English language. Based on the statistical findings, the experimental group students' performance on the communicative critical writing competence pre-posttest was significantly better than that of their counterparts of the control group students. In the light of findings and conclusions, several recommendations have been made for EFL teaching practitioners to consider.

Saturday 05 March 2022

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

Virtual Room 2
Panel 06A
(English) as a medium of instruction

59 - Afaf Mishriki and Amani Demian
L1 in L2 Class: when, why, and how?

Many ESOL teachers were taught not to use L1 in their L2 classes because students should be given maximum exposure to L2. Although this idea sounds logical in theory, in real classroom situations, the use of L1 has sometimes been found helpful despite all the firm warnings against using it. Recently, however, the idea that using L1 in L2 classrooms (within certain limits and for certain purposes) has gained increasing acceptance as found in the literature, a finding which appealed to the researchers for a number of reasons. First, over their many years of teaching, they have actually found that the limited use of L1 in their classrooms has been very helpful in facilitating and accelerating the teaching-learning processes. Consequently, encountering recent research that supports their belief alleviated the feeling of guilt associated with their occasional use of L1 in their classes. Second, they wanted to make use of the findings of the literature in their teaching context, where using only L2 in the classroom has always been a sacred practice that nobody (both teachers and students) should violate. Therefore, a survey was administered to elicit the responses of both teachers and students towards the use of L1 in L2 classes, hoping to clarify the prevailing misconceptions and to offer recommendations for the best use of L1 in L2 classes to their colleagues, with regard to the optimum amount and purpose.

46 - Burcu Tezcan Unal
English Medium Instruction and quality in higher education

Globally, English-Medium Instruction (EMI) is a growing market-driven phenomenon in higher education, along with maintaining quality standards, assuring and enhancing quality. Both concepts cause a variety of challenges for practitioners in an era when participation in higher education is widening and budgets are shrinking. However, rather than dwelling on the familiar challenges, this session will offer a synthesis of research-based best practices from various international contexts to improve the quality of education in contexts where English is used to teach content. Time will be allocated for the audience to evaluate the options considering their own contexts and offer their comments, insights, and opinions.

124 – Wafa Zoghbor
Translingual practices in EMI UAE higher education context

This presentation is based on a qualitative study that explores two dimensions: a) the strategies followed by Math and Science faculty in UAE higher education using learners' first language in teaching course contents in a context where English is the medium of instruction; and b) learners' perceptions about these practices. Data were collected from semi-structured interviews with five instructors of Math and Science general education courses and ten female students. Based on content and thematic analysis of the qualitative data, the study found that despite the recognition of the significant role of learners' L1 in understanding subject content, faculty resist activating the role of L1 in their classes for reasons linked with faculty learning experiences that they went through and the role of their L1 in their education; demography of higher education in the UAE; the deeply-rooted position of English in higher education system that makes it (currently) irreplaceable; and the position of English worldwide as the language of science, research and most written publications. The presentation draws conclusions from data describing the (conflicting) relationship between the two languages within higher education in influence of the positions of these two languages in the country policy; the strategies that are used by faculty to integrate L1 in teaching Math and Science courses, and the occasions where they believe that L1 should be avoided (rather than activated) in teaching.

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

Virtual Room 3

Panel 020

Diversity in ELT contexts: policy and implications

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66 - Sanchita Kamath.

Science fiction prototyping in English as a design thinking tool to inspire the future

Science Fiction (Sci-Fi) stemming from imagination and mythology, is a futuristic concept aptly known as the "literature of ideas", exploring potential consequences of scientific, social, and technological innovations. Sci-Fi has some of its roots in ancient mythology, fantasy, and superhero fiction. Being globally influential, it helps route Design Thinking through Science Fiction Prototyping (SFP), using Sci-Fi to enthuse futuristic technologies and the infrastructures enabled by them. Ideas are cognitive and do not originate only in English, so translating them into English helps bring the ideas to International Platforms for implementation on a global scale. This research paper gathers relevant information and methodologically relates it together, aiming to forage through literature and find evidence of advanced technologies having existed in the past; and pinpoint that we aren't able to interpret ancient scripts, and how English as a language can expedite technological record-keeping and encourage Design Thinking, effectively deploying SFP, to promote Governance for applications which could lead to Smart Cities of the Future, by ensuring that no idea is lost. Design Thinking in English for SFP's interpretation indicates that combined with Applied Natural Language Processing (NLP) Methodology to preserve dying language(s), it results in Inclusive Educational and/or Operational tools. SFP in English, permeates inclusivity by penetrating the masses, working effectively as a Human Computer Interaction (HCI) tool to encourage every interested candidate to help ameliorate current design thinking methods lodging them in technology made immortal via English (a widely understood language), helps make SFP more culturally sound, inclusive and diverse.

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120 - Semin Kazazoğlu & Esra Solak

Intercultural competence through the eyes of pre-service EFL teachers

Teaching and learning English is not only about learning the language but also learning about the culture. English language teaching aims to equip the learners with intercultural competence in addition to communicative competence. With globalizing world and technological enhancements, intercultural competence becomes crucial in order to communicate effectively with people from different cultures. Accordingly, English language teachers need to have an understanding of intercultural education, and have a sufficient level of intercultural competence before passing on these abilities to their students. Given that the pre-service EFL teachers have limited contact with the foreign culture outside classroom context, the curricula of teacher training programs gain utmost importance in developing intercultural competence of prospective teachers. This descriptive study aims to explore pre-service EFL teachers' opinions about intercultural competence and their attitudes toward intercultural education, with the help of a questionnaire adapted from Sercu at. al. (2005). The study also targets identifying the contributing factors to pre-service teachers' intercultural competence, while offering insights into the teacher training programs' curricula on intercultural competence.

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12 - Ghadah Al Murshidi

National policy and global imperatives in the UAE higher education landscape

National priorities and global imperatives have become an interesting topic to shed some light in United Arab Emirates because of the changing trends. At the national level, policies like Emiratization and the National Strategy for Higher Education 2030 provides unique vision and direction for higher education. Global integration is required which is made eminent by the numerous European and American universities, as well as the satellite campuses of these institutions, which are operating in the United Arab Emirates. It has been observed that among the thirty-two concepts of United Arab Emirates including globalization, internationalization, global excellence, labor mobility, cross-border, and transnational education, the two drivers namely the Emiratization agenda, and the national critical policy imperatives have become the trachea of the higher education construction. Therefore, this study seeks to explore macro national policy and global imperatives working within the context of the United Arab Emirates. This study examines the current framework of objectives (economical, political and sociocultural), highlighting patterns and trends, and the overall anatomy discussing the necessity of national policy and global imperatives of the higher education system in the United Arab Emirates. The design and methodological approaches are largely based on the analysis of secondary data. The findings reveal the importance of four key drivers essential in achieving the

Emiratization agenda as a pillar of success in the fourth industrial revolution context along with the lines of the national strategy. To accomplish this, four key drivers are used such as quality, efficiency, innovation and harmonization. Quality, being the prime focus to achieve graduate excellence, efficiency needed for all faculties involved in higher education, third as innovation to develop new opportunities and last harmonization, which is a critical driving force in the international domain. The results of the quantitative analysis show significant growth in the achievement of the quality in graduates and the outcomes are demonstrated using visualization tools. The paper concludes with the future propositions along with study significance towards national policy and global imperatives in the United Arab Emirates higher education landscape.

Saturday 05 March 2022

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

Virtual Room 4
013C
Pedagogy and teaching approaches

30 - Ahmad Muhammad and Muhammed Vefa
Obstacles of applying communicative language teaching in EFL classes in the liberated areas of Syria

Through the development in the techniques of foreign language teaching, more emphasis was given to communicative-focused approaches and a lot of education systems started applying these approaches around the world. The fundamental goal of CLT is to assist English Foreign Learners (EFL) in communicating with people who speak English and to improve their communication abilities. In regard to the Syrian institutions in the liberated areas, speech, and communication practice are minimal. However, there are several obstacles that may prevent the successful application of the communicative approach in Syria, especially after the outbreak of the war. The proposed research is designed to address the difficulties that affect the smooth implementation of CTL in Syrian EFL classrooms in liberated areas. To collect data, teachers and English head departments were interviewed aiming to uncover the reasons that stand behind any potential obstacles to implementing CLT. Thereby, quantitative and qualitative research methods were employed to deepen the understanding of the nature of obstacles. The collected data were analyzed by using the Pivot Table of Excel. The study showed the lack of students' language proficiency, the absence of teachers' development that sustains the teaching practices related to the CLT, and the nature of the educational system that may hinder adopting this approach.

39 - Meriem Achoura
Teaching critical thinking in the Algerian secondary school EFL class

Throughout the years, there has been a rich literature on teaching critical thinking (CT). It has covered almost every angle of classroom teaching, starting from formulating teaching objectives, formulating teaching instructions to suggesting techniques and strategies to teach its skills. Despite that, dealing with CT in the English as a foreign language (EFL) class has always been sought but unreached due to a number of reasons, one of them being classroom instruction. The present study was designed to analyze whether Algerian secondary school EFL teachers' classroom instruction targets enhancing learners' CT or not. A classroom observation of 11 teachers was conducted over 61 sessions using an observational grid. The results demonstrated that CT was not systematically dealt with in the Algerian EFL class while the main focus was on developing the linguistic skills. During the conference, data will be presented, discussed and analyzed both qualitatively and quantitatively. Examples about the activities and the instructional statements applied in class will be given along with the frequency of occurrence of CT aspects included in the grid.

31 - Hassan El Garras
Tips on teaching formulaic language in EFL classes

Vocabulary knowledge is essential for undertaking a successful journey of language learning. A key component of vocabulary knowledge is what has been referred to as formulaic language. A number of experts, including Michael Lewis, Paul Nation, Norbert Schmitt, and Pellicer-Sanchez, have reported that language sequences are worth more attention in language classes and stress the role they play in language proficiency. Language sequences such as phrasal verbs, collocations, lexical bundles, and so on are very common in both the spoken and written English discourse. In turn, EFL learners face great difficulty recognizing these sequences while listening or reading, as well as when they engage in writing or speaking tasks. In this presentation, I will share a number of effective classroom practices to help learners recognize, comprehend, and acquire language sequences.

Saturday 5 March 2022

03:00pm - 03:55pm | Local Time

Virtual Room 1

Panel 02B

Teaching language sub-skills

72 - Sufia Sultana, Shafia Shahin and Richa Rastogi
Integration of cultural awareness in teaching vocabulary to EFL learners

The art of communication in a language requires that the learners are competent in the four macro skills of learning language. Recent research has shown that grammar, pronunciation, and vocabulary — categorized as micro skills also play a pivotal role in shaping communication. Though the learners are often aware of the consistent need to use appropriate vocabulary in different contexts, the teaching strategies adopted by educators basically focus on knowledge or identification of correct vocabulary. In contrast to the present teaching environment, there has been a growing tendency of linking the awareness of culture of native speakers of the target language with the application of appropriate vocabulary as a learning outcome. The purpose of this presentation is to explore the possibility of creating a wholesome vocabulary learning course for the EFL learners based on Paul Nation's four-strand approach to language courses. The presentation suggests tasks to improve vocabulary acquisition. At the outset, we need to remember that while in vocabulary building, the role of the teacher in the classroom is reduced to a facilitator (at any of the three— primary, secondary, or tertiary levels), on the other hand, his/her role in planning the course is amplified.

4 - Sharif Alghazo
Pronunciation learning strategies used by EFL university students: a classroom-based investigation

Research on good language learners has demonstrated that the use of language learning strategies is effective in developing students' second language (L2) competence and autonomy. Amongst the great number of studies conducted into language learning strategies in general, very few have looked into the area of L2 pronunciation, and even fewer in a Middle Eastern EFL context. This study aims to explore the language learning strategies that Jordanian English as a foreign language (EFL) university students use in their quest to develop L2 pronunciation. The study utilized three methods of data collection: classroom observations, a questionnaire, and semi-structured interviews. The participants were 87 English major university students. Oxford's (1990) framework was used to analyze the data and to classify pronunciation learning strategies (PLSs). The analysis revealed that cognitive strategies were the most commonly used by students inside and beyond the classroom, followed by social strategies and metacognitive strategies, respectively. Outside the classroom, students sought practice through the media and technology, but such learning was confined to exposure only, that is, to receptive L2 listening/viewing, with productive skills being largely overlooked. Implications for teachers include raising awareness of the benefits of using learning strategies, developing activities that enhance students' communicative use of L2, and, most importantly, incorporating strategy instruction into their teaching plans.

84 - Michael Bowles
Digital vocabulary learning: measuring vocabulary gains and capacity for self-regulation on an English pre-sessional program

The ability to recall core meaning from the orthographic forms of the first 3,000 most frequent word families in English is seen as a vital pre-requisite for enabling academic reading and contributing to academic success in higher education, especially where English is used as the medium of instruction on undergraduate courses, but it is not the first language of most students. While some English pre-sessional and foundation programs include frequency-based word lists for their students to learn, learning gains at the end of the semester have rarely been measured across the whole program, and where they have been measured, the results have proven to be disappointing. In addition, while self-regulation is seen as an important variable in independent, out-of-class vocabulary learning through technology, it too has rarely been measured, particularly in the Middle East region. In this presentation, I describe a naturalistic, case study in which an off-the-shelf, digital vocabulary learning tool was used with Emirati students in a pre-sessional academic English program. I also present the results of changes in both their receptive vocabulary knowledge and their capacity for self-regulation after a 10-week learning period.

Saturday 5 March 2022

03:00pm - 03:55pm | **Local Time**

Virtual Room 2
Panel 03C
Translanguaging and code-switching

5 - Renold Tarriela, Alea Trisha Fernandez, Ruth Hanna Mae De Leon, Dat Le, Runjet Garcia and Aira Junel Delos Reyes
Perception of ESL and EFL Students towards code-switching in online classrooms

The COVID-19 pandemic resulted in paradigm shifts and changes in the educational landscape especially in the field of English Language Teaching, thus requiring teachers to tailor instruction and even relax language prescription to aid students in the new normal. Code-switching, a linguistic phenomenon normally practiced by ESL and EFL students, penetrates online classrooms beyond doubt. The purpose of this study is to examine the ESL and EFL students' perception towards code-switching in online classrooms. Using a qualitative method, data were collected through a focus group discussion with 2 sets of participants: 9 Filipino ESL students and 7 Vietnamese EFL students. Moreover, this study used the sequential analysis by Creswell (2018). Analysis of the responses demonstrated that students find code-switching beneficial because they can freely express themselves and likewise participate in the discussion without restrictions. It also eases the learning anxiety they feel brought by the new mode of learning. Overall, the students viewed code-switching positively because it helps them especially the low-proficient learners to meet the linguistic competencies prescribed in the curriculum. They call ESL and EFL teachers to use this linguistic resource as an accommodation strategy for more effective English language learning and teaching in the new normal.

33 - Serdar Tekin
Translanguaging in EMI classrooms: how to feel about it?

Translanguaging has been on the rise recently following the questioning of monolingual language teaching. The debates whether to use translingual practices or only intended language (L2) have also triggered many studies focusing on various aspects including students' and teachers' beliefs and attitudes, what language is used and how much, and the reasons and the functions of the language used in the class (Tekin & Garton, 2020). This study analyzes my own language use in two different ELT teacher education modules at an EMI university in Turkey self-reflecting and revealing the psychological stages I went through in this process. It mainly aims to demonstrate the effects of translingual practices on the immediate psychology through emic perspective. Audio recordings were taken during the lessons, and comments about the language use in those lessons were recorded by reflecting after each lesson. The results reveal that use of translanguaging was at a very low level without any negative thoughts or regrets when I deemed it necessary. Interestingly, it contrasts with the studies revealing that teachers regret the use of translanguaging in various contexts (Copland & Neokleous, 2011). A number of implications are drawn based on the results for teachers to have a better well-being regarding language use in teaching English.

112 - Sarah Hopkyns
Embracing translingual practice: toward culturally responsive and context-specific English-medium instruction

English-medium instruction (EMI) not only dominates education in the United Arab Emirates (UAE), but it is also on the rise globally (Macaro, 2018). EMI is about more than language and pedagogy. It is also a geopolitical and ideological phenomenon which affects whole university ecosystems (Fenton-Smith et al., 2017). This presentation explores the under-researched area of EMI in UAE higher education. Findings from a multiple case study are presented, in which 100 Emirati university students and seven faculty members voice perspectives on EMI experiences, language ideologies and translingual practice through open-response questionnaires. Data were analyzed thematically through the lens of 'critical sociocultural inquiry' (Pennycook, 2021). Findings revealed that neoliberal monolingual ideologies resulted in EMI being associated with academic success, employment opportunities, elitism, and worldliness. However, vulnerabilities and hardships experienced in EMI classrooms often impacted confidence levels and learning outcomes causing a sense of disillusionment where lived experiences fell short of 'idealized English-speaking selves' (Dörnyei, 2009). Although translingual practice is recognized as commonplace, the study revealed mixed attitudes toward using full linguistic repertoires in EMI contexts. While using Arabic in EMI settings was seen as helpful for understanding content, a sense of transgression was often present. The presentation concludes with recommendations on how EMI policies can be adapted to better suit students' linguistic and cultural identities.

Saturday 05 March 2022

04:00pm - 04:55pm | **Local Time**

Virtual Room 3
Panel 015
transfer and interference in L2 learning

24 - Eliane Nowinski da Rosa
English pronunciation teaching under a cognitive and socio-political-culturally guided perspective

This research aimed to provide theoretical-methodological support for a group of seven Brazilian English teachers who requested guidance to deal with pronunciation pedagogy in their classroom. To do so, we decided to develop a pronunciation teaching approach based on the assumptions of the perspective of English teaching as an international language which assumes that English belongs to all its users, and on the premises of Cognitive Phonology, which posits that language is a product of cognition and sociocultural interaction. In order to present such a proposal and motivate collaborative dialogue on the topic, this study offered an online teacher training workshop. Results have suggested that participants: i) believed pronunciation teaching corresponded to Phonetics and Phonology teaching; ii) were instructed only to perceive and produce the English sounds accurately along their undergraduate course; iii) wished they were qualified to teach pronunciation because this knowledge would let them feel safer and more confident to deal pronunciation in class; iv) appreciated the pronunciation guidance proposal. The purpose of this research was to empower those teachers to teach English sounds and prosody considering their different accents and learners' linguistic and socio-political-cultural interests.

52 - Wedad Alammari and Rawabi Alharbi
Cross-cultural (New Zealand – Saudi Arabia) comparison of collaborative writing

Writing is often taught on an individual basis as it is the traditional view that it is an individual activity. Students rarely engage in extensive dialogue with their peers when writing, but the real-life or workplace writing is conducted in a collaborative manner. "Collaboration can be defined as individuals communicating, […] to plan, draft, and revise a document" (Bremner 2010, p. 121). It is useful to identify student perceptions related to collaborative writing in Saudi Arabia. Driven by this factor, this paper compares collaborative writing as practiced at a New Zealand tertiary institution (Pathways College, Hamilton) with its counterparts in Saudi Arabia. Quantitative and qualitative data will be collected using a survey and a discourse completion task. This presentation will seek to ascertain whether the collaborative writing is compatible with the Saudi teaching and learning culture. All three aspects of collaborative writing will be studied, namely: 1. Interaction between participants during the writing process – brainstorming, drafting, reviewing. 2. Shared power among participants. 3. The collaborative production of one single and specific text (Storch 2013). Results will be discussed, and recommendations will be made to enhance learning environments in Saudi Arabia compatible with the principles of collaborative learning. We believe that this is a key to success in the work-integrated learning process, which can produce work-ready individuals equipped with the right skills for the 21st century.

13 - Ghadah Al Murshidi
The impact of social media on English speaking and writing skills of learners: a study conducted among the students and teachers of UAE universities

Based on the immense importance of learning EFL and the phenomena that teachers face to motivate the students towards learning EFL, this presentation aims to explore the importance of using social media on EFL learners' writing and speaking skills. The purpose of this work is to investigate how social media helps students in improving their writing and speaking skills along with the influence of social media on EFL beginners' abilities to learn. The data were collected from EFL university teachers (45) and EFL university students (124) in the United Arab Emirates. Findings from this work demonstrated that the use of social media significantly influences EFL students' speaking and writing skills based on presuming that students respond positively in language classrooms when exposed to modern technology. Therefore, teachers must focus on enriching their teaching process by appropriately using social media for promoting a global understanding among the EFL learners for effectively interacting and communicating in English Language.

Saturday 05 March 2022
04:00pm - 04:55pm | **Local Time**

Virtual Room 4
Panel 05B
Technology and online learning

26 - Ajwaad Aljohani, KSA
Cognitive semantics and prototype instruction: teachers' perspectives of teaching prototype in EFL classrooms

Prototype instruction in EFL classrooms is defined as providing a common example or a concept of one category (Aizenstein et al., 2000) which allows students to grasp the meaning of the words depending on their perceptual representation in their cognition. The semantic cognition of the meaning of the words is represented between what learners conceptualize and what description represents the words (as cited in Robinson, 2001). To be specific, In EFL classrooms, it is better to consider the teachers' point of view of establishing the cognition ability of their students in terms of conceptualizing prototypes within the second language environment, since cognitive semantics believes that the culture is important to understand the meaning of words. However, little research has been done to explore teachers' perceptions of prototype instruction. Therefore, the current study aims to explore Saudi EFL teachers' perspectives on prototype instruction by focusing on how these teachers expose their students' cognition of prototype and if they pay attention to cultural aspects in terms of the conceptual category of the prototype. To achieve the research aim, the research used a quantitative method. Teachers (n=30) participated in the online survey. The findings showed that teachers had positive perspectives in terms of prototype instruction, although they revealed no interest in exposing their students to the second language environment where they could recognize the word meaning that count as prototypes.

109 - Yosra Sellami-Sellami
The roles of instructors and educators in an online environment

During the 20th century, the teaching practices paradigm shifted from a traditional teaching method, known as the Audio-lingual Method (ALM) to a recent teaching approach, the Communicative Language Teaching (CLT). Such a change leads to a move from didactic instruction to interactive construction aiming at creating an educational environment that excludes passive learners and promotes active learning. Put differently, the teaching-learning process moved from a teacher-centered approach to a learner-centered approach. The latter approach is the major premise upon which the online distance learning environment is based, which emerged excessively in the 21st century due to sophisticated technology devices that serve as the perfect means for online teaching and learning. In 2020, COVID-19 pandemic and the easy access to the internet worldwide pave the way for online teaching and learning to take place. Consequently, the roles of learners and instructors have shifted drastically. Instead of having teachers as the only source of knowledge and students as passive recipients of knowledge; teachers and learners work interactively in an online atmosphere so as to achieve a successful course. Success in an online framework depends primarily on teachers' ability to enhance students' motivation and keep them highly engaged during the teaching-learning process because some learners may prefer the traditional setting of education to the online engagement. Consequently, this presentation sheds light on four phases of engagement ranging from the 1st to the 16th week along with the different roles for both instructors and educators, reporting the limitations of online education.

87 - Nagakala Gopalkrishna
Productive teaching in the aeon of technology

There is an urgent need to revamp the teaching-learning journey (techniques, strategies, and approaches). In the present scenario, virtual teaching is engulfing the world. The area which has been affected is the field of education/ research and the crisis of the pandemic has made the youngsters uneasy about their future seriously. Since people are not moving around, it is inevitable to learn a language and that should be English since it is the most widely used throughout the world. Digital presence through virtual classrooms (Blackboard Collaborate ultra, Microsoft team, Zoom) and the social network has dominated our daily lives. This presentation falls under the theme of "Digital and online teaching and language learning. Educators have explored various forms of information and communication technology through the expansion of augmented reality which meets the latest technological development in various gadgets. This presentation will discuss online education for English language teaching: methods, approaches, and techniques that have been used practically in recent times in the entire world with specific reference to the trends prevalent during the previous decades

Saturday 05 March 2022

05:00pm - 05:55pm | Local Time

Virtual Room 1
Panel 04B
Assessment & Feedback

96 - Neo Abell Obligar and Ma. Rosa Caraballe
Reading comprehension of indigenous students amidst the new normal

This study aimed to distinguish the comprehension level of indigenous students in silent and oral reading and their experiences in reading amidst the new normal. The Grade 7 indigenous students who are officially enrolled for AY 2021-2022 in one of the tribal communities in the northern part of Negros Occidental were the chosen respondents and/or participants of this study. This study utilized a mixed-method design in which the descriptive-quantitative design entailed the collection of data by administering the Philippine Informal Reading Inventory (PHIL-IRI). After which, participants were interviewed which gathered the qualitative data. The findings of the PHIL IRI in students' comprehension revealed that all indigenous students got a frustration reading profile result in both silent and oral reading. To support the claim on the "frustration" result of IP students, their responses during the in-depth interview pointed out their difficulty in understanding their modules because it is written in English. Furthermore, the study confirmed that the low level of reading comprehension in oral and silent reading is a result of various experiences they encountered in reading amidst the implementation of the modular learning modality. These experiences were organized according to the following themes: (1) Challenges in reading: IP students' eye view; (2) A new normal paradigm shift: IP students' coping with predicament in reading; And (3) The silver linings of reading in the new normal.

68 - Jason Thompson
Using CEFR descriptors to create bands for grading writing assessments

The CEFR was primarily designed for teaching and learning, but it is also used for assessment. The CEFR descriptors can therefore help to provide links between curriculum, teaching and assessment. This session will focus on one of these links, primarily the use of the scales on written production and linguistic competence to measure the performance of students in writing assessments. The session is based on a project that was undertaken in 2021 to create new writing bands (rubrics) based on the CEFR. It will look at how CEFR scales and descriptors were used to make bands for grading writing that would not only align with the curriculum, but also give an accurate and reliable grade for students' writing scripts. The session is aimed at participants who are interested in the uses of the CEFR and measuring the writing performance of students or test takers. The session will start with a brief overview of the CEFR using the latest CEFR Companion Volume. It will then describe the steps that were undertaken to create new writing bands using some of the CEFR scales and descriptors. It will conclude with practical advice and recommendations about what to do (and what not to do) when using and adapting CEFR scales and descriptors to create rubrics for assessments.

40 - Banani Roy Chowdhury
Artificial Intelligence to replace teachers to grade students' academic essays

Artificial Intelligence (AI) is based on Machine Learning that teaches computers to analyze human thought processes. It works by exploring data and identifying patterns and requires minimal manual intervention. AI is one of the currently emerging technologies that have been increasingly propagated as having strategic value for education and has been adopted extensively by educational institutions in different forms. This presentation will show how exploring Natural Language Processing Technologies, the core of Artificial Intelligence, led to investigating AI's use in regular classroom teaching. Writing essays is one of the most essential productive skills for students but giving feedback on students' work is just as important. The presenter will share how Artificial Intelligence could be an effective tool to reduce the burden of corrections for teachers and offer a productive learning experience for students. The session will highlight various websites that take care of almost all the elements of critiquing writing tasks to give an overall grade. It will focus on how AI can be used to auto-grade most of the components of writing tasks and help students improve their academic essays. The presentation will explain how an educator can also move one step ahead in understanding the value of Artificial Intelligence in Education and learn to save time.

Saturday 05 March 2022

05:00pm - 05:55pm | **Local Time**

Virtual Room 2
Panel 012
Cultural & Intercultural Awareness in ELT

35 - Abdelfattah Abidi

The speech act of request: A cross-cultural comparative study of American native speakers of English and Moroccan EFL university students

The purpose of the current study is to investigate the use of request strategies, request sub-strategies, and request orientations by Moroccan EFL learners (MEFLLs) and American native speakers of English (ANSE). To achieve this objective, the researcher adopted a mixed approach by collecting data through a semi-structured interview and a discourse completion test. The latter, which was the main research instrument, is composed of ten situations that were adopted from Blum-Kulka et al.'s (1989) Cross Cultural Speech Act Realization Patterns project and modified by Khamam (2012). Thirty MEFLLs and thirty ANSE responded to the discourse completion test, while four MEFLLs and three ANSE were interviewed. Furthermore, to analyze both said and unsaid requests, this study relied on Blum-Kulka et al.'s (1989) coding scheme and Marti's (2006) model. The results showed that MEFLLs differed from ANSE in several ways. First, MEFLLs were more direct than ANSE, as they used direct request strategies and hearer-oriented requests more than ANSE.

32 - Jay Mark Santos and John Allen Pablo

Analysis of students' written discourse on the cultural implications of the Netflix's "Squid Game": a three dimensional discourse study

The main objective of this study is to analyze the discourse written by the students about the cultural and language pedagogical implications of Netflix's Squid Game using a Three-Dimensional Discourse Study. In the scope of critical and cultural analysis of "Squid Game", the three-dimensional discourse proposed by Fairclough (1992) is utilized in this study. The three-dimensional discourse is a method that involves three levels of analysis: (1) textual analysis, which is the description of texts; (2) the practical analysis of discourse or discourse practice (meso level), interpretation of the relationship between the discourse and text; and (3) the sociocultural practice (sociocultural practice), the explanation of the relationship between the discourse process and the social process. This study uses a qualitative research type that employs Content Analysis design which is the combination as the sociological-empirical approach and critical discourse analysis as the critical approach. The respondents of the study were 6 Bachelor of Secondary Education majoring in English students enrolled in a University in Bulacan, Philippines during the First Semester of the School Year 2021-2022. The findings of the study have shown the following: the textual metafunction shows that the students did not use any ellipsis as cohesion. Although, all the other cohesive devices are present in the excerpts, the discourse practice analysis reveals that the students - as writers - are becoming more sociologically/politically responsible, endeavoring for a more complex cognitive process, while adhering to a more modern sense of literary aesthetics and trends, and the socio-cultural analysis represents the social theme of Squid Game such as social class, cultural representation, and signifying practices, and Korean drama as popular literature. The issue and need for additional insights on how this series can be critically and culturally analyzed is an important consideration in language and literature teaching. Additionally, a number of language pedagogical implications were drawn based on the findings of the study.

21 - Sid Ali Selama

Intercultural awareness in EFL settings: a means to enhance critical thinking and autonomous learning

This presentation aims to highlight a paradigm for promoting autonomous learning and critical thinking via the medium of inter/cultural awareness. It addresses the issue of critical thinking and autonomous learning in EFL settings from the perspectives of both research and praxis. Unlike the educators who see culture solely as a means for enhancing understanding between peoples of different cultures, we think that the issue of culture in EFL is also a fertile ground for promoting critical thinking and autonomous learning. We have used Critical Discourse Analysis as an analytical concept to discuss some theories in the field of cultural studies. The aim of the discussion is to propose a paradigm for language teaching/learning and to suggest some sample processes for classroom practice. These processes are proposed not only to raise learners' awareness of cultural diversity (and thus to promote cultural understanding), but to enhance their critical thinking and autonomous learning as well.

Saturday 05 March 2022

05:00pm - 05:55pm | **Local Time**

Virtual Room 3

Panel 07A

Professional development in ELT

101 - Abdulaziz Zanguty
The necessity of adding coaching teacher in Saudi Arabia

The teaching system and curriculum design are being centralized by the Ministry of Education in Saudi Arabia (SA). Teachers are not authorized to make their own curricula based on their students' needs and lifestyles in each region. I believe teaching in SA needs to be reformed. Adding coaching teachers may help teachers to solve many teaching issues in Saudi schools such as centered instructional system in the Ministry of Education and teachers' busy schedules. Coaching teachers (CT) facilitate a supportive relationship between two teachers who work together to set professional goals to ensure a successful academic achievement performance for the teacher and the student (Robertson, 2008). Wise and Jacobo (2010) argued that peer coaching is not just helping teachers specifically in one part of their teaching methods, but to transfer new instructional strategies of cognitive thinking, to become self-empowered and creative, and to have the approval to learn and change positively. This "new" role of coaching teachers has traditionally been filled by the supervisor, but the latter's responsibilities have been more about evaluating teachers than giving new instructional methods (Blaney, 1983); (Brittingham, 2018). In this presentation, I will give a general overview of what a classroom environment in SA looks like and demonstrate with examples how the implementation of a coach teacher is vitally important to facilitate the learning process in all dimensions demonstrating how "coaching teachers" in Saudi schools is being considered for implementation.

55 - Aejaz Mohammed Sheikh and Sajad Ahmad Teli
Online professional development programs for English language teachers during the COVID-19 pandemic in Kashmir Valley: a study of the perceptions of the trainees

All of us know that people were asked to work from home to stop the spread of the deadly Corona Virus. The lockdown following the spread of pandemic affected almost all the sectors of life and education sector was no exception to it. One of the important domains in the educational sector is the professional development of teachers. During the lockdown period it was a challenge for the professional development institutes of India in general, and the Institutes of Kashmir valley, in particular, to continue the training programs in the physical mode. Given the lockdown, the training programs were organized in virtual mode through various online platforms. In this backdrop the present study aims to study the perceptions of the teacher trainees of English language regarding the virtual training programs and the challenges faced by them during these programs.

119 - Semin Kazazoğlu & Belkıs Benlioğlu.
Reflecting on the Technological Pedagogical Content Knowledge: how do pre-service EFL teachers put it into practice?

The reality of the 21st century necessitates technological capability for all professions, including EFL teachers, by integrating technology and digital literacy into their instructional goals. On the basis of Mishra and Koehler's (2006) technological pedagogical content knowledge framework (TPACK), this study aims to investigate the role of the technological pedagogical content knowledge (TPACK) levels and the application of that knowledge during the practicum experience. To this end, pre-service English teachers' TPACK levels were analyzed through a TPACK-EFL survey developed by Baser et al. (2015), which includes content-specific items to meet the goal of the enlightening content section of the concept. Additionally, the lesson plans designed by the pre-service teachers were analyzed in concern to the TPACK framework, and the lesson plans were used as a stimulus for further interview. The interviews containing pre-service teachers' reflections on their lesson plans and experiences of the classroom practices were coded through content analysis. The results indicated that pre-service English teachers show high TPACK levels, and the subcomponents of the TPACK concept were compatible with the overall TPACK level. However, pre-service teachers applied the knowledge into practice ineffectively, which indicates the gap between the intention and the target behavior.

Saturday 05 March 2022

05:00pm - 05:55pm | **Local Time**

Virtual Room 4

Panel 05D

Remote Learning & Technology

70 - Syed Adil

The search for communication in the age of information communication technology: a study into issues, challenges, and resolutions

This is an age of communication. This is an age of silence. This is an age attachment. This is an age of detachment. This is an age of Chaos. This is an age of clarity. In the present-day digital world, the network is presumed as the net worth. The humans boast of having thousands of followers, friends, and supporters but they communicate more with hands than words. The cybernetic archetypal youth is the truth of modern culture. Over the last decade, the mode and method of communication of the present-day generation have changed dramatically. Mediums like electronic mails, social webs, and SMSing make it possible for anyone to continue for months without authentic human interaction and still stay entirely linked to the outside world. Even with this much bond to society, communication is on decay and decline. "Although we live in an age of information technology, we often find ourselves in failure to communicate situations." The students are not able to exhibit the required standard of communication. They are not charged with communication skills even after completing certain courses along with their main course of studies. "Tell me something about yourself" in an interview is still a thorny question to many of them. The present study is an attempt to investigate the degenerating and declining standards of communication in spite of the whole technology at the communicator's command. The findings indicate the adverse effects of social media which are bloating the language. Reading, the parent skill, is almost dead.

116 - Olga Samsonova

Use of I-Ready in tiered instructions for English language learners

This study anticipates investigating the effect of using tiered instructions with the I-Ready online program on the English language learners' (ELL) progress. A longitudinal study approach was employed, and diagnostic test scores made at the beginning, middle, and end of the school year were analyzed. A test data of 45 third-grade students were collected. The study results indicated the use of tiered instructions when Tier 1 students who needed additional support with standards mastery were pulled into small groups, Tier 2 students received multi-tiered system of supports (MTSS) block, and Tier 3 students attended the learning lab improved students' performance. The better results were obtained in phonics, high-frequency words, and vocabulary domains. This research study expands value in ELL teaching and learning because it can be used for further investigations in the use of the tiered approach in supporting ELL students.

58 - Shahala Nassim

Critical Reflection through web posters and videos

A study was conducted on English foundation students at Modern College of Business and Science to analyze their understanding of the newly learned concept. Through the limited options of online education, teachers find it difficult to assess their students' understanding and knowledge level. Creating a website for the class and making students create posters and videos about the topics enable students to practice the learned vocabulary and structure properly. Students create posters and videos with fun and enjoyment and thus leading to active engagement in online classes. This method also enables students to acquire language skills especially writing and speaking together with other study skills like information gathering, paraphrasing, note-taking and presentation. Students get acquainted with technology to create web posters and videos and get their work published online. This enhances linguistic accuracy through digital learning which is highly required during the online teaching period. The study resulted in changing the conventional teaching strategies to digital teaching and learning styles for adapting to the present scenario.

الملخصات – مسار اللغة العربية

1. مجدي بن صوف (الإمارات)
مقاربات حديثة في تعليميّة الدرس النحوي: المنهاج التونسي نموذجا

وفيه نعالج توظيف اللسانيات الحديثة في الدرس النحوي التراثي وصياغتها في المناهج التعليمية في مراحله المختلفة الابتدائية فالإعدادية والجامعية.
ودور الشّكْلَنة في صياغة هذه المناهج وأثرها في قدرة المتعلم على تَمَثّل النظام النحوي وما لذلك من أثر في الانتقال من مستوى الجهاز إلى الاستعمال.

2. فوزية كريبط (الجزائر)
الألعاب اللغوية ودورها في تنمية الحصيلة الإفرادية لمتعلمي المرحلة الابتدائية

تعد الألعاب اللغوية من بين الاستراتيجيات التعليمية الفاعلة التي توظف في اكتساب المهارات اللغوية (كلعبة الكلمات المتقاطعة، لعبة الكلمات المترادفة، لعبة الكلمات المتضادة..) إذ تعطي هذه الألعاب الفرصة للمتعلم للتفاعل مع زملائه في مواقف تعلمية يسودها جو من الإثارة والتشويق والمنافسة.
فلقد أشارت العديد من الدراسات إلى النتائج الإيجابية التي حققتها تطبيقات الألعاب اللغوية في برامج تعليم اللغات الحديثة، ومن بينها برامج تعليم اللغة العربية، وهذا ما يؤثر بالإيجاب على التحصيل المعرفي واللغوي لدى المتعلمين.
لذا سنحاول من خلال هذا البحث الإجابة عن الإشكالية الآتية:
*ما هي أهم الألعاب اللغوية التي وظفتها كتب تعليم اللغة العربية في المرحلة الابتدائية؟ وما هو أثرها على الرصيد الإفرادي للمتعلم؟
فالمداخلة ستبرز أهم هذه الألعاب من خلال ما تعرضه كتب التمارين في السنتين الأولى والثانية من التعليم الابتدائي، وذلك باستخراج هذه الألعاب وتحديد أهم الكفاءات اللغوية التي تساهم في تحقيقها فهما وإنتاجا وكذا إبراز أثرها على الرصيد اللغوي للمتعلم.
الكلمات المفتاحية: الألعاب اللغوية، الرصيد اللغوي، الكفاءة اللغوية

3. رحاب محمد (الإمارات)
فاعلية استراتيجيات الفاقد التعليمي في رياض الأطفال

الفاقد التعلمي هو مصطلح يعبر عن الخسارة العامة أو المحددة في المعرفة والمهارات التعليمية وما لها من انعكاسات في التقدم الأكاديمي اللاحق لدى الطلبة، ويعود السبب الرئيس في ذلك للانقطاع المؤقت أو الممتد في تعليم وتعلم الطلبة. ومن سمات الفاقد التعلمي أنه يتراكم ويتفاقم بسرعة، ويختلف من متعلم لآخر، ومن مرحلة دراسية لأخرى، ولا ينتج فقط عن التوقف عن التعلم، بل ينتج أيضا عن نسيان ما تم تعلمه، وكذلك يحتاج إلى بعض الوقت لكي نكون صورة كاملة عنه، ويكون أكثر وضوحا في طلبة الصفوف الأولية.
ومن خلال تحليل النتائج للاختبار التشخيصي لطلبة الروضة مستوى ثان، وجد أن هناك ضعفا في بعض مهارات اللغة العربية ولقد تم توظيف بعض الاستراتيجيات لتعويض الفاقد، ووجد أن لها تأثيرا إيجابيا في تقدم الأطفال خاصة في مهارة القراءة بنسبة 85% بعد عمل التقييم النهائي وعمل مقارنة بين الدرجات في الاختبار القبلي والتعدي لصالح الاختبار البعدي.

4. ويزة أعراب (الجزائر)
الانغماس اللّغوي وتعليم وتعلُّم اللّغة العربيّة

يقول ابن خلدون (ت808ه): "والملكات لا تحصل إلّا بتكرار الأفعال... فالمتكلم من العرب حين كانت ملكته اللّغة العربيّة موجودة فيهم يسمع كلام أهل جيله وأساليبهم في مخاطباتهم وكيفيّة تعبيرهم عن مقاصدهم كما يسمع الصّبيّ استعمال المفردات في معانيها فيلقّنها أوّلا ثمّ يسمع التّراكيب بعدها فيلقّنها كذلك. ثمّ لا يزال سماعهم لذلك يتجدّد في كلّ لحظة ومن كلّ متكلّم واستعماله يتكرّر إلى أن يصير ذلك ملكة وصفة راسخة ويكون كأحدهم." فالسمع ـ أبو الملكات اللّغويةـ، ثم التكرار، ومن ثَم الحفظ ومن ثمّ استعمال المفردات في معانيها يحدث اكتساب اللّغة، عند الناطقين وغير الناطقين باللّغة العربيّة، ويضيف ويعمم ذلك على جميع اللّغات فيقول: "هكذا تصيّرت الألسن واللّغات من جيل إلى جيل وتعلّمها العجم والأطفال. وهذا هو معنى ما تقوله العامّة من أنّ اللّغة للعرب بالطّبع أي بالملكة الأولى الّتي أخذت عنهم ولم يأخذوها عن غيرهم." فلقد تفطن العرب لأهمية الانغماس اللّغوي منذ القديم، حيث كان معروف عنهم أنّهم يبعثون أولادهم في سنّ مبكرة إلى البادية لتعلّم لغتهم الفصيحة، التي كانت فخرهم ومصدر اعتزازهم. والآن، في الزمن الذي فُقدت فيه الفصاحة كيف يمكن خلق ذلك الجو الفصيح، والجميل أين تكون على الأقل السّلامة اللّغوية، والاعتزاز بهذه اللّغة الجميلة التي كانت وما تزال فخر العرب؟ ما مفهوم الانغماس اللّغوي؟ وكيف يمكن خلقه في جو مرح حيث يمكن أن يُمارس المتعلمين تعلماتهم بكل عزم، وعز، وبهاء؟

5. عبد الوهاب صديقي (المغرب)
النحو الوظيفي وديداكتيك اللغة العربية

نسعى في هذه الورقة التحقق من فرضية إمكانية استثمار منجز اللسانيات الوظيفية بإولياتها ونماذجها، في تدريس اللغة العربية بمختلف الأسلاك التعليمية الثانوية والجامعية، سعيا لتحقيق تدريس وظيفي لمختلف مكونات مادة اللغة العربية.

تأسيسا على هذه الغاية لا بد من تعريف اللسانيات الوظيفية مفاهيمها، نماذجها.

كذلك الإجابة ن السؤال الإشكالي وهو إلى أي حد يمكن استثمار منجز اللسانيات الوظيفية في تدريس اللغة العربية؟ ولماذا اللسانيات الوظيفية دون غيرها من المدارس؟

تلك بعض الإشكالات التي سنحاول الإجابة عنها.

6. إبراهيم أسيكار (المغرب)
الخطأ اللغوي وتعليم اللغة العربية وتعلمها، نحو تصور بيداغوجي جديد

تكتسب معالجة الأخطاء اللغوية أهمية قصوى في التمكن من اللغة بمستوياتها البنائية الأساسية، كالمعجم والأصوات والنحو والصرف وغيره مما تقوم عليه سلامة استعمال اللغة في الأنماط التعبيرية المختلفة والوضعيات التداولية المتنوعة. ولهذا برزت تخصصات علمية تهتم بالإشكالات العلمية والبيداغوجية التي تواجه معلِّم اللغة ومتعلِّمها، ومنها اللسانيات التطبيقية التي يشمل اهتمامها جوانب مختلفة في تعليم اللغة وتعلُّمها، كالجانب النفسي، والجانب الاجتماعي، والجانب المرضي، وجانب التعدد اللغوي وغيره من الجوانب التي أفضت إلى ظهور اتجاهات بحثية متخصصة في تحليل الأخطاء كعلم اللغة التقابلي، ونظرية تحليل الأخطاء.

في ضوء ما تقدّم، سأشتغل في ورقتي البحثية التي اقترح لها عنوان "الخطأ اللغوي وتعليم اللغة العربية وتعلّمها، نحو مقترح بيداغوجي جديد" على أهمية منهجية تحليل الخطأ في تجويد تعليم اللغة العربية وتعلّمها، وذلك في مسعى لبناء شبكات لرصد الأخطاء اللغوية في التعبير الكتابي لدى متعلمي اللغة العربية.

وهو ما سأعرض له من خلال جانبين: جانب نظري، وجانب تطبيقي. الجانب النظري سأحدّد فيه الإطار المعرفي والمنهجي للورقة البحثية، كالتعريف باللسانيات التطبيقية وأهم فروعها البحثية المعنية بقضايا الخطأ اللغوي، ثم ضبط المفاهيم المفتاحية داخل الورقة البحثية وهي: الخطأ، وتحليل الخطأ، والتعبير الكتابي، وشبكة رصد الخطأ.

والجانب التطبيقي أساسه عيّنة بحثية من الإنشاءات الكتابية لتلاميذ السلك الثانوي الإعدادي في المغرب، وهو السلك التعليمي الذي يتكون من ثلاثة مستويات هي مستوى السنة السابعة، ومستوى السنة الثامنة، ومستوى السنة التاسعة.

والنتيجة التي أصبو إلى التوصل إليها من خلال المستويين البحثيين السابقين هي اقتراح شبكة عامة لرصد الأخطاء اللغوية في التعبير الكتابي باللغة العربية، خدمة للمدرّسين في تحديد أخطاء متعلميهم ووصفها وتفسيرها وفق بنود علمية بيداغوجية ودقيقة.

7. عبد الرحمن شائق (المغرب)
اللسانيات الحاسوبية: مفاهيم ونماذج التمثيل الآلي للمعرفة اللغوية

تعد المعالجة الآلية الموضوع الرئيس للذكاء الاصطناعي الذي يسعى إلى محاكاة بعض الوظائف التي يقوم بها العقل الإنساني بطريقة آلية، وفي الوقت نفسه نسعى إلى اكتشاف العمليات المعقدة التي يقوم بها العقل الإنساني في الفهم والاستيعاب والتفاعل مع الظواهر، خاصة الظواهر اللغوية التي شكلّت تحديا كبيرا لعلماء اللغة والحاسوب.

الحاسوب آلة تعمل بشكل ميكانيكي لمعالجة المعلومات التي يقوم الإنسان بتوصيفها لها بشكل دقيق وذلك لأن الآلة لا تتوفر على حدس. وغاية المعالجة الحصول على نتائج تحاكي بشكل تقريبي معالجة الإنسان للمعلومات. فهل يستطيع الحاسوب أن يفهم اللغة الطبيعية وينتجها؟ وما الخطوات المتبعة في معالجة اللغة الطبيعية آليا؟ ذلك ما سنراه في هذا المقال، إذ سنعرض لخصائص الآلة من التحليل الخوارزمي والمدخلات والمخرجات وعمليتي العد والبث والصورنة وقاعدة البيانات، ثم نتطرق بعد ذلك لأنواع تمثيل المعرفة اللغوية، لننتقل بعد ذلك إلى تحديد مراحل التمثيل الآلي للمعرفة اللغوية، وسنختم بتلخيص أهم النتائج المحصل عليها.

8. رشيدة عابد (الجزائر)
استخدام الحاسوب والأنترنت في تعليم وتعلم اللغة العربية

أصبح التعليم في الوقت المعاصر يتطلب استخدام وتوظيف الوسائل التعلمية الحديثة لتعليم اللغة العربية لا سيما بعدما أثرت النهضة الحديثة تأثيرا كبيرا على العملية التعلمية في القديم كان التعليم يعتمد على الوسائل التقليدية في نقل المعرفة كالسبورة وغيرها وأما في الوقت المعاصر وفي ظل التطورات التكنولوجية أصبح يقتضي مواكبة العصر بالاعتماد على البرامج التطبيقية للحاسوب والأنترنت التي تسهم في بلورة المحتوى التعليمي وتقديمه في قالب جديد بطريقة مشوقة ومحفزة بشكل منتظم ومتدرج يتناسب مع القدرات الذهنية للمتعلم في أسرع وقت ممكن بدون جهد زاد الاعتماد على الوسائل الحديثة في الآونة الأخيرة وتزايد اعتماد الكثير من المؤسسات التربوية وكذا الجامعات عليه في مختلف أنحاء العالم خاصة في ظل جائحة كورونا

9. أنس ملموس (المغرب) / محمد ناجي (المغرب)

تعليم اللغة العربية إلكترونيا

لقد أدى التطور الحاصل على مستوى الواقع التكنولوجي إلى التفكير بشكل جدي في ضرورة إشراك ودمج التكنولوجيا الحديثة في مجال تعليم اللغات بشكل عام، وتعليم اللغة العربية لغة أجنبية بشكل خاص، وذلك عبر اعتماد الإلكترونية المتنوعة من تطبيقات ومنصات تعليمية والعمل على استثمارها ودمجها في العملية التعليمية بالشكل الذي يؤدي إلى تحقيق الأهداف والغايات التعليمية المنشودة.

وجدير بالذكر أن التطبيقات الإلكترونية المتاحة على الشابكة تعد منصات رقمية تفاعلية تستخدم لأغراض عدة يدخل فيها ما هو تواصلي، وما هو تعليمي...، فضلا عن كونها تعتبر أساس التعليم الإلكتروني الذي ينفتح على التطبيقات الإلكترونية المتعددة ويعمل على استثمارها لخدمة الأهداف التعليمية للغات بصفة عامة.

وتحظى عملية تعليم اللغات القائم على التكنولوجيا بأهمية بالغة خصوصا وأنها تسهم بشكل مباشر في تحديث وتجديد طرق نقل وتعليم اللغة وذلك عبر جعلها مسايرة للتطورات التكنولوجية المتواصلة والسعي إلى حضور وإدخال اللغة العربية في جوهر التطبيقات والمواقع التكنولوجية المختلفة.

بناء على ما تقدم، فإن ورقتنا هذه ترصد الكيفية التي تتم بموجبها عملية تسخير واستثمار التعليم الإلكتروني القائم على التكنولوجيا الحديثة في الارتقاء بعملية تعليم اللغة العربية لغة أجنبية، وهي بذلك تنطلق من جملة من التساؤلات المترابطة والتي يمكن إيرادها كالآتي:

- فيما تكمن أهمية اعتماد التكنولوجيا في عملية تعليم اللغة العربية لغة أجنبية؟
- هل يمكن أن تشكل التكنولوجيا حلا لتيسير وتسهيل عملية تعليم اللغة العربية للأجانب؟
- ما أبرز التحديات التي تعترض تعليم اللغة العربية تكنولوجيا؟

10. فاطمة عبد الرحمن (الجزائر)

تكنولوجيا التعليم في المنظومة التربوية الجزائرية

يهدف هذا البحث إلى التعرف على الوسائل التكنولوجيا وتطبيقاتها في ميدان التربية والتعليم الجزائري، ومدى مساهمتها في تحسين مردودية التحصيل العلمي، كما يكشف عن فاعلية الأدوات التكنولوجي في استيعاب البرامج التعليمية، كما يساهم الضوء على أهمية التكنولوجيا في جعل الحياة راقية ذات رفاهية بفضل التقنيات الحديثة المواكبة للتطور والعصرنة في قرية كونية صغيرة تمخضت عن الانتشار الرهيب للعالم الرقمي الذكي ، من هنا نسلط الضوء على هذه الوسائل التكنولوجية ومدى مساهمتها في رفع وتحسين المجال التربوي في هذه الورقة البحثية الموسومة بعنوان: "تكنولوجيا التعليم في المنظومة التربوية الجزائرية "، ومن هذا المنطلق نطرح الإشكال الآتي:

ما مفهوم تكنولوجيا التعليم؟ وما أبرز مساهماتها في تحسين ميداني التربية والتعليم؟ هل تستخدم الوسائل التكنولوجية في كل المدارس الجزائرية؟ ما مدى تأثير الوسائل التكنولوجية في مستوى كفاءة المنظومة التربوية الجزائرية؟

الكلمات المفتاحية: تكنولوجيا، التعليم، المنظومة، التربوية، الجزائرية.

11. عبد الرحمان دليلة (الجزائر)/ دمني فاطمة الزهرة (الجزائر)

استثمار اللّسانيات الحاسوبية في تعليمية اللّغة العربية لغير الناطقين بها.

لا جرم أن ما يشهده العالم اليوم من تطورات سريعة، فرض علينا مواكبة حركية التّطور العلمي والتّكنولوجي، التي شملت مختلف مجالات الحياة وظهور إمكانيات جديدة لتناقل المعارف، وكذا ظهور برامج وآليات مستحدثة في مجال معالجة اللّغة.

ولما كان الحاسوب أحد التّقنيات التي وصل إليها التّطور التّكنولوجي أصبح من الضروري التعامل معه ومع برامجه المتطورة، إذ أصبحت الدّراسات اللّغوية المعاصرة تعتمد عليه اعتمادا مباشرا في معالجة القضايا، ولما كانت اللّسانيات الحاسوبية أحد أهم فروع اللّسانيات التّطبيقية التي ترتكز في عملها على الحاسوب من منطلق أن له القدرة على الاحتفاظ بقدر كبير من المعلومات والمعارف، وبالنّظر إلى دورها الهام في تفعيل اللّغة وإحيائها كان التّوجه إلى الاستفادة منها من أهم المساعي التي أخذها اللّسانيون والحاسوبيون بعين الاعتبار، من خلال العمل على بناء قواعد بيانات وبرامج حاسوبية تعالج اللّغة العربية وتحفظها، ومن ثم استثمارها في الميادين المعرفية والعلمية المختلفة.

وتأتي هذه الدّراسة لتُسلط الضوء على بعض المباحث اللّسانية الحاسوبية المتعلقة باللّغة العربية، كما تحاول مقاربة رهانات تعليم اللّغة العربية لغير النّاطقين بها من خلال استكناه دور البرامج التي تطرحها اللّسانيات الحاسوبية. وضمن هذا المعطى تتراصف أمامنا جملة من المثيرات التّساؤلية مفادها:

ما المراد باللّسانيات الحاسوبية؟

كيف أسهمت اللّسانيات الحاسوبية في تعليمية اللّغة العربية لغير الناطقين بها؟

الكلمات المفتاحية: اللّسانيات الحاسوبية، التّكنولوجيات الحديثة، الحاسوب، تعليم اللّغة العربية، لغير النّاطقين بها.

12. ونيسة بوختالة (الجزائر)
طرائق التعبير عن المعاني الصرفية والنحوية لمتعلمي العربية الناطقين بغيرها باستخدام المحللات الآلية -نماذج تمثيلية

تسعى هذه المداخلة إلى الكشف عن أهم الطرائق الآلية التي تيسر التعبير عن المعاني الصرفية والنحوية لمتعلم العربية الناطق بغيرها، ذلك أن تعليم النحو الوظيفي العربي يقتضي تقديم الموضوعات النحوية الأساسية المناسبة لكل مرحلة تعليمية، استنادا إلى طريقة نحوية عامة وسهلة وغير معقدة، تهدف إلى تخريج متعلم قادر على تركيب أنماط لغوية عربية ترفع من مستوى أدائه اللغوي.

أي أن الأمر يستدعي تنسيق منهج النحو العربي مع التقانات والمحللات الآلية لتكون مناسبة لمستوى المتعلم غير العربي؛ من حيث المحتوى واللغة والاحتياجات.

وبناء على ذلك أردنا ان نضع بين أيدي المعلمين بعض الطرائق الآلية المعبرة عن تلك المعاني؛ المرتبطة أساسا بنظام المورفيمات العربية وترتيبها وفق نمط يسمح برسم الملامح الأساسية للنحو العربي الوظيفي.

13. رشيد أعرضي (المغرب)
أهمية اللسانيات في تطوير القدرات الإبلاغية لدى متعلمي اللغات

يرتبط الإقبال على تعلّم أي لغة بحاجيات المتعلم إلى التواصل والإبلاغ، وهذه الحاجيات تنمي لديه القدرة الإبلاغية أو تفعيلها لديه، الأمر الذي يجعل منه شخصا يتقن اللغة محادثة على الأقل وينمي لديه السليقة اللغوية، ويهيئه لاكتساب لغة ثانية وتجعله يتكلمها كأنه ينتمي إلى أهلها، وهذه القدرة الإبلاغية تتكون من ثلاث قدرات منسجمة فيما بينها لا يمكن عزل بعضها عن بعض: أولها: القدرة اللغوية وتشمل معرفة أصوات اللغة ومفرداتها وقواعدها الصرفية والتركيبية. وثانيها: القدرة اللسانية الاجتماعية وهي معرفة قواعد استخدام اللغة في الحياة اليومية بطريقة المقاصد الإبلاغية. أما القدرة الثالثة: فهي القدرة الاستراتيجية وهي: معرفة استخدام الوسائل اللغوية وغير اللغوية لضمان استمرار التواصل [ينظر في ذلك على سبيل المثال: حسين محمد(جميل) «تعليم اللغة العربية لأغراض أكاديمية» جامعة النيلين- الخرطوم 2006م/ ص: 42]. إن الكلام الذي ينتجه المتعلم وينطق به، عندما يكون سليما وفصيحًا؛ يكون ذلك بسبب استجابته للجهد الذي يتطلب العناية بهذه القدرات الثلاثة أثناء التعلم، حيث لا تعدو السليقة التي اكتسبها المتعلم أثناء تعلم اللغة إلا أن تكون المقدرة على إنتاج كلام هو في الأصل يعمل على تفعيل هذه المقدرة ويطورها. سأحاول في هذه الورقة التركيز على أهمية حاجيات المتكلم المعرفية والثقافية ... التي دفعته إلى تعلم اللغة واكتسابها، وجعلته ينمي القدرة والملكة اللسانية لديه لاكتساب لغة جديدة.

مداخلتي موضوعها الإجابة عن سؤال: كيف تنمي اللسانيات بمختلف فروعها الحاجيات الإبلاغية والتواصلية لدى المتعلم؟

14. لالة مريم بلغيثة (الإمارات)
دور المتصاحبات اللفظية في تعليم اللغة العربية

تعرف المتصاحبات اللفظية بتصاحب بين ألفاظ يستميل بعضها بعضا تبعا لظروف لغوية واجتماعية وثقافية متنوعة وهي تحمل نواة تراتبية وإيقاعية معينة، ما يجعلنا نقف على سمات للمتصاحبات اللفظية، كتوارد كلمتين أو أكثر تنسجم معجميا وتركيبيا ويفرضها السياق اللغوي، كما يتسم معناها بالوضوح والشفافية ويمكن الوقوف عليه من دلالة الألفاظ سواء أكانت منفردة أو مجتمعة. إلا أن عملي في هذا البحث سيكون حول أهمية المتصاحبات اللفظية في تعليم اللغة العربية للناطقين بها أو للناطقين بغيرها لأسباب لسانية محضة، وسيتم التركيز خصوصا على الجانب الصوتي منها، كما سنركز على نوع معين من المتصاحبات التي تتجسد فيها الجمالية اللغوية والصوتية التي تسهل التصاقها بالأذن وبالتالي بالذاكرة، فيسهل تعلمها وتوظيفها. لذلك سأختار كعنوان لعملي: "أهمية الجانب الصوتي في تعلم اللغة العربية، المتصاحبات اللفظية نموذجا".

15. فاطيمة فارز (الجزائر)
تعليمية اللّغات الأجنبية في الثقافة العربية؛ مُلابسات النشأة وخصوصيّات التلقي.

ممّا لا شك فيه، أنّ للّغة أهميّة بالغة في الفكر الإنساني، باعتبارها مركز استقطاب جميع العلوم، ونقطة وصل بينها؛ بل هي كلّ متكامل من خلال وظائفها الطبيعية العملية. وهي رمز الأمّة، عنوان شخصيتها، جامعة الشّمل، وحاملة التّراث وموحدة الكيان القومي، مرآة الحضارة الإنسانية، ووعاء الفكر، لذا عني بها الإنسان منذ القدم عناية الحريص على تعلّمها وتوظيفها في جميع المواقف الحياتية واللّغوية، وطوّر آلياتها، لتصبح قادرة على احتواء كلّ جديد.

فهي نظام من الرّموز الصّوتية المنطوقة، يعبّر بها النّاس عن احتياجاتهم الجسدية وانفعالاتهم النّفسية والشّعورية ونشاطاتهم الفكرية، إذن، هي وسيلة تعبيرية اتصالية كاملة بالضّرورة، وهي أداة هامّة من أدوات التّعليم والتّعلّم، وعليها يعوّل في تعليم العلوم المختلفة في جميع مراحل الدّراسة. ولقد اهتمت اللّسانيات بتعليمية اللّغات، بوصفها وسيلة إجرائية لتنمية قدرات المتعلّم قصد اكتساب المهارات اللّغويّة واستعمالها بطريقة تقتضي الإفادة المتواصلة من التّجارب والخبرات العلمي وإيقاظ قدرة الفرد وتقويم سلوكه وتنمية شعوره بالمسؤولية حيال الأدوار التّي يضطلع بها على أساس التّخطيط للطّاقات العاملة التّي تمليها الضّرورات الاقتصادية التّي لا يمكن تحقيقها إلّا إذا توفر الإنسان الكفء الذّي تمّ إعداده وإكسابه السّلوك والاتجاهات اللّازمة مما يقتضي نمو شخصيته وثقافته.

ومِمّا هو جدير بالتّنويه أنّ عملية تعليم اللّغات الأجنبية تتطلّب إلماما أوليّا بقضاياها و الخبرة الكافية و طرق التّحليل حتّى تتمّ على نحو فعّال و يمكن الإشارة إلى الدّور الذي تلعبه اللّسانيات التطبيقية في حقل تعليم اللّغات ؛فقد قامت ـ اللّسانيات التطبيقية ـأساسا على مبدأ الشّمول المعرفي و إزالة حواجز الاختصاصات ،وقد اقتحمت حقل التّعليمية، ما اتّصل منه باللّغة ذاتها و ما ارتبط بالمعرفة و الإدراك و عليه، تعتبر اللّسانيات التّطبيقية أداة ضرورية و توضيحية و أداة وصفيّة تحليليّة تساعد على تعليم اللّغات. ولتطوير أدائها لا بدّ من الانفتاح على اللّسانيات واستثمارها وتجديد مقرراتها وتطوير مناهجها ووسائلها وتقنياتها وتجويد طرائق تدريسها، والبعد عن الطّرائق التّقليديّة الكلاسيكيّة التّي تتوخى التّلقين والتّعقيد والحشو والحفظ.

16. المهدي الزمراني (المغرب)
إشكالات تقويم الكفاية الشفهية للغة العربية بالسلك الإعدادي

لا أحد ينكر أهمية الكفاية الشفهية في تعلم وتعليم اللغة، لذا فإن تقويمها يكتسب أهمية كبيرة. فإذا تأملنا منهاج التعليم الابتدائي نجد حديث مطول حول هذا الموضوع. لكن في منهاج اللغة العربية بالسلك الإعدادي فهناك شبه غياب لتقويم هذه الكفاية. مما يدعونا لمساءلة هذا المنهاج عن هذه الكفاية.

17. صلاح الدين دراوشة (الإمارات)
تقييم مهارة التحدث باستخدام المعايير

تركّز أغلب خطط ومناهج اللغة العربية في مرحلة التعليم العالي على مهارتي القراءة والكتابة، كما أنّ كثيرا من تلك الخطط تهمل مهارة التحدث؛ كونها من المهارات التي يصعب قياسها، وذلك لعدم تحديد أنشطة التحدث المناسبة لهذه المرحلة، إضافة لأنها مهارة شفهية، ولا يوجد دليل مادي يعتمد عليه الأساتذة لإجراء علمية التقييم.
يهدف هذا البحث إلى التنبيه إلى أهمية مهارة التحدث، وخاصة التحدث الوظيفي في المرحلة الجامعية، ومن ثم يسعى إلى تحديد أنشطة التحدث المناسبة لهذه المرحلة، مثل: **(العرض التقديمي، وحلقة النقاش، والمناظرة، والمحاكاة، والندوة، والمؤتمر، وإلقاء الخطب، والتحدث الحر).**
كما يسعى البحث إلى تصميم أدوات خاصة لتقييم مهارة التحدث، من خلال الاعتماد على استراتيجيات التقويم البديل الذي يعكس إنجازات الطالب ويقيسها في مواقف حقيقة، ويجعله شريكا فاعلا في العملية التعليمية. ومن أدوات التقويم البديل التي اعتمدتها الدراسة قوائم التقدير الوصفية (المعايير)، حيث قدّمت مجموعة من قوائم صالحة لتقييم مختلف أنشطة التحدث، وهذه القوائم تمتاز بدرجة عالية من المرونة، والنزاهة والعدالة والموثوقية.

18. سناء المجايدة (الإمارات)
أثر تطبيق المنهج القائم على أنواع القراءة في تنمية مهارة القراءة الناقدة

تهدف هذه الدراسة إلى تقصي أثر استراتيجية التدرّج في أنواع القراءة (المسحية، والتحليلية، والناقدة، والتقويمية) في بناء منهاج اللغة العربية على المستوى الجامعي للطلبة غير المتخصصين، وتفترض أن هذه الاستراتيجية ستنمي مهارات الطالب القرائية، وستمكنّه من تحقيق مراحل الاستيعاب القرائي: المستوى الحرفي، والمستوى التحليلي، والمستوى النقدي. وقد اتخذت الدارسة من منهاج جامعة زايد نموذجا كونه يعتمد الاستراتيجية ذاتها، وستكتفي في هذه المرحلة بالدراسة الوصفية التحليلية.

19. أسماء مصطفاوي (الجزائر)
طرائق تدريس نشاط البلاغة في الطور الثانوي السنة الأولى آداب ـأنموذجا-

تعد البلاغة علما من أهم علوم اللغة العربية، فقد تناولها العرب قدامى ومحدثين بالدرس والتحليل، ففي بادئ الأمر كانت إرشادا وتعليما للذين يريدون الإصابة في القول، ورسما ومنهجا للخطباء، ثم أصبحت وسيلة لتمييز جيد الكلام من رديئه، وبرهانا لما جاء به القرآن الكريم من جزالة أحكامه وفهم معانيه وما نلاحظه على هذا العلم أنه في بادئ أمره كان إبداعا فنيا روحيا، على غير ما وصل إلينا، حيث اكتساه الجمود والجفاف، ما جعل الباحث فيه تائها بين فروعه. من هذا المنطلق نروم في هذه الورقة البحثية الى الكشف عن النظم والمناهج والأساليب الفعالة التي تهدف إلى تحقيق الكفاءة المرجوة من خلال الدرس اللغوي البلاغي بعدها الجانب الأساس في الدراسات اللغوية العربية سواء تعلق الأمر بعلومها أو من حيث كونها أداة تستند إليها في مقاربة النصوص وتحليلها، ومنه يتم تزويد الطالب بالأدوات والمعايير التي تسمح له بإنتاج أدب له خاصية الامتاع والتأثير. أما عن طرائق التدريس فهي تختلف باختلاف نظرة المربين والمتخصصين، إلا أنها تتفق في هدف واحد وهو إحداث تغيرات مرغوب فيها في سلوم المتعلم.

20. هشام سعيداوي (الجزائر)
أهمية اللسانيات التطبيقية في تعليم اللغة العربية- السنة الرابعة متوسط أنموذجا-

شهد حقل تعليم اللّغات في الآونة الأخيرة نشاطاً بحثيا كبيراً، ومعه اتّسعت دائرة الأبحاث في هذا الميدان العلمي الخصب، نظراً للحاجة الملحّة لتطوير مناهج البحث في حقول التعليمية، لاسيما الاشتغال على النظريات التّعليمية الحديثة منها. وسنقف في هذه الورقة البحثية على دور اللّسانيات التّطبيقية في تعليم اللّغات، من خلال الوقوف بالتطبيق على تعليم اللّغة العربية في الطّور المتوسط، آخذين العينة البحثية السّنة الرّابعة من التعليم المتوسط مجالاً للوصف والتحليل، آملين أن نبرز أهم ركائز ودعائم نجاح العملية التعليمية للّغة العربية في هذه السّنة المهمّة من أطوار التّعليم القاعدي والأساسي.

21. محمد سلامي (الإمارات)
سيميولوجيا الصورة ومسالك المعنى: نحو بناء تفكير نقدي

ينطلق تصورنا، ارتباطا بالموضوع، من افتراض مفاده أن الصورة أصبحت تشكل عنصرا أساسيا في عمليات التواصل والإبلاغ، وهذا معناه أن الصورة أصبحت تستهدف المتلقين ــ باختلاف درجات الإدراك لديهم- بل وتشكل خطابا يروم الإقناع والتأثير وتحقيق التفاعل بين المنتج والمتلقي، كما أن افتراضنا مرتكز أيضا على أن كل المعطيات اللسانية تمكننا من العبور إلى باقي الأنساق غير اللسانية، خصوصا من حيث الجوهر التواصلي وأيضا من حيث البعد التدليلي، وهذا يجعلنا نفترض أن الصورة وكل الأنساق البصرية تعد سندا لإنتاج الدلالات، فالمسألة لا تتعلق بمجرد صور نراها، بقدر ما ترمز إلى وقائع دالة بواسطة علامات يمكن مدارستها بالاستناد إلى التجربة الإنسانية، والبحث في مختلف الآليات التي تنتج بها دلالاتها وحدود هذه الدلالات. ولما كان تصورنا منطلقا من الافتراضات السابقة، فقد ارتأينا أن نؤسس ورقتنا البحثية على سيميائيات الأنساق البصرية، مركزين اهتمامنا على الصورة كنموذج، وذلك من خلال عرض لمختلف الآراء السيميائية التي تناولت الأنساق البصرية موضوعا لها، وطرق إنتاج المعنى في الصور، خصوصا وأن السيميائيات انطلقت في تصورها من اللسان، مرورا بمختلف الإنتاجات الإنسانية التي شيدها الإنسان وأسند لها قيما دلالية تكاد لا تنحصر، إذ إن للصورة مكانتها من خلال مختلف الخطابات المنتجة، بدءا من الإثارة البصرية حيث تبدأ عمليات التعرف، والفهم، والقراءة، وعمليات التدليل، ذلك أننا سنبحث في مختلف الآليات المساهمة في إنتاج المعنى ارتباطا بالصورة، و طرائق إدراكها، وكيف تنتج معانيها.

ولعل تصورنا له ما يفيد ــ ارتباطا ــ بالعملية التعليمية- التعلمية. وذلك من خلال الأدوار التي تقوم بها الأنساق البصرية بوصفها أنساقا دالة، حيث تسهم إلى جانب اللغة في تحفيز ملكة الإدراك لدى المتعلم من جهة، كما تسهم في بناء المواد التي يعمد إليها المعلم من جهة أخرى، وذلك من خلال تسخيرها سيميائيا والتعامل معها وفق منظور النظرية العامة للعلامات ؛أي بوصفها علامة أو علامات تستدعي القراءة، وتحفز القدرة اللغوية لدى المتعلم من خلال وضعه في مواقف قرائية للصورة، بشكل يتجاوز المعنى التقريري نحو المعنى الإيحائي.

22. عبد العزيز أيت بها (الإمارات)
التنغيم في القرآن الكريم ودوره في تجنب اللحن القرائي

يندرج التنغيم Intonation ضــمن الظواهر الصــوتية التشكيلية في اللغات الطبيعية، إذ يعد من الفونيمات التطريزية التي لها وظيفة تمييزية في الكلام، على غرار النبر (Stress) والنغمة (Ton) والوقف (Pause)... فكل هذه الفونيمات الفوق تركيبية تعتبر ملامح صوتية لها بالغ الأثر والأهمية على المستوى الموسيقي والدلالي للكلام.

تهدف هذه الورقة التي تحمل عنوان "التنغيم في القرآن الكريم ودوره في تجنب الخطأ القرائي"، إلى إبراز دور التنغيم في قراءة القرآن الكريم باعتباره عنصرا بارزا من عناصر التوازن الصوتي والتلوين الدلالي، الذي يحفظ للقرآن جماله الأسلوبي، ويســاهم في تشكيل بنيته الصــوتية، بالإضافة إلى بيان أثر التنغيم في البنية التركيبية والدلالية للنص القرآني، ودوره في تجنب الخطأ القرائي بمستوياته المختلفة.

وتتحدد إشكالية البحث في سؤالين جوهريين: الأول؛ هل كان علماء اللغة العربية وعلماء التجويد والقراءات على وعي بظاهرة التنغيم الصــوتي في قراءة القرآن الكريم؟ الثاني؛ وإذا كان الجواب بالإيجاب فماهي الوظائف الدلالية والتداولية التي أناطها هؤلاء العلماء بهذه الظاهرة الصــوتية؟ وما دور التنغيم في القراءة الصــحيحة للنص القرآني في نظرهم؟ وللإجابة عن هذه الإشكالية اعتمدت على المنهج الاستقرائي التحليلي، القائم على استقراء نصوص القدماء الدالة على ظاهرة التنغيم، وتحليلها بما يبين أهمية هذه الظاهرة ووعي القدماء بها.

ويمكن تلخيص الفرضــية التي أروم اختبارها في هذه الورقة في إثبات مدى إدراك القدماء من اللغويين وعلماء التجويد والقراءات لأهمية الأداء التنغيمي الصــحيح للنص القرآني في تجنب الخطأ القرائي بمســتوياته المختلفة من جهة، وتحصيل الفهم الصحيح والسليم واستنباط الدلالات والمعاني من جهة ثانية.

23. أسماء كويحي (المغرب)
ظواهر البديع اللفظي: مقاربة صوتية

نروم الاشتغال في هذا العمل على علاقة الصوتي بالبلاغي، من هنا تتأتى أهمية الموضوع وتكمن طرافته في اعتماده علم الأصوات لقراءة البديع اللفظي، وقد تنبه البلاغيون القدماء لأهمية الصوت، لاسيما في ما يتصل بفصاحة الكلمة ومخارج الحروف وصفاتها والمحسنات الصوتية.

ويهدف هذا العمل إلى قراءة علم البديع قراءة صوتية، تبرز ما خفي من جوانبه المشرقة، وتسعى إلى معالجة قضاياه وتجديد أسئلته والإسهام في حل إشكالاته؛ التي من أبرزها الإشكال المصطلحي؛ حيث تتعدد التسميات والمفهوم واحد، وبالمقابل تتعدد المفاهيم والمصطلح واحد، فنجد أنفسنا أمام اضطراب في شروط المصطلح وضوابطه وأسسه التي يبنى عليها، ما يجعل التعامل مع علم البديع والإلمام بظواهره عسيرا. لذا فإن الهاجس الذي يحكم قراءتنا لعلم البديع ليس هاجسا بديعيا صرفا، كما أن هدفنا الأساس من دراسة البديع ليس النظر في جزئياته من حيث كونه علما مهما في البلاغة العربية، وكون دوره يتجاوز المطلب الإيقاعي إلى تحقيق المطلب البلاغي، بل إن هاجسنا هو قراءة علم البديع قراءة صوتية تختزل مصطلحاته المتناثرة وتوحدها وتجمعها في قواعد كلية، بغية تقريب هذا العلم لغايات تعليمية وبحثية، بتيسير الإلمام بظواهره اللفظية والإفادة منها.

ويتلخص إشكال هذا البحث في هاجس الاختزال والتوحيد المصطلحي للظواهر اللفظية في علم البديع، بالاعتماد على مرجعية صوتية؛ بعبارة أخرى: ما مظاهر المكون الصوتي في علم البديع؟ وكيف يمكن تجاوز الفوضى الاصطلاحية في فنون هذا العلم؟ وما مدى قدرة المقاربة الصوتية على اختزال وتوحيد مختلف المحسنات الصوتية البديعية؟

24. شفاعة مرباح (الجزائر)
دور الوظائف التركيبية في التحليل الوظيفي للجملة العربية

بعدما ظهرت اللسانيات الغربية واتسعت رقعتها في السنوات الأخيرة، حققت نجاحا وتفوقا باهرا على الدراسات اللغوية، ونظرا لدخول النظريات اللسانية المعاصرة إلى العالم العربي وانتشارها الواسع تزايد الاهتمام بعلوم اللسان في العالم العربي كثيرا حيث أسهم الكثير من العلماء والباحثين العرب الذين احتكوا بالدراسات الغربية في التعريف باللسانيات المعاصرة، ورصد أثرها على قضايا اللغة العربية وكان أحد هؤلاء الباحث المغربي أحمد المتوكل الذي ألف مجموعة من الكتب قدم من خلالها مشروعا يسعى من خلاله إلى إعادة قراءة التراث اللغوي العربي وفق الامتدادات اللسانية الحديثة فرصد ظواهر العربية وحاول تفسيرها بالانطلاق من المنهج الوظيفي وبالاعتماد على مبادئه. وعلى اعتبار الجملة العربية هي الوحدة الأساسية التي يتشكل منها الكلام والنواة الأولى التي تقوم عليها النصوص ارتأينا أن نركز في هذا البحث على الدراسة الوظيفية للجملة العربية من خلال دراستها في المستوى وظائفها التركيبية، محاولين الوقوف على الخصائص الوظيفية للجملة العربية التي تميزها عن غيرها.

25. بدر بن سالم السناني (سلطنة عُمان)
السياق وحركة الوحدة المعجمية

إن دلالة الكلمة المفردة دلالة معجمية، إلا أن السياق اللغوي يعطي هذه الكلمة مدلولات جديدة، وأبعادا معنوية، لأن معنى الكلمة يتعدد تبعا لتعدد السياقات التي تقع فيها، أو تبعا لتوزيعها اللغوي؛ فاختلاف السياق يؤدي إلى تغيير المعنى، فالكلمات تستمد جمالية الوظيفية من السياق الذي ترد فيه؛ فالمعنى ليس ثابتا، يتغير حسب مقامات الأحوال، وهذا يؤكد كون الكلمات لها معان ثابتة.

اهتم البيانيون بدلالة التراكيب غير المباشرة، وبالمعاني المفهومة من السياق، أو بوساطة اللغة الجانبية المصاحبة، حيث تتعدد دلالة الكلمة لتعدد السياق، فعندما نسمع كلمة (أسد) نستحضر -في أذهاننا- بعض دلالات الكلمة الهامشية، ولكن المعنى المراد يتوقف على السياق الذي استخدمت فيه الكلمة، فقد تتضمن حكما ما على هذا الحيوان.

يكتسب اللفظ في هذا المستوى قدرته على المراوغة، والمعوّل عليه هو السياق الوارد فيه؛ فالكلمات المعزولة عن سياقها قد تنقص الدلالة، وقد توحي بأكثر من معنى، ولكن وضعها في سياق معين يكمل النقص، ويلغي التعدد، فلا يكون لها مع سياقها إلا معنى واحد.

يعد فهم هذه الظاهرة مما يساعد مترجم النص القرآني على إدراك معاني الوحدة المعجمية، فالسياق من القرائن الكبرى التي تكشف المعنى، وهذا ما يسعى إليه هذا العمل الذي يسلط الضوء على تعدد دلالة الوحدة المعجمية، وأثرها في ترجمة القرآن، والتعامل مع دلالة المفردة بتعدد السياق.

26. عبد العزيز جابا الله (المغرب) / سعيد قطفي (المغرب)
الموازنات المقطعية في الشعر العربي، نماذج وشكل

يتميز الشعر مقارنة بغيره من الأنواع الأدبية الأخرى بالمكون الصوتي، حيث يحضر فيه بقوة، وهو ما يخلق إيقاعا صوتيا، وهذا الإيقاع تختلف أنواعه ومصادره، فمنها؛ إيقاع الموازنات الصوتية المقطعية، وإيقاع الموازنات فوق مقطعية، وإذا ما نظرنا في الشعر العربي القديم نجد أشكال هذه الموازنات كثيرة جدا، بناء عليه، تهدف هذه المداخلة إلى الكشف عن بعض أشكال الموازنات المقطعية في الشعر العربي القديم وبعض نماذجها صارفة النظر عن الفوق مقطعية، ومن تلك النماذج التي سنعرضها المداخلة الموازنات الصوتية المقطعية(المقاطع)، من حيث أشكالها ونماذجها، وأمثلة في الشعر العربي. ومن ثمة وسمنا العنوان كالآتي" :**الموازنات المقطعية في الشعر العربي القديم؛ نماذج ومقاربات**"

27. خديجة رقاز (الجزائر)
قراءة وصفية تحليلية لمعجم متن اللغة لأحمد رضى العاملي

اهتمّ الباحثون بدراسة المعاجم اهتماما كبيرا، نظرا لقيمتها فالمعارف المُعجمية ثريّة وقيّمة، فهي مكانز اللغة العربية وهويتها العالمية، ومرآة حضارتها الأدبية. وللعرب قصب السبق في علم المعجمية. فللمعاجم أهمية عظيمة في شتى العلوم سواءٌ كانت لغوية كعلاقة علم المعجم بعلم النحو وعلم الصرف والقاموسية، أو غير لغوية كعلاقته بعلم الاجتماع وعلم التاريخ وعلم الحاسوب، وهذا يدلّ على أنّ هناك علاقة وطيدة بين المعجم والعلوم اللغوية وغير اللغوية..

ويُعدُّ معجم (متن اللغة) من أهم المعاجم اللغوية في عصرنا الحديث الذي جاء به أحمد رضا العاملي بكلّ ما يخص متن اللغة من دروس وشرح، وتسعى هذه الدراسة إلى وصف هذه الموسوعة (متن اللغة) بتحليل نماذجَ مختارة.

أمّا المنهج الذي فرضته طبيعة البحث، الذي يتطلّب الوصف والتحليل، فهي دراسة معجمية تتناول المعجم شكلا ومضمونا، وهو المنهج الوصفي التحليلي.

حيثُ يُجيب عن الإشكالية التالية:

_ ما هي ميزة معجم متن اللغة عن بقيّة المعاجم؟

وتتفرّع هذه الإشكالية إلى أسئلة التالية:
_ ما المقصود بعلم المعاجم وصناعة المعاجم؟
_ ما هو منهج العاملي في معجمه؟
ولـلإجابة عن هذه الإشكالية قسّمنا البحث إلى قسمين "قسم خاص بعلم المعاجم والصناعة المعجمية " و " قسم خاص بوصف وتحليل معجم متن اللغة "، ثمّ نختم البحث بنتائج البحث، ونرفقه بنصائح قد تفيد الباحثين في هذا المجال.

28. محمد جودات (المغرب)
القرآن الكريم والدراسات اللسانية، مقاربة في التداول وحياة اللغة القرآنية

كثيرا ما تتم مقاربة النص القرآني من مستويات عديدة، أغلبها مرتبطة بوجهات نظر إعجازية ولغوية، وهي دراسات تنتمي أساسا للدراسات العربية والفقهية القديمة، والحقيقة أن تقدم النص نحو قارئه صالحا لكل زمان ومكان يجعله متجاوزا لهذه الأبعاد القديمة إن لم نقل التقليدية. وبالنظر إلى الدراسات التي جعلت القرءان محط اشتغالها فإنها لا تخرج عن السياق الذي وضعه القدماء لغة وبلاغة... والحقيقة أن مجال الدراسات التداولية واللسانية والتواصلية والأنثروبولوجية تتمتع بحضور علمي كبير يمكن أن يستثمر علميا _بعيدا عن المقاربات الإعجازية_ للاشتغال على مجالات أكثر علمية في مجال الدراسات القرآنية.
من هذا المنطلق تقترح هذه الدراسة البحث في أسباب التداول القرآني وسلطته، بحيث أن النص القرآني بقي قابلا للتواصل والفهم في وقت دخل النص الموازي للنص القرآني إبان نزوله -وهو النص الجاهلي-إلى المعجم الميت. من هذا المنطلق فإن مشروعية المقاربة النصية لمثل هذه الدراسات لا يمكن إلا أن تكون إلا ضمن المقاربات اللسانية المعاصرة والمحايدة إذا تمتعت بالمكون الإبيستيمولوجي الذي يخرجها من التموقف القبلي من النص.

29. هاجر بكوش (الجزائر)
العولمة وانعكاساتها على واقع اللغة العربية

اللغة العربية من اللغات التي لا تزال تحافظ على كيانها، ورصانة قواعدها، وقوة نظامها، فهي لم تقتبس من ألسنة أخرى، بل اجتباها الله-عزوجل- على سائر اللغات، والعربية من اللغات العالمية نظر لكثافة مستعمليها في أنحاء العالم، بيد أنه في الآونة الأخيرة أصيبت بنوع من الاعتلال رغم رقيها، مما جعلها عرضة لتحديات كثيرة من بينها العولمة.
هذا المصطلح الذي أضحى يعمل على جعل العالم قرية واحدة تخضع إلى قوانين جامعة، وذلك دون وضع اعتبارات لاختلاف المجتمعات، سواء كان ذلك من الناحية اللغوية، الثقافية، السياسية أو الاقتصادية، وهذا ما جعلها تصارع المتغيرات التي طرأت على اللسان العربي ومن يتحدثونها، فالعولمة من أسوء التحديات التي تواجهها اللغة العربية. إذا ما المقصود بالعولمة؟ وكيف انعكست على واقع اللغة العربية؟
بناء على ما تقدم سعينا في هذه المداخلة إلى إبراز انعكاسات العولمة على واقع اللغة العربية، معتمدين في ذلك على تبين تأثيرات هذه الظاهرة على اللغة العربية، وفي ضوء ما تم دراسته عرضنا مجموعة من النتائج المتوصل إليها.

30. ناصر الأنصاري (الهند)
واقع اللغة العربية في الهند

يهدف هذا البحث إلى تسليط الضوء على حالة اللغة العربية في ولاية كيرلا بالهند. حيث يتناول الباحث علاقة كيرلا مع العرب منذ قديم الزمان من خلال ذكر بعض الأدلة الواضحة. كما تقدّم الدراسة صورة تعليم اللغة العربية من المدرسة الابتدائية إلى المستوى الجامعي، كما يتناول البحث جهود العلماء الماهرين الذين أنجبتهم ولاية كيرلا في مختلف المجالات شعرا ونثرا؛   حتى أن بعض مؤلفاتهم يدرس في بعض الجامعات العربية. وأخيرا يتناول الباحث مسألة انتشار حركة الترجمة بين اللغتين العربية والمالايالمية وبالعكس رواية وقصة وما إلى ذلك.

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