



## APPLIED LINGUISTICS AND LANGUAGE TEACHING INTERNATIONAL CONFERENCE

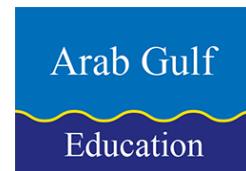
18 – 20 March 2021 [ONLINE]



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## Acknowledgement

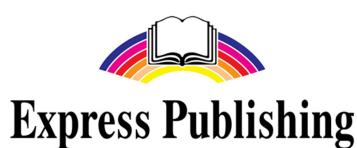


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## Welcome Message



Dear ALLT 2021 Participants,

On behalf of the organizing committee of ALLT 2021, welcome to the 3rd Annual Applied Linguistics and Language Teaching International Conference

As you can see, Covid restrictions are still in place, as are the regulations restricting your physical presence with us on ZU Campus. However, with all the support and enthusiasm of our participants eager to be moving forward, we have embraced the virtual sphere and are proud to have you all here with us.

This year, notwithstanding the challenges, we commence our annual conference under the theme: *21<sup>st</sup> Century Linguistics and Language Teaching: Bridging Diversification and Equality in the Classroom*. We are delighted to welcome back our original group of keynote speakers. Most of our presenters have also chosen to stay on and share their expertise with us this year, and we are also proud to welcome graduate students from Masters and PhD courses on board with us. The program was designed to stimulate discussion and engagement between the panelists and audience; the presentations were grouped into twenty panels, each of which has four to five presentations on several conference sub themes. I hope we are all actively learning and stimulating one another.

Allow me to also extend sincere gratitude to our esteemed keynote speakers, presenters, virtual room managers, organizers and of course our colleagues from top academic institutions nationwide for their cooperation, collaboration and support.

It is a pleasure to have you all with us at our conference once again.

**Dr. Wafa Zoghbor**

Conference Chair

College of Humanities and Social Sciences, Department of Languages

Advisor to the Provost for Special Initiatives

Zayed University

## Welcome Message



Dear ALLT Participants,

I am honored to welcome you to the 2021 Applied Linguistics and Language Teaching International Conference and Exhibition.

ALLT 2021 this year will run over the span of three days, and will include many informative panels and presentations under the theme: ***Bridging Diversification and Equality in Classrooms***. Looking back at major events that took place globally over the past year, it becomes apparent that we are in great need to a thorough discussion under this topic. I am certain that this year's conference will be rather meaningful to us all.

ALLT has become synonymous in the academic sphere with bringing together language teaching professionals, researchers, applied linguists and graduate students. Through its outreach initiatives, ALLT is actively contributing towards supporting and strengthening the Arabic language nationwide, in compliance with the vision of the leadership in the UAE to preserve and promote it.

Best wishes for a successful conference.

**Dr. Khalid AlKhazraji**

Vice President

Zayed University

# Welcome Message



Dear ALLT 2021 Participants,

We are all very pleased to welcome you to the 3<sup>rd</sup> *Applied Linguistics and Language Teaching International Conference*.

We wish this were an “in-person” welcome to our Dubai campus; still, we are happy to virtually host this year’s ALLT conference (postponed from last March, due to the Covid outbreak).

Since its inception in 2017, ALLT has worked to become a regional and an international academic platform. This platform engages linguists, language teachers, practitioners, researchers and graduate students who come together to share and to learn from one another’s experiences. In addition to the conference, ALLT has been hosting summer and fall forums and events for the past few years in collaboration with top federal institutions in the UAE, including the Higher Colleges of Technology (HCT) and UAE University (UAEU). Conference proceedings are routinely published with select literature from these events.

ALLT is also expanding its outreach initiatives in the wider community. It was involved in providing a certification training program for the KHDA teachers of Arabic language in private schools. Another of ALLT’s initiatives that was well received is *The Young Narrator*, a nationwide competition encouraging the development of Arabic language in children.

Again, we extend our warmest welcome to our international presenters and esteemed keynote speakers as well as to our valuable sponsors and exhibitors who found ALLT an important partner and a platform to support professionals and academics in the region.

I wish you a stimulating and enjoyable experience.



**Professor Denis Sullivan**

Dean, College of Humanities and Social Sciences  
Zayed University

## Conference Committee

### Conference Organizers

Wafa Zoghbor	Zayed University
Mariam Hariri	Zayed University
Izzeddin Asad	Zayed University
Ghada Janem	Zayed University
Helene Demirci	Higher Colleges of Technology
Christina Gitsaki	Zayed University
Fida Al Omari	Zayed University
Shahbano Farooq	Zayed University
Edith Flahive	Higher Colleges of Technology
Amal Habib Elyas Alhashemi	Zayed University
Muneera Mohamed Almansoori	Zayed University

### Virtual Room Managers

Aimee Grange	Zayed University
Christina Gitsaki	Zayed University
Hanar Atroshi	Zayed University
Helene Demirci	Higher Colleges of Technology
Khadija Alhumaid	Zayed University
Kristine Stewart	Zayed University
Mariam Hariri	Zayed University
Nadine Jaafarawi	Zayed University
Randa Soliman	Ajman University
Salah Darawsheh	Zayed University
Suhair Al Alami	Al Ghurair University
Thomai Alexiou	Aristotle University of Thessaloniki
Wafa Zoghbor	Zayed University

## Scientific Committee

Name	Affiliation	Country
<b>Abderrahim Aitbara</b>	DUSK	Kuwait
<b>Abdulqadir Darouzy</b>	NBCC	Canada
<b>Alison Larkin Koushki</b>	American University of Kuwait	Kuwait
<b>Amer Ahmed</b>	Dhofar University	Oman
<b>Banani Roy Chowdhury</b>	Institute of Applied Technology	United Arab Emirates
<b>Barraq Ali</b>	Crawley College	United Kingdom
<b>Beth Wiens</b>	Zayed University	United Arab Emirates
<b>Bridie Farah</b>	Rabdán Academy	United Arab Emirates
<b>Burcu Tezcan-Unal</b>	Zayed University	United Arab Emirates
<b>Dahlia Yousri</b>	King Abdulaziz University	Saudi Arabia
<b>Donald Glass</b>	Zayed University	United Arab Emirates
<b>Edith Flahive</b>	Higher Colleges of Technology	United Arab Emirates
<b>Emira Derbel</b>	Buraiimi University College	Oman
<b>Faisal Al-Maamari</b>	Sultan Qaboos University	Oman
<b>Hashil Al-Saadi</b>	Sultan Qaboos University	Oman
<b>Helene Demirci</b>	Abu Dhabi Men's College, HCT	United Arab Emirates
<b>Hind Elyas</b>	Niagara College	Saudi Arabia
<b>Iryna Lenchuk</b>	Dhofar University	Oman
<b>Jaime Buchanan</b>	Zayed University	United Arab Emirates
<b>Janice Kaur Munster</b>	Zayed University	Zayed University
<b>Kalyana Thirunagari</b>	Shri Shivaji College	INDIA
<b>Kara McKeown</b>	Zayed University	United Arab Emirates
<b>Louise Greenwood</b>	Zayed University	United Arab Emirates
<b>Manal Ezzelarab Ahmed</b>	Future International Academy	United Arab Emirates
<b>Mario Moya</b>	University of East London	United Kingdom
<b>Michael Bowles</b>	Zayed University	United Arab Emirates
<b>Minoo Asdjodi</b>	Zayed University	United Arab Emirates
<b>Mohamamd Amin Mozaheb</b>	Imam Sadiq University	IRAN
<b>Mohamed Shehata</b>	Ain Shams University	Egypt
<b>Mouna Abou Assali</b>	Mohammed V University	United Arab Emirates
<b>Noura Husain</b>	Ministry of Education	United Arab Emirates
<b>Peter Davidson</b>	Zayed University	United Arab Emirates
<b>Reema Qarallah</b>	Mohammad Almana College for Medical Sciences	Saudi Arabia
<b>Roudaina Houjeir</b>	Abu Dhabi Women's College, HCT	United Arab Emirates
<b>Sarah Hopkyns</b>	Zayed University	United Arab Emirates
<b>Shawana Fazal</b>	Hazara University	Pakistan
<b>Stephanie Siam</b>	Zayed University	United Arab Emirates
<b>Suhair Al-Alami</b>	Al Ghurair University	United Arab Emirates
<b>Summer Loomis</b>	American University in Dubai	United Arab Emirates
<b>Tania Al Aghar</b>	Abu Dhabi Women's College, HCT	United Arab Emirates
<b>Telma Steinhagen</b>	Zayed University	United Arab Emirates
<b>Thomai Alexiou</b>	Aristotle University of Thessaloniki	Greece
<b>Timothy Groombridge</b>	Zayed University	United Arab Emirates
<b>Wafa Zoghbor</b>	Zayed University	United Arab Emirates
<b>Wedad Alhabshi</b>	Ministry of Education	United Arab Emirates
<b>Yahya Alkhoudary</b>	Buraiimi University College	Oman

## Virtual Conference Platform



### Links to Virtual Rooms

**VIRTUAL ROOM 1** <https://zu-ae.webex.com/zu-ae/onstage/g.php?MTID=efd3bc4918f025c70019e254559770b4c>

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**VIRTUAL ROOM 2** <https://zu-ae.webex.com/zu-ae/onstage/g.php?MTID=e7add0245cba2095c89e76dff8429eb37>

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**VIRTUAL ROOM 3** <https://zu-ae.webex.com/zu-ae/onstage/g.php?MTID=efa1ab101fc0768a4baafe7b652cce37>

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**VIRTUAL ROOM 4** <https://zu-ae.webex.com/zu-ae/onstage/g.php?MTID=ead7541f7016fe356341680ea8f6ae692>

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**VIRTUAL ROOM 5** <https://zu-ae.webex.com/zu-ae/onstage/g.php?MTID=e3acbb1a55b219b6c6e3ff0991399c2c5>

## Keynote Speakers



### David Newby

Graz University, Austria

**From 05:15pm - 06:00pm (UAE Time) - [Local Time](#)**

**[Virtual Room 5](#)**

### Teaching grammar in the 21st century: a Cognitive-Communicative approach

Despite a variety of innovative approaches which have positively influenced 21st-century language teaching, much of grammar teaching and practice materials remain rooted in traditional practices of previous centuries. One reason for this is that applied linguistic theories have not succeeded in bridging the gap between theory and practice by providing teachers with coherent sets of theoretical principles to guide them in their choice of grammar methods. In my lecture I shall consider how approaches deriving, on the one hand, from Communicative Language Teaching and, on the other, from theories of language and language acquisition deriving from Cognitive Linguistic can provide a solid basis for the design of grammar methodology. Moreover, grammar activities based on this Cognitive-Communicative approach have the potential to incorporate recent 21st-century trends in modern language teaching such as learner-centred approaches, learning diversification and competence-based views of language. In addition to outlining C-C theoretical principles, my talk will be copiously illustrated with exercises and activities deriving from my own grammar materials and teaching.

### Bio

David Newby was, until his retirement, Associate Professor of English Language Didactics and Applied Linguistics at the University of Graz, Austria, and subsequently Adjunct Professor of Language Didactics at the University of Bergen, Norway. He began his teacher career as an eighteen-year-old at a secondary school in Thailand; for three years he taught in the Language Centre of Kuwait University. He has held lectures at conferences and universities as well as workshops for language teachers and students in forty different countries. His main areas of interest are pedagogical grammar, cognitive approaches to second language acquisition, communicative language teaching, and learner and teacher competences. He has written grammar books, school textbooks, dramas and short stories, as well as a large number of academic articles. He has worked extensively for the Council of Europe and is the co-author and coordinator of the European Portfolio for Student Teachers of Languages. He is currently consultant to the European Centre for Modern Languages of the Council of Europe.

# Keynote Speakers



**Doreen Ewert**

University of San Francisco, USA

**From 05:30pm to 06:15pm (UAE Time) - [Local Time](#)**

**[Virtual Room 5](#)**

## Extensive Reading: Maximizing Opportunities for Implicit Learning

Many language students arrive in secondary or university-based ESL/EFL programs with a deficit in productive uses of English despite years of learning English in classrooms. It is likely that the accuracy-oriented English curriculum most of these students received in their primary and secondary training has contributed to this deficit in proficiency. Explicit instruction typical of ESL/EFL curricula can only attend to a relatively small amount of language, what has been described as the tip of the iceberg of what is needed to attain adequate proficiency for academic or professional purposes. The mass of language data “below the surface” is acquired implicitly as we engage in meaningful language use (Ellis, N. 2008; Seidenberg 2017). This is sometimes described as “statistical learning,” or the ability of the brain to build frequency-based patterns of how a language works. Despite the importance of such learning, approaches to engaging learners in implicit methods of language learning are rarely addressed in ESL/EFL curricula or in teacher development activity. One of the most effective approaches to address this need for implicit learning is Extensive Reading. When well implemented, this research-based and theory-supported method guarantees that learners will get more of the target language “into their brains.”

### Bio

Doreen Ewert is Professor in the Department of Rhetoric and Language and Director of the Academic English for Multilingual Students Program at the University of San Francisco. Her areas of research include second language reading and writing, vocabulary and fluency development, language assessment, and curriculum design and implementation. She presents regularly at regional, national, and international conferences, as well as providing workshops for pre-service and in-service teachers. Her most recent publications are (2018) Teacher and Tutor Conferencing in The TESOL Encyclopedia of English Language Teaching, (2017) Getting ER into the curriculum: No excuses! CATESOL Journal, and with Sunyoung Shin, (2015) Teachers' conceptualizations of a reading-to-write task in designing a data-driven rating scale, in Assessing Writing, and (2015) What accounts for integrated reading-to-write task scores? in Language Testing

# Keynote Speakers



## Ali Al-Issa

Sultan Qaboos University, Oman

**From 01:00pm to 01:45pm (UAE Time) - [Local Time](#)**

**[Virtual Room 5](#)**

## Preparing “Professional” Teachers for an Ideologically Conflicting ELT

The government of the Sultanate of Oman, like many governments around the world, actively promotes the value of English as a *lingua franca*, as the language of wider communication that will support modernization and national economic growth. This policy, however, creates difficulties for many teachers, who find themselves implementing certain practices that conflict with a vision of English language teaching (ELT) that accords with humanist values. Rather than promoting rich forms of engagement in English language, they find themselves adopting forms of instruction that reduce English to a matter of drills and skills. This essay draws on an inquiry that I facilitated with the help of four Student Teachers during their four-month practicum. The inquiry involved asking them to keep reflective journals during their placements in an effort to place their teaching in a critical perspective exposing the contradictory nature of their professional situation. The journals show their struggle with the ELT *status quo* at their cooperating schools, while revealing their commitment to opening up educational opportunities for their students beyond what the curriculum prescribes.

### Bio

Dr. Ali Al-Issa has a Master of Arts in Education (TESOL) from University of London, U.K. and Ph.D. in Education (Applied Linguistics) from University of Queensland, Australia.

Dr. Al-Issa is currently an Associate Professor of English Language Education at the Department of Curriculum and Instruction, College of Education, Sultan Qaboos University (SQU), Sultanate of Oman. He teaches at the present time English Language Teaching (ELT) Methods and ELT School Curriculum courses to undergraduate and postgraduate students respectively and supervises ELT student teachers during the practicum. Prior to this, he taught Content and Language Integrated Learning (CLIL) courses at the College of Law, SQU.

Dr. Al-Issa has extensive experience in different areas of English Language Education and has been involved in the policy and planning of English Language Education for over 30 years. He has presented and published widely about English Language Education in Oman in local and international venues. He is a recipient of several local and international teaching and research awards and recognitions. Dr. Al-Issa has been the best cited Omani English Language Education scholar since 2005. His research interests include, but not limited to, foreign/second language education policy and planning and teacher training and education.

# Keynote Speakers



**Mario Moya**

University of East London ,UK

**From 05:00pm -05:45pm (UAE Time) – Local Time**

**Virtual Room 5**

## Using Linguistically Appropriate Practice in Language Teaching and Learning

The presence of students for whom the language of the instruction is not their first language creates unique challenges and opportunities for teachers -including ESOL instructors. This presentation introduces the notion of Linguistically Appropriate Practice (LAP) as a way to teaching and learning in diverse classrooms worldwide. The presentation is grounded in the latest research on language education and takes a pragmatic approach to teaching in linguistically diverse environments. The premise is to argue that the conception of “method” and “methodologies” as traditionally understood are no longer relevant and that successful multilingual teaching is, instead, an opportunity for teachers to develop learners’ language skills and cultural awareness based on their own identity, personal differences and existing language repertoires. The presentation will explain the relationship between theory and multilingual practice whilst describing the profile of LAP-oriented teachers and will discuss some of the challenges that have been identified by instructors using LAP, including some guidance for the successful implementation of this approach to transform classrooms into environments where all learners have equal opportunities to participate, learn, grow and thrive.

### Bio

Mario is a Senior Fellow of the Higher Education Academy (SFHEA) in the UK and is currently the Programme Leader of the Master in English Language Teaching at the University of East London (UEL), where he teaches undergraduate and postgraduate courses in the areas of language education, teacher training and psychology of language learning. He also examines and supervises PhD and EdD theses within the UK and internationally, and is a Visiting Scholar in Universities in Europe, USA and Asia. Mario is a consultant for the British Council on English as a medium of instruction (EMI) and advises Higher Education institutions in non-English speaking countries on the implementation of content-based language methodologies for the teaching of degrees through the medium of English. He is an active researcher in the field of academic literacies, multilingualism and literacy practices, and the psychology of language learning with a focus on the role of interpersonal relationships in the classroom. He publishes widely and conducts continuing professional development courses on these subjects. Mario is a keynote speaker in several international conferences and is a member of the British Association of Applied Linguistics (BAAL) and of the British Educational Research Association (BERA).

## Program at Glance

### Thursday 18 March 2021

<b>UAE Time</b> <b>Local time</b>	<b>Virtual Room 5</b>
<b>05:00pm-05:15pm</b> <b>Local Time</b>	Opening Session
<b>05:15pm-06:00pm</b> <b>Local Time</b>	Keynote Speaker 1

### Friday 19 March 2021

<b>UAE Time</b>	<b>Virtual Room 1</b>	<b>Virtual Room 2</b>	<b>Virtual Room 3</b>	<b>Virtual Room 4</b>
<b>01:00pm-02:25pm</b> <b>Local Time</b>	<b>Panel 01</b> Student motivation (5)  <b>VRM:</b> Nadine Jaafarawi	<b>Panel 02A</b> Technology-based teaching and learning (4)  <b>VRM:</b> Mariam Hariri	<b>Panel 03A</b> Teaching language skills and subskills (5)  <b>VRM:</b> Aimee Grange	<b>Panel 04A</b> Teaching approaches and classroom practices (5)  <b>VRM:</b> Kristine Stewart
<b>02:30pm-03:55pm</b> <b>Local Time</b>	<b>Panel 08</b> Classroom based research and research-based teaching (4)  <b>VRM:</b> Nadine Jaafarawi	<b>Panel 06A</b> Teacher education and professional development (5)  <b>VRM:</b> Mariam Hariri	<b>Panel 05</b> Language Assessment (5)  <b>VRM:</b> Aimee Grange	<b>Panel 011</b> Adult and early childhood language learning (4)  <b>VRM:</b> Thomai Alexiou
<b>04:00pm-05:25pm</b> <b>Local Time</b>	<b>Panel 07A</b> تَدْرِيسُ الْلُّغَةِ الْعَرَبِيَّةِ وَالْتَّكْنُولُوْجِيَّاتُ الْحَدِيثَةُ (4)  <b>VRM</b> Salah Darawsheh	<b>Panel 02C</b> Technology-based teaching and learning (3)  <b>VRM</b> Kristine Stewart	<b>Panel 03B</b> Teaching language skills and subskills (5)  <b>VRM</b> Randa Soliman	<b>Panel 04B</b> Teaching approaches and classroom practices (5)  <b>VRM</b> Thomai Alexiou
<b>05:30pm-06:15pm</b> <b>Local Time</b>	<b>Keynote Speaker 2</b>			

## Saturday 20 March 2021

UAE Time	<a href="#">Virtual Room 1</a>	<a href="#">Virtual Room 2</a>	<a href="#">Virtual Room 3</a>	<a href="#">Virtual Room 4</a>
<b>01:00pm-01:45pm <u>Local Time</u></b>	<b>Keynote Speaker 3</b>			
<b>02:00pm-03:25pm <u>Local Time</u></b>	<b>Panel 07B</b> قضايا تربوية حول تعليم اللغة العربية (5) <b>VRM:</b> Khadija Alhumaid	<b>Panel 06B</b> Teacher education and professional development (5) <b>VRM:</b> Hanar Atroshi	<b>Panel 010</b> Globalization and bilingualism (5) <b>VRM:</b> Suhair Al Alami	<b>Panel 04C</b> Teaching approaches and classroom practices (5) <b>VRM:</b> Helene Demirci
<b>03:30pm-04:55pm <u>Local Time</u></b>	<b>Panel 07C</b> التحدث باللغة: الاحتراء وإثارة الدافعية (5) <b>VRM:</b> Khadija Alhumaid	<b>Panel 02B</b> Technology-based teaching and learning (5) <b>VRM:</b> Hanar Atroshi	<b>Panel 03C</b> Teaching language skills and subskills (5) <b>VRM:</b> Suhair Al Alami	<b>Panel 14</b> Curriculum Development (5) <b>VRM:</b> Helene Demirci
<b>05:00pm-05:45pm <u>Local Time</u></b>	<b>Keynote Speaker 4</b>			
<b>05:45pm-06:00pm <u>Local Time</u></b>	<b>Closing remarks</b>			

## Scientific Program

**Thursday 18 March 2021**

UAE Time <u>Local time</u>	<u>Virtual Room 5</u>
<b>05:00pm-05:15pm <u>Local Time</u></b>	Opening Session
<b>05:15pm-06:00pm <u>Local Time</u></b>	<p>Keynote Speaker 1:</p> <p style="text-align: center;"><b>Dr. David Newby</b> Graz University, Austria</p> <p style="text-align: center;"><b>Teaching grammar in the 21st century: a Cognitive-Communicative approach</b></p>

**Friday 19 March 2021**  
**01:00pm - 02:25pm Local Time**

<b>Virtual Room 1</b>	<b>Virtual Room 2</b>	<b>Virtual Room 3</b>	<b>Virtual Room 4</b>
<b>Panel 01</b>	<b>Panel 02A</b>	<b>Panel 03A</b>	<b>Panel 04A</b>
Student motivation	Technology-based teaching and learning	Teaching language skills and subskills	Teaching approaches and classroom practices
<b>Rana Khan (Kuwait)</b> Motivating Students Intrinsicly Through ESP and Integration of Academic and Professional Skills in EMI Context	<b>Maisa Obeid (UAE)</b> Tips for Creating Accessible Course Materials	<b>Ghada Al Murshidi (UAE)</b> Innovative Pedagogical Approaches in Teaching Students Literacy in Higher Education	<b>Bothaina Eisa (Egypt)</b> Approaches to the Teaching of Shakespearean Drama at University
<b>Soad Mizher (KSA)</b> Curate, Organize and ride the Wave with Wakelet	<b>Peter Davidson (UAE)</b> Accommodating Students of Determination in the Classroom and During Assessment	<b>Mutaib Alotaibi (KSA)</b> Three Effective steps for Teaching Writing Skills to Novice Arab Learners of English	<b>Zainab Aldhanhani (UAE)</b> Oral Reading Fluency: An Investigation of Reading-aloud Strategies in Private Schools in the UAE.
<b>Juwaeriah Siddiqui (UAE)</b> Exploring Attractor States that Impact Motivation among L2 Learners of Arabic in UAE.	<b>Ouarda Khouni &amp; Amany Alsabbagh (UAE)</b> Using Audiobooks to Assist Foreign Language Struggling Readers	<b>Hedieh Najafi &amp; Winona Smith (UAE)</b> Practical Tips for IELTS Reading	<b>Eric Hagley (Australia/Japan)</b> Internationalize your class room with online exchange
<b>Omer Salama Idris (KSA)</b> The positive Impact of psychological and technical skills on online teaching	<b>Olga Samsonova (USA)</b> Higher Education Students' Experience of Distance Learning During COVID-19	<b>Ahlam Alshehri (KSA)</b> Motivating Writing Ideas...	<b>Nazanin Dehdary (Oman)</b> From Reading for Comprehension to Reading for Transformation
<b>Fawzia Al Ghamsi (KSA)</b> Design Thinking for Promoting Students' Creativity			<b>Vasila Al Khaldi &amp; Maisa El Gamal (UAE)</b> Tailoring Assignments to Meet Individual's Languages of Learning

## Friday 19 March 2021

**02:30pm - 03:55pm | Local Time**

<u>Virtual Room 1</u>	<u>Virtual Room 2</u>	<u>Virtual Room 3</u>	<u>Virtual Room 4</u>
<b>Panel 08</b>	<b>Panel 06A</b>	<b>Panel 05</b>	<b>Panel 011</b>
<b>Classroom based research and research-based teaching</b>	<b>Teacher education and professional development</b>	<b>Language Assessment</b>	<b>Adult and early childhood language learning</b>
<b>Ali Shehadeh (UAE)</b> Cooperative Language Learning in the L2 Classroom: From Conceptualization to Implementation and Back	<b>Kara McKeown &amp; Jenny Eppard (UAE)</b> An investigation into expat faculty and home students' expectations of a higher education learning environment.	<b>Peter Davidson (UAE)</b> What every teacher should know about Learning-Oriented Assessment	<b>Ranjani Ramnath (UAE)</b> Learning the Script of Mother Tongue as an Adult: A Comparative Auto-Ethnographic Study
<b>Hisham Al Blushi &amp; Saif Al Yarabi (Oman)</b> Students-teachers' perspectives in bridging students' writing gap in EFL	<b>Mahmoud Nafa (UAE)</b> Reading Comprehension Texts Exploitation Strategies	<b>Jason Thompson (UAE)</b> A language test cycle: the development of a speaking test	<b>Negmeldin Alsheikh &amp; Shaikha Saeed (UAE)</b> An Exploration of Emirati Parents' Involvement in their Children's English Reading
<b>Suhair Al Alami &amp; Anjum Azeez (UAE)</b> Intercultural Exchange Projects in the Twenty-First Century: Points to Ponder	<b>Lama Mahmoud &amp; Rima Al Chaar (UAE)</b> Unleashing the Power of Drawing-Assisted Writing Activity	<b>Evelina Johansson (Sweden)</b> Teachers' experiences with higher-order thinking assessment in online EFL courses	<b>Bernadette Fakhry &amp; Negmeldin Alsheikh (UAE)</b> The Contextual Features of a Virtual Library as Multimodal and Multiliteracies Site for Learning
<b>Christine Coombe (UAE)</b> Classroom Management: Empirical and Practical Perspectives	<b>Jennifer Law (UAE)</b> Approaches to teacher professional development that promote diversification and equality in teaching and learning	<b>Negmeldin, Maha Alhabbash, Najah Al Mohammedi &amp; Safa Alothali (UAE)</b> Contesting National and International Standardized English Languages Tests on Test Specification	<b>Sanja Ivanovic (UAE)</b> Learner Passport as a Self-assessment Tool for Fostering Learner Autonomy among Young Learners
	<b>Abdulaziz Alenazi (KSA)</b> Demotivation Among ESL Teachers: Reducing Barriers to Quality Education	<b>Yamen Dridi (Oman)</b> The Role of Effective Feedback on Developing Autonomous Writers	<b>Mais Ahmed &amp; Negmeldin Alsheikh (UAE)</b> Falling through the Cracks: Transfer-students and English Language Competency Dilemma

## Friday 19 March 2021

### 04:00pm - 05:25pm | [Local Time](#)

<u><a href="#">Virtual Room 1</a></u>	<u><a href="#">Virtual Room 2</a></u>	<u><a href="#">Virtual Room 3</a></u>	<u><a href="#">Virtual Room 4</a></u>
<b>Panel 07A</b> استخدام التكنولوجيا الحديثة في تدريس اللغة العربية	<b>Panel 02C</b> Technology-based teaching and learning	<b>Panel 03B</b> Teaching language skills and subskills	<b>Panel 04B</b> Teaching approaches and classroom practices
رحا ب محمد الشافعى (الإمارات) أثر الألعاب الرقمية في تنمية مهارات النضج الاليكتروني لدى طفل الروضة	Mary Helen Lanaghan & Omar Hachemi (UAE) A 21st Century Project: Connecting Online and in the Field	Jaime Buchanan & Tony Myers (UAE) Rethinking definitions of student-centred learning in the Gulf: Reading to Learn in Higher Education	Erna Grcic (UAE) Who's Afraid of Reading Poetry: Exploring Active Approaches in Teaching Poetic Texts
<b>Roweena Belal (KSA)</b> جمع ونظم مصادرك باستخدام أدأة ويكيبيت	<b>Rania Jabr (Egypt)</b> Lifelong learning via digital literacy tool and skills	<b>Telma Steinhagen &amp; Andrea Mayr (UAE)</b> "Make Reading Great Again": Introducing Active Reading Strategies across Curricula	<b>Huda Al Shareef (KSA)</b> Creative Thinking, a Way of Successful Teaching
<b>Ashraf Alrassoul (الإمارات)</b> أثر استخدام الأبياد والتطبيقات الإلكترونية كوسيلة تعليمية لمادة القراءة في الصف الدراسي: دراسة حالة على طلاب الصف الأول	<b>Ruqaiya Al Balushi (Oman)</b> EFL School Teachers' Integration of Technology in the Language Classroom: Findings from Action Research	<b>Assel Tukhtabayeva (Kazakhstan)</b> Touristic discourse: Strategies and difficulties in translating touristic texts	<b>Rawan Al Ruwaili (KSA)</b> Using drama in teaching English: a holistic approach
محمود الغزاوي (المغرب) أثر تقنيات التكنولوجيا الرقمية ووسائل الاتصالات الالكترونية في تعلم اللغة العربية	<b>Amel Benissa (Algeria)</b> The Use of Online Quizlets and Digital Flashcards to Enhance Students' Cognitive Skills	<b>Sophie Thompson &amp; Emma Marsden (UK)</b> Teaching learners to process morphosyntactic cues: Active and passive voice in second language English	<b>Dahlia Aboulmaaty (KSA)</b> Instructor's Creativity to Motivate their Learners: Focusing on Vocabulary
ميساء عيد (الإمارات) إنشاء موارد تعليمية سهلة الوصول لجميع الطلبة		<b>Sally Ali (Egypt)</b> Strategies for Developing Students' Listening Skills	<b>Inas Kotby (Egypt)</b> Recipe to Maximise Motivation and Stimulate Creativity

<u><a href="#">UAE Time</a></u>	<u><a href="#">Virtual Room 5</a></u>
<b>05:30pm-06:15pm <u><a href="#">Local Time</a></u></b>	<b>Keynote Speaker 2</b> <b>Professor Doreen Ewert</b> University of San Francisco <b>Extensive Reading: Maximizing Opportunities for Implicit Learning</b>

## Saturday 20 March 2021

### 01:00pm-01:45pm | Local Time

UAE Time	<u>Virtual Room 5</u>
01:00pm-01:45pm <u>Local Time</u>	<p>Keynote Speaker 3:</p> <p><b>Dr. Ali Al-Issa</b> Sultan Qaboos University, Oman</p> <p><b>Preparing “Professional” Teachers for an Ideologically Conflicting ELT</b></p>

## Saturday 20 March 2021

### 02:00pm -03:25pm | Local Time

<u>Virtual Room 1</u>	<u>Virtual Room 2</u>	<u>Virtual Room 3</u>	<u>Virtual Room 4</u>
<b>Panel 07B</b> قضايا تربوية حول تعليم اللغة العربية	<b>Panel 06B</b> Teacher education and professional development	<b>Panel 010</b> Globalization and bilingualism	<b>Panel 04C</b> Teaching approaches and classroom practices
عروبة المحسن (الأردن) اثر استراتيجية لاعب الأدوار على تنمية مهارة المحادثة في مبحث اللغة العربية لدى طلبة المرحلة الأساسية	Anna Hasper (UAE) Grammar Range and Accuracy: achieving higher IELTS band scores	Carina Rasse (Austria) Idiomatic Mastery in a Second Language: The Role of Conceptual Metaphors	Connie Mitchell (KSA) Students Learn Research Strategies Using Discourse Analysis
هالة محمد أحمد (الإمارات) مهارات المعرفة القرائية: الواقع والمأمول	Anna Hasper (UAE) Research to Action: new tools for IELTS teachers and students	Glenda El Gamal (UAE) Building Intercultural Competence: A Phenomenonological Investigation of UAE Engineering Students' Intercultural Experience	Summer Loomis (UAE) Case Study: Classroom Observation of Three Arabic Class Sessions
نفهه الاحبابي (الإمارات) إشكاليات تدريس اللغة العربية بين الواقع وسياق العولمة	Sophie Thompson & Inge Alferink (UK) Using OASIS summaries to facilitate a dialogue between research and pedagogy	Abdelhamid Bessaid (KSA) Language Conflict in Algeria, Arabic vs French: A Linguistic Overview.	Zakaria Mahmoud (KSA) Building Spoken Fluency
غادة الجشعم (الإمارات) أثر التواصل الفعال مع أولياء الأمور عبر أنشطة التعلم على تطوير الكتابة الوظيفية في التعليم الأساسي	Christine Coombe, Lana Hiasat & Nadia Kettell (UAE) Resource Development for English Language Teacher's Research Readiness	Bouchra Kachoub (UAE) English vs Arabic Use in School and the Workplace: The Case of Abu Dhabi	Majed Alharbi & Abdul Rahman Alqifari (KSA) L2 Arab Writers' Voices and Institutional Practices
صلاح الدين أحمد دراوشة (الإمارات) اختبار تحديد المستوى في اللغة العربية للطلبة الملتحقين بمؤسسات التعليم العالي: الماهية والخصائص والتصميم	Salah Mohammed Elhassan (Oman) Making sense of Advice in Post-Lesson Conferences During Teaching in Teacher Education	Sarah Hopkyns & Wafa Zoghbor (UAE) Translingual practices as a source of empowerment in Emirati higher education	Ghadha Alnasser (KSA) The Impact of Interaction between Teachers Written Feedback Practices and Students Processing

## Saturday 20 March 2021

### 03:30pm-04:55pm | Local Time

<b>Virtual Room 1</b>	<b>Virtual Room 2</b>	<b>Virtual Room 3</b>	<b>Virtual Room 4</b>
<b>Panel 07C</b> التحدث بالعربى: الاحتواء وإثارة الدافعية	<b>Panel 02B</b> Technology-based teaching	<b>Panel 03C</b> Teaching language skills and subskills	<b>Panel 014</b> Curriculum Development
بشرى النقبي (الإمارات) ابداع يعقبه ابداع - إثارة دافعية الطلبة	Yahya Al Khoudari (Canada) The Impact of Utilizing Technology on Students' Communication Skills in an ESL Traditional Classroom	Larysa Nikolaeva (UAE) Reader Response to Text Adaptation: A Study of Female Emirati Undergraduate Students	Reema Qarallah (Jordan) Let the end be your start! ESP curriculum development.
محمد سلامي (الإمارات) بعض المفاهيم السيميائية ودورها في بناء الوعي النقفي لدى متعلم اللغة العربية	Babikir Siddig (Oman) Social Media in Teaching of Languages	Mohamed Aboulela (Egypt) FlaxIt: Teaching Academic Collocations	Safaa Abdalla Eissa (KSA) TEFL Student-teachers as Curriculum Co-authors: A case Study of Curriculum developers and implementers
نورة الحمادي (الإمارات) قرأت لكم: تعزيز ثقافة القراءة من خلال التوثيق ومشاركة الاقتباسات	Syed Adil (India) Rebuilding the Attention Span and Focus in EFL/ESL Classrooms in the Perspective of Digital Environment	Muhammedali Chalikandy (India) Should we Teach Grammar in EFL Classrooms? Teachers' Beliefs	Omar Al Sawafi (Oman) The Inconsistency Between Teachers' Stated Beliefs about Implementation of ELT Innovations and Their Actual Practices
سناء المجايدة (الإمارات) حرية الاختيار في صفات اللغة العربية الجامعي	Soad Essam Mizher (KSA) Amplifying Students' Voice with Flipgrid and Skype in the Classroom	Ahmad Masrai (KSA) Is it phonological or orthographic vocabulary size that predict processing speed of L2 written texts?	Arwa Aldawood & Fatimah Almeshari (KSA) Effects of Learning Culture on English-Language Learning for Saudi EFL Students
خديجة الحميد (الإمارات) جماليات التواصل بالعربى: تعبيرات التأثير نموذجاً		Nadine Jaafarawi (UAE) Enhancing UAE students' Reading Comprehension Through a Task-Based Approach	Alla Savelyeva (Azerbaijan) Implementing project-based language learning in first-year writing: Benefits and challenges

<b>05:00pm-05:45pm <u>Local Time</u></b>	<p><b>Keynote Speaker 4</b></p> <p><b>Dr. Mario Moya,</b> University of Easts London (UK)</p> <p><b>Using Linguistically Appropriate Practice in Language Teaching and Learning</b></p>
<b>05:45pm-06:00pm <u>Local Time</u></b>	Closing remarks

## Abstracts

**Friday 19 March 2021  
01:00pm - 02:25pm Local Time**

**Panel 01:**

Student motivation

**Virtual Room 1**

**20-Rana Khan Mohammed Ishaque (Kuwait)**

Motivating Students Intrinsically Through ESP and Integration of Academic and Professional Skills in EMI Context

EMI (English as a medium of instruction) is teaching content in English to students whose first language is not English. The purpose of this research is to motivate students intrinsically in foundation classes, as reward and punishment strategy fails to motivate them. The research questions are - Does the type of English used in EMI context affect motivational levels among foundation students? Are there specific content areas in the EMI context which can benefit by incorporating ESP (English for Specific Purposes) and academic skills to enhance intrinsic motivation?

The introduction of two new approaches of ESP, professional and academic skills, aim to align students' future goals to their current EMI educational context. ESP is aimed at supporting learners in achieving their goals, as they struggle with content later during diploma programs. This is mainly due to excessive exposure to jargon and difficult vocabulary. Introducing academic and professional skills can considerably help students succeed in academic and professional goals by improving their presentation, computer and information literacy skills. The attendees will benefit from the presenter's research, as she validates a considerable improvement in intrinsic motivational levels of students through incorporation of ESP professional and academic skills in the foundation program.

**30-Soad E Mizher (KSA)**

Curate, Organize and ride the Wave with Wakelet

Communication, collaboration, critical thinking, creating, citizenship and character education are the factors that define what are known as 21st century skills. Students are currently more involved in the act of teaching and learning. They are required to analyze, research and organize information, then submit their work in group-based project presentations. In order to do that, content curation skills are highly valuable. Content curation is the process of sorting through the vast amounts of content on the web for a specific topic and presenting it in a meaningful and organized way. Content curation focuses on quality, not quantity. It is not about collecting links or randomly hoarding information. It is about putting content into context with organization, annotation, and presentation. Wakelet is an innovative tool that can help you "bookmark, organize and curate content from across the web and use it to create beautiful, informative and engaging collections" that you can share easily or add collaborators to. In this presentation, we will introduce the different ways educators are using Wakelet inside and outside classrooms as a tool of diversifying 21st century skills.

**68-Juwaeriah Siddiqui (UAE)**

Exploring Attractor States that Impact Motivation among L2 Learners of Arabic in UAE.

The purpose of the research presented in this session is to understand the motivation of non-native Arabic learners and investigate how it is constructed by their learning experience (LE) in the United Arab Emirates (UAE). Non-native Arabic learners are taught Arabic as a mandatory second language in K-12 schools in addition to being surrounded by a large Arabic speaking community in the United Arab Emirates (UAE), yet have low engagement with the Arabic language (Al-Issa & Dahan, 2011; Raddawi & Meslem, 2015). Such low language proficiency in the face of academic compulsion and external influences (culture, policy, and parental expectations) then needs to be further investigated. The present study takes in a cross-disciplinary approach, drawing in concepts from Dörnyei's Second Language Motivational Self System (Dörnyei, 2005) to understand L2 learner's motivation analyzed from a complex dynamic system theory lens (Larsen-Freeman & Cameron, 2008). The study employs surveys and semi-structured interviews with L2 Arabic learners and educators with the goal of identifying and constructing the causal mechanisms that underly each typical learner archetype (Hiver, 2015). To prove LE is dynamic, phase 1 applies

concept mapping (Kane & Trochim, 2007), a complexity theory-based research technique to generate two concept maps comparing students' attitudes of motivation towards Arabic and how the educators perceive this attitude. In phase 2, 50-60 secondary school students are surveyed to assign membership to each recognized archetype and a few typical archetypes are interviewed. The results provide insight into the motivational dynamics of the L2 learner, thereby providing suitable intervention points and may contribute significantly towards L2 motivation research of Languages other than English (LOTE).

#### **69- Omer Salama Idris (KSA)**

##### **The positive impact of psychological and technical skills on online teaching**

In every new experience, there are challenges. Successful teachers know how to overcome these challenges and create a safe, rich educational atmosphere. The presenter tackles the psychological and technical skills needed by teachers to survive during the pandemic. Moreover, the presenter explores the impact of the psychological and technical skills on online teaching and how they affect the teaching process in a positive way. Changing of the pedagogy had an impact on the teachers' performance. The presenter sheds some light on the skills that are recommended for teachers to deliver online lessons. The presenter also introduces the difficulties that teachers encounter, the skills they need, and the psychological impact of acquiring new skills. The presenter brainstorms with the audience about the challenges facing online teachers and the psychological and technical skills needed. The audience will be involved in the discussion about the impact of these skills.

#### **92- Fawzia Alghamdi (KSA)**

##### **Design Thinking for Promoting Students' Creativity**

Design thinking is a mind-set method of problem solving that, if taught to students, will help shape their personalities and help mould them into productive citizens. This method of teaching is a process through which a student will learn empathy, collaboration, and creativity. It increases students' engagement in and out of the classroom. This session trains attendees on how to implement design thinking. Steps of presenting the topic:

- Introduce the method to teachers. What is design thinking? How to apply it?
- Explain how can design thinking help them in their classrooms?
- Apply with them the "design thinking method".
- Observe and assess teachers understanding.
- Answer questions or inquiries raised by teachers.
- The anticipated outcomes of this session include:
  - To provide teachers with a tool that enhances their teaching practices.
  - Help teachers to build students' character and not just teaching them.
  - By using this method teachers will help students create and improve their own experiences.
  - By using this method, teachers will be able to teach empathy and apply it to many problems that arise in the classroom and help encourage students on solution-based thinking.

## Friday 19 March 2021

### 01:00pm - 02:25pm Local Time

#### Panel 02A

Technology-based teaching and learning

#### Virtual Room 2

##### **Maisa Obeid (UAE)**

Tips for Creating Accessible Course Materials

Across the globe, the increasing number of students with disabilities in higher education is a reflection of the tremendous effort promoting the rights of these students to access education (Hong, 2015). Accessibility of digital course content, which is ultimately the most important aspect of content creation for a student, is usually the major challenge for students with disabilities and disability services providers. This session will increase your knowledge and skills in utilizing different tools to create accessible course material formats that will ensure an accessible learning environment for all students and especially Students of Determination and will increase your expertise as an inclusive educator. By the end of the session, you will be able to use 5 tips to create accessible course materials immediately!

##### **5-Peter Davidson (UAE)**

Accommodating Students of Determination in the Classroom and During Assessment

The UAE is a regional leader in supporting and accommodating People of Determination (2016), and Zayed University is at the vanguard of supporting and accommodating Students of Determination. The aim of this talk is to highlight how we as teachers can enrich the educational experiences of Students of Determination in our classroom and during assessment (Santamaría, Fletcher, & Bos, 2002). We begin by outlining some of the physical disabilities and learning disorders that our students may have (McCrea, 2009). We then move on to highlight the concerns that teachers may have about having Students of Determination in their classrooms. We then present a range of strategies that teachers can use to support and accommodate Students of Determination when they are in their classrooms and when they are taking an assessment.

##### **27-Ouarda Khouni and Amany Alsabbagh (UAE)**

Using Audiobooks to Assist Foreign Language Struggling Readers

The conviction that audiobooks might be used to help struggling readers goes back to a strategy known as assisted reading where the audio recordings were used as an instructional intervention. Based on this strategy, students can listen to an audio recording of a selected text believing that reading along while hearing a fluent model would serve as a feasible approach to fluency and a method to improve students' attitudes towards reading. In this research, we aim to implement this strategy to scaffold struggling readers to overcome reading anxiety, improve their pronunciation, and reading skills. In this regard, the majority of FL college students are struggling to read even a low-level passage which is due to different reasons. Thus, this study is conducted through a mixed-method design to answer two main questions: do audiobooks affect struggling readers' attitudes and motivation and do the use of audiobooks scaffold to improve the reading ability of the struggling readers. To achieve this purpose, pre-test and post-test are used together and students are exposed to a set of selected texts from . The study revealed that students who used audio books overcome their anxiety and they improved much in their reading skills and pronunciation.

##### **75- Olga Samsonova (USA)**

Higher Education Students' Experience of Distance Learning During COVID-19

As a result of the COVID-19 pandemic, all schools, colleges, and universities in the United Arab Emirates (UAE) were physically shut down and education transferred to the distance learning mode. Eighteen female undergraduate students at an Abu Dhabi Federal college who had enrolled in an educational summer class were the study participants. This study aims to find students' readiness, perceptions, and feelings towards distance learning (DL) utilizing a mixed-method research approach by examining students' reflective journals and their responses to the questionnaires consisted of qualitative and quantitative questions. Multiple categories emerged from the study: advantages and disadvantages of DL, assessment description, Blackboard set up, communication with the instructor, Collaborate Ultra, Nearpod, Padlet, classroom discussions, group work, and media resources. The study's notable findings showed that the college was ready and students were very well prepared for the DL. They always felt supported by the administration and staff. Future research on DL and findings implementation were discussed in the study.

## Friday 19 March 2021

### 01:00pm - 02:25pm Local Time

#### Panel 03A

Teaching language skills and subskills

#### Virtual Room 3

##### **6- Ghadah Al Murshidi (UAE)**

Innovative Pedagogical Approaches in Teaching Students Literacy in Higher Education.

The mixed-method study was conducted primarily to examine the advantages and the challenges that students might experience when they use the workshop method in their learning in a university in the UAE. A survey and interviews were conducted with students regarding their experience of using the method, and field notes were taken. The interviews took 40 minutes, and they were recorded. The workshop method activities and formats were used by teachers with integrating reading, writing, speaking, listening, thinking and incorporates the three major ways of learning in every phase - the visual, the auditory, and the kinesthetic. The methodology is designed to be flexible, enabling the teacher to engage the diversity of students. The workshop method objective is developing human perceptual, imaginative, and verbal capacities through their many derivations in oral and written forms. The structure of the workshops is designed to enable the students to express themselves by talking, doing and making. Students express different aspects through different channels and by enabling students to express themselves not only by talking but also by acting.

##### **10- Mutaib Alotaibi (KSA)**

Three Effective steps for Teaching Writing Skills to Novice Arab Learners of English

This presentation aims to propose three-steps technique of teaching writing to novice English learners: Brainstorming, Folder Methodology, and Freewriting, which is expected to significantly increase students' writing skills and foster their English vocabulary and grammar. First, brainstorming is used to figure out the main concepts and ideas of the topic assigned to the students. The goal is to encourage thinking in the 2L and planning the writing process. This will lead to students learning how to write with coherence and cohesion. In the Folder Methodology, the students are creating a portfolio of their writing for self-evaluation. Included in the folder are the final clean copy of the students' finished work, the early drafts, and writing assessment. Using a folder will allow each learner to track and take responsibility for the previous and current writing errors, which could increase student autonomy, and student reinforcement. The final step is "Freewriting", students are given enough time to write freely in this phase, and the goal is to keep writing despite any likely barriers. The presenter will reflect on his experience using these methods in his classroom, sharing ways of implementations, and suggested adaptations for varities of class situations and examples of the students' writing.

##### **21-Hedieh Najafi and Winona Smith (UAE)**

Practical Tips for IELTS Reading

Taking and teaching the IELTS is a frustrating task for both ESL/EFL students and teachers. In addition to refining their English language skills, the students also need to improve their time management skills. On the other hand, teachers get frustrated as the students cannot compete against the time.

This session will share a few step-by-step test taking techniques that will help students manage their time when answering the reading questions in the IELTS reading section. The presenters will share their suggested techniques and a few samples first. Then the audience will have the chance to apply the same techniques to other examples. This session will help those who intend to take the IELTS or teach it as well as those who need to sharpen their general reading skills.

##### **23-Ahla Alshehri (KSA)**

Motivating Writing Ideas...

This presentation aims to demonstrate the reasons why developing good writing skills in English language is one of the most difficult skills for second language learners. The presentation introduces the importance of the writing skill. It illustrates some ideas that could facilitate teaching the skill in creative ways, focusing on some helpful factors to achieve the target goals of teaching the writing skills to second language learners.

## Friday 19 March 2021

### 01:00pm - 02:25pm Local Time

#### Panel 04A

Teaching approaches and classroom practices

#### Virtual Room 4

##### **7-Bothaina Eisa (Egypt)**

Approaches to the Teaching of Shakespearean Drama at University

Shakespearean drama explores what it means to be human. Shakespeare's message is universal and his works are timeless and have been a source of meaning and significance for all generations. He is central to any study of literature in English. The aim of this paper is to illuminate various aspects of teaching Shakespearean drama. Such aspects include the reason why Shakespeare holds such a dominant position in the curriculum. An attempt is made to show different approaches to teaching Shakespearean drama and the methods that would enhance students' understanding of his plays. Moreover, the paper will discuss whether students should be knowledgeable of some literary theories to help them promote critical assessment of the plays. The paper also discusses the issue of whether to introduce technology and performance in the classroom or to practice the traditional lecture method in teaching Shakespeare. How Shakespeare's drama is a good source of learning language skills will also be explored. Finally, the paper also tackles an important issue regarding how the study of Shakespeare is vital to the future success of the students.

##### **9-Zainab Aldhanahni (UAE)**

Oral Reading Fluency: An Investigation of Reading-aloud Strategies in Private Schools in the UAE.

Oral reading fluency, reading-aloud, is a significant skill that has a positive effect on reading comprehension. In fact, a number of theories and studies have shed light on the importance of integrating reading-aloud in reading programs. However, it has been ignored in public schools in the UAE. Therefore, the purpose of this study is to investigate the methods that are being used in private schools to teach this skill. Interestingly, according to the consulted literature, few studies have been found about oral reading fluency, in particular, in the UAE context. Consequently, this research addressed the gap in the literature in the UAE and Gulf Countries Council (GCC). Different instruments were used to collect data in two private schools in Fujairah city. The study revealed various reading-aloud strategies such as repeated reading, paired reading, assisted reading, rhyming poetry, modeling and choral reading.

##### **14- Eric Hagley (Australia/Japan)**

Internationalize your class room with online exchange

Do you want your students to interact with students from other countries but don't know how to organize that? Do you want your students to not only use English as an "academic" language but use it in real-world international communication? If the answer is "yes" then join this session! Your students can become part of one of the biggest language and culture projects in the world. The IVEProject is sponsored by the Japanese government and Muroran Institute of Technology and is free-of-charge for teachers to access with their students. Your students interact with students from other countries using English to communicate in a safe environment. This session introduces the IVEProject which has had over 17,000 students and 200 teachers from 15 countries and 50 institutions in South America, Asia, the Middle East and Europe participate in exchanges over the last 4 years. Research from the exchange shows that even students with low levels of English ability increase their interactional confidence, intercultural sensitivity, knowledge of their own culture, gain motivation to learn English and are more interested in other cultures after participating. You will learn how you can participate and more information on the research if you come to this session.

##### **22-Nazanin Dehdary (Oman)**

From Reading for Comprehension to Reading for Transformation

Mainstream approaches to teaching reading in ELT centres around text comprehension as evidenced by the way questions are designed and the learning objectives are set for reading in mainstream textbooks. Such approaches view learners as consumers of knowledge presented in texts. As a result, students' philosophy of education will be confined to knowledge transfer, memorization and reading for the sake of comprehension. In other words, nurturing a generation of non-thinkers who might be able to use the English language but show great inability in critical understanding and analysis of the world surrounding them is one of the consequences of such approaches. The question is to what extent this generation will succeed in their academic and professional lives in the world today where higher order thinking skills should be highlighted and prioritized? To rectify this perspective, teaching reading needs to move beyond functional literacy and should be viewed via the lens of critical literacy. The present study attempts to provoke thoughts concerning the common methodologies regarding reading, show their inadequacies in the world today, and familiarize the attendees with the critical literacy approach to teaching reading and the fact that critical literacy needs to have a place in English language teaching.

**24-Vasila Al Khaldi and Maisa El Gamal (UAE)****Tailoring Assignments to Meet Individual's Languages of Learning**

Each student is unique in their own way, understanding the language of learning of each student helps in building the proper rapport with their minds. In large classrooms, the delivering methodology of the information might become a real challenge. This session will consist of two parts; firstly, the different languages of learning will be introduced, and this will be followed by an interactive activity. The session is supported by active research and results will be shared with the audience. The audience will take home a whole new perspective of teaching that will help them in changing the destiny of their students. To sum up this workshop will be your first step into a whole new concept of teaching where you will teach and learn at the same time.

## Friday 19 March 2021

### 02:30pm - 03:55pm Local Time

**Panel 08:**  
**Classroom based research and research-based teaching**  
**Virtual Room 1**

**15- Ali Shehadeh (UAE)**

Cooperative Language Learning in the L2 Classroom: From Conceptualization to Implementation and Back

Cooperative language learning (CLL) is an instructional approach in which learners work together in pairs or small groups to achieve common learning goals (Zhang, 2010). CLL has become one of the mainstream methods used in the second/foreign language (L2) classrooms in the last two decades to promote student motivation and student-to-student interaction (McCafferty, 2006). For instance, Karim (2018, p. 557) points out that "...cooperative learning activities have been shown to help increase student motivation, strengthen self-esteem, and promote language and communication skills."

CLL is grounded in the principles of learner-centered education (LCE), the discourse/interaction perspective of second language acquisition (SLA), and the socio-cultural theory (SCT) of learning. However, actual implementation of CLL in the L2 classroom has not been smooth and easy at all times. It has been faced with multiple cultural, social, administrative, contextual, and practical challenges. However, we have learnt a great deal from such implementation. In this presentation, I will illustrate (i) the conceptualization of CLL for L2 learning and teaching, (ii) how it is actually utilized and implemented in the classroom context, and (iii) what lessons we can derive from teachers' implementation of CLL in the classroom situation for the underlying principles of CLL.

**16-Hisham Al Blushi and Saif Al Yarabi (Oman)**

Students-teachers' perspectives in bridging students' writing gap in EFL between post basic and GFP students in some educational institutes in Sohar.

The presentation will highlight the gap detected in students' English writing skills once they join higher education institutes. This is a small-scale study which concentrates on Sohar city, which has around four higher educational institutions and a large number of secondary schools. This gap has been identified through interaction with different students from various backgrounds over a number of semesters. This presentation shows students' and teachers' perspectives about whether this gap really exists or not. Also, the anticipated reasons for this gap are discussed and finally, some potential ways to alleviate this gap are suggested. This presentation will also suggest creating a platform that unites school teachers with college teachers to interact, share ideas, exchange experiences and discuss issues.

**19-Suhair Al-Alami and Anjum Azeez (UAE)**

Intercultural Exchange Projects in the Twenty-First Century: Points to Ponder

In a global world of digital communication, one studies and works alongside individuals from varied cultural backgrounds. What is more, many jobs require e-communication among people, both synchronously and asynchronously. Stressing the importance of these two points, the presenters have been involved in intercultural exchange projects since Winter Semester 2013-2014. Intercultural exchange projects are technology-enabled, requiring the engagement of students in online communication with peers from partner classes in geographically distant and culturally different countries. Intercultural exchange projects do not aim to find a way to reach other cultures' consensus about a particular issue; instead, they help in providing students with chances to see the world from others' perspectives. There are two intercultural exchange projects in which the presenters have engaged since Winter Semester 2013-2014. The first project involves the university where the presenters work and a partner university in Germany, and the second project involves the presenters' university and a partner university in the United States of America. The presenters will portray the two projects, highlighting aims; implementation; procedures; and assessment.

**65- Christine Coombe (UAE)**

Classroom Management: Empirical and Practical Perspectives

Both new and veteran teachers consider the development of effective classroom management to be the most important -- and the most difficult -- skill a language teacher can master. Classroom management refers to the procedures, strategies, and instructional techniques teachers use to manage student behavior and learning activities in their classrooms. It is one of the most talked about topics in English language teaching professional development. Why is it so important? Effective classroom management creates an environment that is conducive to teaching and learning. Ineffective classroom

management often creates chaos as teachers must discover new ways of dealing with problematic classroom situations. In this presentation, we will explore the research surrounding why classroom management is sometimes difficult to achieve and why past techniques no longer work with modern-day students. We will look at the causes of classroom management issues and some ways to overcome them. Finally, based on a review of the literature, techniques and strategies that work with teachers worldwide will be shared.

## Friday 19 March 2021 02:30pm - 03:55pm Local Time

### Panel 06A Teacher education and professional development Virtual Room 2

#### **8- Kara McKeown and Jenny Eppard (UAE)**

An investigation into expat faculty and home students' expectations of a higher education learning environment.

This presentation will focus on the results of an investigation into the differences in perceptions of the learning environment at a Higher Education Institute in the Gulf, between the mostly western educated faculty and students who have been educated in the Gulf. While this is not necessarily a problem or a negative phenomenon, often, faculty members tend to expect similar production and thinking patterns from the UAE students as students in the western world (Soneitner & Khalifa, 2005). Students may also have difficulties adapting to the university due to a departure from the learning environment that they expect and the reality of instruction at UAE universities (Diallo, 2014). In order to study these differences, the researchers conducted exploratory qualitative research to investigate these potential gaps in expectations between faculty and students at Zayed University. Ten teachers and ten students were interviewed. Questions were semi-structured. Informants also completed a rank order exercise on the value of certain practices in the classroom. The presenters will first outline the process of the research project, then present their findings, and finally make some practical recommendations for the classroom.

#### **11- Mahmoud Sultan Nafa (UAE)**

Reading Comprehension Texts Exploitation Strategies

The main focus of this session is to introduce some strategies for enriching reading comprehension tackling of reading texts and books. Firstly, it defines the concept of text exploitation and the reasons for utilizing it. This presentation also presents many ways of exploring reading passages at different levels of depth and from a variety of perspectives. Moreover, it highlights reading texts topography (TRIFLES) and introduces various ways of utilizing them to facilitate comprehension and increase its speed. Additionally, this presentation enables students to summarize long texts or books and to probe the relationship between the author and the text as well as the messages conveyed by texts through exploiting some strategies such as the THIEVES and SMELL techniques. Furthermore, the levels of comprehension questions are debated academic all through the usage of QAR strategies. Moreover, many practical engaging drills will be introduced through this session in order to widen students' understanding span through using the clarity, coherence and lexical dimensions.

#### **36- Lama Mahmoud and Rima Alchaar (UAE)**

Unleashing the Power of Drawing-Assisted Writing Activity

Bridging ideas and creative thinking into a written piece of writing is a critical step for students in the context of fundamental research modules. Especially with the non-native speaking students, embedding a drawing activity to connect between their ideas and words, is an invaluable approach of teaching that advocates active planning and attention to learners. The premise of the drawing-assisted writing activity rests on encouraging in-depth understanding and realization of ideas by expressing them through drawing. It even encourages innovative thinking and extension of ideas into a complete drawn scenario. In this light, through a survey-derived results, we present an evidence of the effectiveness of the drawing-assisted writing activity in increasing students' memory retention compared to only reading or writing and helps them to comprehend better. Samples of actual students' drawings will be shown.

#### **39- Jennifer Law (UAE)**

Approaches to teacher professional development that promote diversification and equality in teaching and learning

The principles of diversification and equality, when applied to the learning community, suggest an inclusive environment, where both the differences between individual needs and the different ways of facilitating learning are fully embraced. To ensure that such principles flourish in the language learning context, it is helpful to foster approaches to teacher professional development (PD) that mirror these tenets.

Research indicates that many institutions delivering language learning still employ a top down teacher PD model. And, while some are seeking to enhance their framework via professional learning communities (PLCs), evidence suggests such groups can fail to reach their full potential; primarily, because ideas and strategies are cascaded down from the parent institution, which tend to stifle self-determined development. Furthermore, in international multicultural learning contexts, top-down approaches often fail to exploit the rich professional and socio-cultural diversity of the teacher cohort. This session aims to introduce and explore some of the ways diversification and equality can inform self-determined

teacher PD through a series of hands-on activities. Each activity will provide an opportunity to engage critically, share experiences, strategies and attitudes, and reflect on how we can work together to develop innovative and inclusive learning-friendly environments.

**47- Abdulaziz Alenazi (KSA)****Demotivation Among ESL Teachers: Reducing Barriers to Quality Education**

The purpose of this study is to research and eliminate the barriers that stand in the way of the researcher's school to quality education. In brief, those obstacles include unmotivated ESL teachers, primarily due to a loaded curriculum and the lack of necessary facilities in the classroom. The objective of the study is to solve the issue of teacher's motivation by the establishment of a Teacher Leader position. The idea of this post lies in improving teacher student relationships because of replacing the managerial role of a teacher by a helper. Besides, a Teacher Leader will be a classroom supporter who will provide learning materials and help with the instruction. The study also proves that the implementation process will be timely and engage in a few stages. These will start from conducting a pilot program at the researcher's school in the first semester and end with the analysis of the teachers' feedback on the program, students' performance, and the evaluation of the independent expert. However, as the researcher concludes, the initiative of a Teacher Leader role does not only have the potential to deal with demotivated ESL teachers but will reduce their workload and improve students' academic results.

## Friday 19 March 2021

### 02:30pm - 03:55pm Local Time

#### Panel 05

#### Language Assessment

#### Virtual Room 3

##### **4- Peter Davidson (UAE)**

###### What every teacher should know about Learning-Oriented Assessment

The main aim of assessment is to measure students' performance. But assessment can also be used to facilitate learning – what Tomlinson (2005), refers to as 'learning validity'. In a Learning-Oriented Assessment (LOA) approach, all assessment, both formal and informal, contributes to learning, and assessment is aligned with the curriculum. As noted by Cambridge ESOL, LOA emphasizes that all levels of assessment should contribute to both the effectiveness of learning and the evaluation of learning outcomes. But what does this mean for the classroom teacher, and how does LOA impact on the classroom? The purpose of this presentation is to discuss how LOA can be implemented in the classroom so as to maximize opportunities for meaningful student learning. We begin by examining the importance of 'assessment for learning' in order to better understand how it laid the foundation for LOA. After defining LOA, we turn to the main focus of this talk, which is how to implement LOA in the classroom. We outline what teachers can do within an LOA framework before, during, and after an assessment, in order to facilitate learning. The final section of this presentation addresses some of the criticisms that have been made against LOA.

##### **38- Jason Thompson (UAE)**

###### A language test cycle: the development of a speaking test

There are a number of stages in a cycle of a language test. These stages are usually very similar, but a speaking test has unique elements at each stage of the cycle that require careful consideration and planning in order to produce a valid, reliable and practical test. The aim of this session is to describe each stage of the cycle using a speaking test that has recently been created for the English requirements courses at a tertiary institution in the UAE. It is aimed at participants who have an interest in test development and particularly speaking tests.

The session will start with the creation of the test specifications and then will focus on the planning and development of the test including the tasks, marking criteria and administration procedures. The session will then cover the training of examiners and administrators, and the importance of piloting the test. Following this, the focus will be on checking the scores and reliability of examiners, and then getting feedback on the tasks and the administration that will be used to update and improve the test for the next administration.

##### **12- Evelina Johansson (Sweden)**

###### Teachers' experiences with higher-order thinking assessment in online EFL courses

Previous research indicates that higher-order thinking skills (HOTS) are important in L2 learning. Hence, assessment tasks in L2 education should ideally be designed to target these skills. This presentation reports on an investigation of to what degree e-assessment tasks target HOTS in online EFL courses at Swedish universities. The study found that the majority of courses included more HOTS e-assessment tasks than lower-order thinking (LOTS) tasks. However, a significant difference was detected between literature and linguistics modules. HOTS e-assessment tasks were much more common in literature modules than in linguistics modules. EFL instructors' perceptions of thinking skills and e-assessment were seen as possible explanations for the varying levels of HOTS. As a follow-up to the first study, a questionnaire was sent out to Swedish university instructors working with online EFL courses. While the varying levels of HOTS e-assessment found in the first study could not be explained by instructors' different views on HOTS, the study found that most instructors intend to target HOTS through e-assessment tasks. There was, however, no unified idea about what constitutes HOTS. Moreover, instructors' lack of time and technical skills were discovered as the main challenges in developing HOTS e-assessment.

##### **59- Negmeldin Alsheikh, Maha Al Habbash, Najah Al Mohammedi and Safa Alothali (UAE)**

###### Contesting National and International Standardized English Languages Tests on Test Specification and Alignment Analysis

This study aimed at exploring the widely used Emirates Standardized Test (EmSAT) by using a convergent mixed method design. The study compared between the EmSAT and the International English Language Testing System (IELTS). To accomplish that, the study used the Common European Framework of Reference (CEFR) international standards which is used as a benchmark. The study focused on comparing the EmSAT and IELTS test specifications

and their alignment with CEFR standards. The test takers reported on the EmSAT in terms of five categories: Test Scoring, Test Presentation and Format, Test Delivery, Test Structure and Preparation Practice. The results of this study revealed that both the EmSAT and IELTS are not aligned properly with the CEFR standards. Moreover, the EmSAT aligned mostly with the lower measurement levels of the CEFR while the IELTS aligned with the higher levels of CFER. The test takers of the EmSAT reported some advantages and disadvantages about the EmSAT. Precisely, the students assigned high agreement with the EmSAT Test Scoring, Test Presentation and Format, Test Delivery respectively and to less degree to Test Structure and Preparation Practice. The tests trainers also raised some concerns about the EmSAT. The study incorporated some recommendations and implications.

#### **48- Yamen Dridi (Oman)**

#### **The Role of Effective Feedback and productive practice on Developing Autonomous Writers**

Developing students' writing skills has always been one of the most challenging tasks of EFL instructors. The latter often complain that, although they have become "composition slaves" (Hairston, 1986), no significant improvement is achieved. This results in both teachers' and students' frustration, as it has an adverse effect on students' chances of academic success. Hence, the question of how feedback can enhance students' writing skills is raised. In fact, this is the gist of this presentation, which investigates how feedback can be effective to develop autonomous writers. Whether feedback targets mainly grammatical and lexical accuracy, or fluency, idea generation, and rhetorical organization (Hedgcock and Lefkowicz, 1994), students are usually provided with less opportunities to practice to maximize benefit from it. According to the findings of the presenter's research, this presentation suggests that a combination of effective feedback and productive practice improves EFL students' writing skills.

Participants in this presentation will be exposed to examples of unproductive feedback. In addition, they will learn about the practical strategies of using effective feedback and productive practice. After the active discussion following the presentation, participants will gain various insights that will be efficient in the actual practice of teaching writing in EFL context.

## Friday 19 March 2021 02:30pm - 03:55pm Local Time

### Panel 011 Adult and early childhood language learning [Virtual Room 4](#)

#### **40- Ranjani Ramnath (UAE)**

[Learning the Script of Mother Tongue as an Adult: A Comparative Auto-Ethnographic Study](#)

Following a comparative auto-ethnographic research design, this study highlights the trajectory in the processes involved in learning the script of one's own mother-tongue for the first time – read, write, speak and structure grammar. A case study methodology is used by documenting the empirical inquiry into comparing two accessible learning mediums; firstly, aided by a MKO (More Knowledgeable Other) by means of a web-delivered distance learning platform and the second, with a self-help nationally published book. This is a formal, one-on-one teaching and learning process to understand and analyse the pedagogy and curriculum of an online intervention of learning the Tamizh language in comparison to learning on one's own with a book. The location of this study was set in Dubai, UAE. The findings of the study through documented evidence in lieu with literature, compares a pattern developed by focusing to choose the 'best-fit' for an adult's language learning strategies and processes on the basis of; nature inculcating the language's historical, philosophical and sociological significance, analytics of the script and its structure, cognitive and meta-cognitive approaches involved in teaching- learning and externally administered motivating factors such as aptitude of learner, retention, time provided and freedom of expression.

#### **61- Shaikha Saeed and Negmeldin Alsheikh (UAE)**

[An Exploration of Emirati Parents' Involvement in their Children's English Reading of Primary Grades: A Mixed Method Study](#)

This study aimed at exploring the Emirati parents' involvement in their children's English reading in primary grades. The Study used an Explanatory Sequential Mixed Method design. In the first phase of the study, a questionnaire was distributed to parents ( $n=498$ ). In the second phase of the study, ( $n=10$ ) parents were interviewed. The study found that parents reported high involvement in terms of communication, followed by involvement in academic instruction and supervision, then providing reading materials, and ranking last was their involvement in school activities. Parents also reported some barriers that hinder them from becoming involved such as: lack of time, weak knowledge of the English language, family responsibilities, low SES, lack of communication of parents' role in education by schools, lack of school engagement initiatives, lack of English reading activities, lack of English reading resources, and school's focus on Arabic activities more than English ones. The study revealed that parents with higher education levels and higher SES have higher involvement in their children's reading than those with lower educational levels and SES. The study found that bilingual parents are more involved, and that parents with children in private schools are more involved than those with children in public schools.

#### **62-Bernadette M. Fakhry and Negmeldin N. Alsheikh (UAE)**

[The Contextual Features of a Virtual Library as Multimodal and Multiliteracies Site for Learning](#)

Literacy today is presented and represented in sophisticated multimodalities. New ways of recording, storing, and presenting information changed drastically. This case study explored parents ( $n=8$ ) and library personnel's views about a modern multimodal library for children, where children interact and use different multimodal literacy. The study questions target the source of attraction for young learners to join this virtual library; the library features that captivate children to spend hours in the library and the literacy events that children love most. Preliminary results of this study indicated that parents realized that their children spend more than four hours in the library. Parents viewed that the interactive features of the library sparks children's curiosity and creativity which fuel and release their imagination, specially the creative blend of local heritage themes with modern technology-mediated literacy materials (e.g., camels, sand dunes, Arabian tents, rugs, virtual reality rooms, film-making studio for children, board games, 3D workshops, cozy nooks for reading, station for story-making, stop motion frame animation, the cloud-an interactive bubble-shaped virtual board for special needs children). These multimodal literacy activities enable children to navigate and interact with various virtual texts. The study offers some recommendations for research, curriculum resources, instruction, and library design.

**35-Sanja Vicevic Ivanovic (UAE)****Learner Passport as a Self-assessment Tool for Fostering Learner Autonomy among Young Learners**

Learner autonomy counts as one of the most important aspects of language teaching and learning. It can be defined as a learner's intent to plan, monitor and evaluate the learning progress. One of the key learning strategies supporting the learner throughout this process is self-assessment, which allows the learner to monitor the learning progress and to inform the future learning by setting the next goal(s).

As a possible self-assessment tool for young learners, we developed the Learner Passport. The Learner Passport includes self-assessment criteria at progressive language proficiency levels which are represented by different countries. Consequently, self-assessment of learning progress is represented as a journey from country to country, which relates to a child's psychological development in middle childhood, focused on concrete, not abstract, thought. The goal of this study was to find out learners' opinions and attitudes towards the Learner Passport. We have interviewed learners aged 6-10 years. Their answers have been qualitatively analyzed for insights into understanding self-assessment among young language learners. Based on the results, we conclude that, in order to foster learner autonomy at young age, it is very important to develop suitable self-assessment tools, taking into account a child's psychological development.

## Friday 19 March 2021 04:00pm - 05:25pm Local Time

### Panel 07A:

استخدام التكنولوجيا الحديثة في تدريس اللغة العربية

#### Virtual Room 1

رحاب محمد الشافعي – وزارة التربية والتعليم (الامارات)

أثر الألعاب الرقمية في تنمية مهارات النصائح الالكترونية لدى طفل الروضة

في ظل ظروف جائحة كورونا كان هناك تحديات تمكن الطلبة المستجدين في مرحلة رياض الأطفال من الانخراط في نظام "التعليم عن بعد" ، فكان لابد من وجود استراتيجيات ومدخل جاذب لطفل الروضة ليندمج في عملية التعلم عن بعد ليس ذلك فحسب بل وتنمية لمهارات النصائح الالكترونية لديهم ، لذا قامت الباحثة بأجراء هذه الدراسة والتي تهدف الى التعرف على أثر الألعاب الرقمية في تنمية مهارات النصائح الالكترونية لدى طفل الروضة .

تم اختيار تصميم بعض الألعاب الرقمية وتم تحديد مادة اللغة العربية التي تتناسب مع احتياجات طفل الروضة وأيضاً تمكن معلمة الروضة من تحقيق المخرجات التعليمية لمادة اللغة العربية .

وقد أجريت الدراسة في الفصل الأول من العام الدراسي (2020-2021). على طلاب الروضة – المستوى الثاني، وأوضحت النتائج تقدماً في مستوى طلاب العينة. وفي ضوء هذه النتائج تم تقديم توصية بأهمية توظيف الألعاب الرقمية بشكل جيد مع أهمية تدريب أولياء الأمور والأطفال على آلية الاستخدام.

### 31-Roweena Belal (KSA)

جمع ونظم مصادرك باستخدام أداة ويكيبيديا

يفترض من طلاب القرن الحادي والعشرين اكتساب المهارات الأساسية مثل التواصل والتعاون والتفكير الناقد والإبداع والمواطنة وبناء الشخصية. والطلاب السعوديين ليسوا مستثنين من الموضوع. في كل صف، يتم إعطاءهم المهام والقواعد التي من شأنها أن تساعدهم على تحقيق هذه المهارات بالإضافة إلى استكمال العديد من الأبحاث والعروض التقديمية. أضف إلى ذلك، على الطلاب في المملكة العربية السعودية الخصوص إلى اختبارات القدرات العامة في نهاية المرحلة الثانوية. لمساعدتهم على تحقيق كل هذا، كان هناك حاجة للاستعانة بأداة لتجميع المحتوى. ويكيلت أداة مبتكرة وشريك لمايكروسوفت التعليمية تساعد على جمع، وتنظيم والاشراف على المحتوى والمصادر من جميع أنحاء شبكة الإنترنت وحتى من جهازك الخاص واستخدامها لإنشاء مجموعات مرتبة ومفيدة وجذابة يمكنك مشاركتها بسهولة أو إضافة المتعاونين إليها. ستوضح مقدمة العرض كيف استخدمت Wakelet لتصميم المجموعات التي ساعدت في تنظيم موارد اختبارات الكفاءة والقدرات، وتصميم ملف إنجاز الكتروني تفاعلي ومشاركة هذه المجموعات مع الآخرين باستخدام الرابط فقط ورمز QR .

### 70- Ashraf Alrassoul (UAE)

أثر استخدام الأيدياد والتطبيقات الإلكترونية كوسيلة تعليمية لمادة القراءة

في الصف الدراسي: دراسة حالة على طلاب الصف الأول

ينظر التربويون لأجهزة الأيدياد واستخدامها الصفي نظرات متباعدة بين القبول والتفاؤل والرفض والتشاؤم نتيجة اتجاهات ثلاثة سلكتها الدراسات في هذا الميدان: الاتجاه الأول دراسات تدعم التأثير الإيجابي لاستخدام الأيدياد في العمل الصفي، الاتجاه الثاني دراسات تدعم الأثر السلبي لهذا الاستخدام، الاتجاه الثالث دراسات ترصد نتائج متداخلة عن هذا الاستخدام. صممت الدراسة ونفذت في مدرسة خاصة بدولة الإمارات العربية المتحدة للوقوف على الآثار الفعلية لاستخدام الأيدياد وتطبيقات القراءة في دراسة اللغات، وقد استخدمت الدراسة ثلاثة أدوات بحثية: الملاحظة – المقابلات الشخصية – الاستبيانات. تشير نتائج الدراسة إلى تفوق التعلم بالأيدياد على التعليم التقليدي في مجال التحفيز والدافعية، وقد أظهرت استبيانات الطلاب أن هذه الدافعية تعود إلى خصائص عرض الجهاز للمحتوى التعليمي. أما في مقارنة النتائج الإحصائية بين النمطين فإنَّ التفوق يُحسبُ للتعلم بالأيدياد بنسبة ضئيلة، حيث كانت نتائج الطلاب 100% في المجموعة التجريبية مقابل 82.5% للمجموعة الضابطة. كذلك كشفت الدراسة عن تحول كبير في تقبل إدارات المدارس وأولياء الأمور لاستخدام الأيدياد داخل الصف الدراسي. الكلمات المفتاحية: التعلم بالأيدياد – الدافعية – التطبيقات التعليمية.

**91- محمود الغزاوي (ماليزيا)**

اثر تقنيات التكنولوجيا الرقمية ووسائل الاتصالات الالكترونية في تعلم اللغة العربية

مع تطور تكنولوجيا المعلومات او تقنيات الاتصال اتسعة رقعة التواصل بين الافراد ليصبح العالم عbara عن قرية صغيرة مما زاد من اهمية تعلم اللغات لتمكين الافراد في كافة احياء العالم من تبادل المعرفة و الثقافات و حالياً أصبحت اللغة العربية بحاجة الى المزيد من التدريم في ظل انتمة غالبية التقنيات باللغة الانجليزية لذا يسعى هذا البحث الى تسليط الضوء حول اثر تقنيات تكنولوجيا المعلومات و وسائل الاتصالات الالكترونية في تعلم اللغة العربية و لتحقيق غاية البحث تم اعتماد اسلوب المقارنة للدراسات السابقة التي تناولت الموضوع ومن خلال مراجعة الابحاث السابقة اظهرت النتائج ان تقنيات التكنولوجيا و وسائل الاتصالات الالكترونية اثر بارز في تعلم اللغة العربية و نشرها و عليه توصي الدراسة اكاديميين اللغة العربية على اعتماد الاساليب الحديثة في تعليم اللغة العربية و الابتعاد عن الاساليب التقليدية لتوليد بيئة اكثر سرعة و مرونة في تعلم اللغة العربية نضمن منها التشارکية و الفائدة الاعظم بالإضافة الى اهمية اجراء ابحاث مستقبلية حول متابعة تطور التقنيات الالكترونية و السعي في توظيفها في تعليم و نشر اللغة العربية.

**ميساء عبيد (الامارات)**

إنشاء موارد تعليمية سهلة الوصول لجميع الطلبة

يعتبر ارتفاع اعداد الطلبة من ذوي الإعاقة (الطلبة من أصحاب الهمم) الملتحقين في مؤسسات التعليم العالي في جميع أنحاء العالم انعكاساً للجهود الهائلة المبذولة لضمان حق هذه الفئة من الطلبة للتمنع بفرص تعليمية متكافئة (هونغ ، 2015). تشكل سهولة الوصول للمحتوى التعليمي بما تضمنه من الموارد التعليمية الإلكترونية، من أهم عوامل النجاح في التعليم الأكاديمي. كما، تعتبر سهولة الوصول للموارد التعليمية من أبرز التحديات التي تواجه الطلبة من أصحاب الهمم (ذوي الإعاقة) ومزودي خدمات الإعاقة.

تهدف ورشة العمل إلى زيادة معرفتك ومهاراتك في استخدام الأدوات المختلفة لإنشاد مواد تعليمية سهلة الوصول لجميع الطلبة والتي ستتضمن بيئة تعليمية محفزة لجميع وخاصة الطلاب من أصحاب الهمم. كما وستفسح المادة المقدمة المجال أمامك للإضافة لخبرتك كمعلم شامل أيضاً. في نهاية ورشة العمل ستتمكن من استخدام 5 نصائح لإنشاء مواد سهلة الوصول مباشره بعد الانتهاء منها.

## Friday 19 March 2021

### **04:00pm - 05:25pm Local Time**

#### **Panel 02C**

Technology-based teaching and learning

#### **Virtual Room 2**

##### **2- Mary Helen Lanaghan and Omar Hachemi (UAE)**

A 21st Century Project: Connecting Online and in the Field

Educators are increasingly tasked with designing educational experiences that enable students to build broad-based skills such as collaboration and problem-solving, applying relevant educational technologies in real-world contexts. As part of an initiative introduced in Quarter 1 of Fall 2019, the presenters employed principles of practical frameworks such as Design Thinking and Project-Based Learning to develop a working model for the “Savvy Travellers Workshop.” The workshop was piloted with students each Thursday for a period of six weeks and was worth 10% of their foundation English course at University College, UAE University. In teams, students researched sites in the surrounding community, using a variety of required and self-selected technologies to develop and present their work in a college-wide expo. A field trip to a local historical site enabled participating students to connect their new skills with their cultural legacy.

This session will enable participants to gain awareness of how practical frameworks such as Design Thinking and Project-Based Learning can guide the design of 21st Century educational experiences. The presenters will discuss potential benefits and challenges of integrating multimedia technologies in real-world situations. Finally, they will provide paper and/or digital access to relevant materials, models, and resources.

##### **18-Rania Jabr (Egypt)**

Lifelong learning via digital literacy tool and skills

This presentation will outline the potential benefits of the use of digital literacy skills to aid both English language acquisition and proficiency. I will outline the importance of such skills for successful oral and written communication. In this presentation, the presenter will report on the efficacy of these must-have competencies. Knowing how to read, write, and participate in the digital world has become the new, basic foundational skill in our rapidly evolving, connected digital world. Having these skills expands access and opportunity for students to learn anytime, anywhere, at any pace. Armed with these new digital sub-skills (i.e. critical thinking, collaboration, problem solving, creativity, and communication), these digital literacy skills help our students communicate, engage, and work in today's world. Specifically, the presenter will share the skills of reading in the form of how to explore the web, evaluating web content, identifying trustworthy versus fake information online. In addition to this, writing will be explored in the form of transforming text into a hyperlink, creating their own blogs, posting entries, and adding media tools to blogs.

##### **45-Ruqaiya Al-Balushi (Oman)**

EFL School Teachers' Integration of Technology in the Language Classroom: Findings from Action Research

This presentation illustrates a small-scale action research project that was carried out at Grade 11 post-basic education level in the Muscat governorate in the sultanate of Oman. The research used a mixed method design through the use of a questionnaire to investigate 24 English language teachers' attitudes towards the use of technology in the classroom, followed by a language test measuring the effect of such technology use in two classes: one used as treatment and one as control. Major obstacles facing all teachers were practical in nature, with reservations focused on lack of time and resources to integrate technology. Other preliminary findings suggest major differences in technology integration between novice and seasoned teachers. The study further revealed that technology integration has the most potential in the following order: student motivation, followed by student attitudes, and finally, grades. As a result of the study, students who had technology integrated learning of vocabulary performed better than those who received traditional instruction. The presentation concludes by reviewing the limitations of the current research, and by illustrating the ups and downs of the research journey for the novice practitioner researcher

##### **46-Amel Benissa (Algeria)**

The Use of Online Quizlets and Digital Flashcards to Enhance Students' Cognitive Skills Of Retention and Memorization Of Vocabulary

Research in psychology, and more precisely in cognitive science, has had significant implications for both second language acquisition and language teaching. Recently, many researchers have suggested that the cognitive approach to language learning can be useful in developing and evaluating effective computer assisted language learning (CALL) resources and tasks that can help create successful and long-lasting learning opportunities (Chapelle 2009; Garrett 1991;

Sanosi 2018). The present work aims at checking the positive role that online Quizlets and digital flashcards can have on EFL learners' vocabulary gains and on maximizing the information-processing stages needed to acquire and retain new lexis. Particular emphasis is put on first year university students' effective retention and retrieval of new words. To these ends, a quasi-experimental research was conducted and students' improvement was evaluated by means of a pre and post vocabulary test. Unlike the control group students, the experimental group participants were introduced to the computer and the mobile version of the Quizlet website. The aim behind such training was to develop three aspects of their vocabulary acquisition, namely their passive vocabulary, their active control vocabulary, and their active free vocabulary.

## Friday 19 March 2021

### **04:00pm - 05:25pm Local Time**

#### **Panel 03B**

Teaching language skills and subskills

Virtual Room 3

#### **32- Jaime Buchanan and Tony Myers (UAE)**

Rethinking definitions of student-centred learning in the Gulf: Reading to Learn in Higher Education

ELT pedagogy has been dominated by socio-constructivist theorists, such as Vygotsky, Piaget, and Thornbury, who have contributed classroom practices that have resulted in a focus on student-centred learning, with a special emphasis placed on reducing teacher talk, and maximizing the time students spend engaged in communicative activities. These Western practices have spread across the globe, including in Gulf HE classrooms. This presentation will challenge the appropriacy of such an approach in teaching academic language and literacies. It will argue that true learner-centred teaching practices need to take account of the student's learning trajectory, specifically in this case in regard to their higher education apprenticeship. Based on the pedagogical framework developed by the Sydney School theorists, this presentation will explore whether teaching academic reading may be an area where students could benefit from a more directed approach, particularly during the transition from secondary to tertiary education where students may lack the necessary knowledge or skills to succeed. It will argue that factors including K-12 education, exposure to higher education, and the rapid socio-cultural development of society here in the UAE may require teachers to adopt what appears to be a more teacher-centred approach in order to make their classrooms truly learner-centred.

#### **42- Telma Steinhagen and Andrea Mayr (UAE)**

"Make Reading Great Again": Introducing Active Reading Strategies across Curricula

Despite calls to action by many curriculum auditors that there is an urgent need for the development of reading skills across disciplines, this skill is still being neglected across curricula. Educators from different disciplines express concern that students do not read and instead rely on slides to pass standardized tests. In the short term, this type of learning appears to be effective and the test methods claim that the learning outcomes have been measured objectively and met. However, in the long term, students will not acquire a skill that is essential for their empowerment in education, i. e. learners taking ownership for their learning and being able to monitor their own learning process. Therefore, in our project we introduced different academic reading strategies. Accordingly, we focused on process- rather than product-oriented learning. Student feedback on their learning experience turned out to be overwhelmingly positive. We then analyzed this student feedback using explorative-interpretative methods in order to discover how introducing reading strategies can change students' attitudes towards language use and production.

In this presentation, we first demonstrate the reading strategies and then discuss how reading can enhance overall language skills based on students' reflections we collected as primary data.

#### **50- Assel Tukhtabayeva (Kazakhstan)**

Touristic discourse: Strategies and difficulties in translating touristic texts

Following the rapid growth of the tourism industry worldwide, translation has become one of the most practical means of cross-cultural tourism promotion. In fact, tourism promotional materials are considered one of the most translated types of texts in the world today. Different cultures have different ways of communicating, which in turn affects the stylistic features of touristic texts. These stylistic differences are a key challenge for translators, whose role is to produce an effective translation in the target language in order to attract and persuade potential tourists in that language and culture. This paper analyses the style of an existing published translation of a tourism website and discusses the cultural challenges and changes involved.

#### **53- Sophie Thompson-Lee and Emma Marsden (UK)**

Teaching learners to process morphosyntactic cues: Active and passive voice in second language English

This study aimed to teach learners to use morphosyntactic cues to aid comprehension and production of the passive voice. A few studies have investigated whether second language (L2) learners benefit from explicit information (EI) about such cues (Andringa & Curcic, 2015; Hopp, 2017). However, no studies have given learners repeated explicit practice in using morphosyntactic cues during online processing. Computerised training forced learners' attention on the function of verb morphology -ed versus -ing (and, separately, by) for assigning subject/object roles.

- 1) The boy is called [by the man].
- 2) The boy is calling [the man].

73 upper-intermediate Chinese learners of English were assigned to: 1) EI + cue-focused practice, 2) EI + input flood, or 3) test only. 29 English L1 speakers were also tested. Outcome tests included; visual world eye-tracking, written grammaticality judgement, written production, oral production, and an awareness questionnaire. Results suggest that learners benefitted from EI + practice in using morphosyntactic cues for assigning subject/object roles. The cue-focused practice group made comprehension and production gains sooner than the input flood group. These findings indicate that processing behaviours can be changed by instruction, suggesting that teaching grammatical cues may be beneficial in the language classroom.

### **57-Sally Ali (Egypt)**

#### Strategies for Developing Students' Listening Skills

Students listen mostly to their teachers. Harmer (2012) refers to this comprehensible input as being very useful for language acquisition. Pre-listening activities are the most important activities since they provide the students with the necessary background, guidance, and direction to achieve the objectives (Chastain, 1988). Students need linguistic knowledge and background knowledge when they start listening to the assigned passages. In addition, they should be motivated by the teacher to feel confident enough to perform the given tasks. Richards, (1983, p.235) pointed out that the most important criterion for choosing listening comprehension activities is “the degree to which they relate to teaching rather than testing objectives.” Post-listening, on the other hand completes the sequence that was begun and provides them with feedback on how well they understood and accomplished the task, as well as gives them the ability to use what they have learned in other situations. This presentation will introduce strategies to develop students' listening skills. The presenter will refer to various types of assessment and provide teachers & students with important ways for assessing and developing auditory and aural skills. Detailed handout with activities will be provided.

## Friday 19 March 2021

### **04:00pm - 05:25pm Local Time**

#### **Panel 04B**

Teaching approaches and classroom practices

#### Virtual Room 4

##### **25- Erna Grcic (UAE)**

##### Who's Afraid of Reading Poetry: Exploring Active Approaches in Teaching Poetic Texts

With its aesthetic and spiritual dimension, poetry aims to bestow new perceptions of life upon its reader, however, the fact that poetry analysis has become part of the assessment mechanism in standardised tests such as MAP, SAT, or IGCSE, has turned it into a real educational challenge. Poetry is embedded in both the Common Core based US Curriculum and the National Curriculum for England so as to allow students insight into the poems from diverse literary heritages. Methods of teaching poetic texts have been developed with the purpose of easing the students' understanding and boosting their interest, as well as of developing required competencies. Educators' goal is to find successful methods of conveying meaning in today's culturally diverse classrooms in order to create a conductive context for hermeneutical activities. The emphasis is on active teaching approaches, where students are given tools to access the ideas behind the poetry, enabling them to develop meaningful interpretations. This paper condenses the major ideas about active approach in poetry teaching focusing on the form, structure, language, imagery, voice, and on the cultural and socio-historical background mirrored in the settings and characters, in order to get the students to successfully read and analyse poetry.

##### **33- Huda Al-Shareef (KSA)**

##### Creative Thinking, a Way of Successful Teaching

Creative thinking is the ability to look at things differently, and find new ways of solving problems. Creative thinking skills are not just for 'creative types' like artists and musicians. Educators can benefit from creative thinking from time to time regardless of whether they view yourself as a creative type of person or not, and they can learn some useful skills and techniques which will enable them to tap into that creative 'right-brain' thinking and bring a new perspective to innovation, problem-solving and managing change.

There are a number of tools and techniques that can be used to stimulate creative thinking. These include brainstorming, techniques such as mind-mapping and rich pictures, and role-play techniques. There is considerable skepticism about many of these techniques. However, most if not all have some evidence behind their effectiveness. It is worth keeping an open mind when you try them.

##### **37- Rawan Alruwaili (KSA)**

##### Using drama in teaching English: a holistic approach

The success of acquiring a second language in formal schooling settings can be challenging and laborious, especially with difficulties in traditional classrooms such as large classes, rigid curriculum, time limitation and demotivated students where teachers struggle to achieve and maintain positive learning outcomes. Therefore, using a suitable approach for teaching English is crucial. The presenter will introduce the drama as a holistic approach to the language teaching and learning, an approach that can address the theoretical and practical aspects of the language while satisfying the students' physical, mental and psychological needs. Discussing how it could be an effective tool to capture the attention of students and give them opportunities to explore the language, therefore enhancing their learning outcomes. Drama being a universal concept that relates to the human condition, not only provides a natural context, but also develops language skills. The presenter will draw on personal experience, both as an observer (participating in the drama course at the English institution at the University of Delaware in 2018) and as educator (teaching in various environments since 2013). The presenter will share examples of the drama-based activities suitable to use with different ranges of proficiency levels and ages.

**41- Dahlia Aboulmaaty (KSA)**

Instructor's Creativity to Motivate their Learners: Focusing on Vocabulary

Benjamin Franklin once said, "Tell me and I forget. Teach me and I remember. Involve me and I learn". Teaching approach is absolutely changing into focusing more on the students' involvement in the sessions rather than the instructor doing the whole job with students sitting as recipients only. The majority of students usually become bored of textbooks and monotonous classes. Students need to have a mini-real-life experience inside the classroom, with their classmates, to be able to face the real world and to be motivated to learn. The instructor is expected to think out of the box and achieve them in their classrooms. In a 30-minute workshop, the presenter will share various engaging creative activities concentrating on how to teach vocabulary using games. The attendees will be involved in teaching / learning setting, similar to classroom environment.

**63- Inas Kotby (Egypt)**

Recipe to Maximise Motivation and Stimulate Creativity

Providing students with multiple ways to access content improves learning (Hattie, 2011). Having this in mind, I use a recipe which mixes and matches features and processes of Project and Inquiry Based Learning together with 21st century workplace skills, and link them to literature and 21st century themes for Academic Writing courses for grades 11 and 12.

Learners analyze the American and British literary works that they're studying using 21st century skills. They make links between 18th, 19th and 20th century writers' use of 21st century themes to present-day concepts and applications of the themes. As part of teaching methodology, I rely on Walter Mackenzie (2014), whose research found correlation between skills valued in 21st century workplaces and the path of human learning and productivity. During the presentation, I will discuss the objectives, processes, procedures and outcomes of the recipe. During each step, the learners and myself will evaluate the outcomes using rubrics. The evaluations show that the ingredients help provide methods of individualizing and pluralizing teaching, thus providing students/learners with multiple ways to access content and enhance engagement in learning. Our curiosity about the learning process persists, therefore, other research may emerge to progress and enhance current teaching and learning.

## Saturday 20 March 2021

### 02:00pm - 03:25pm Local Time

#### Panel 07B:

قضايا تربوية حول تعليم اللغة العربية

#### Virtual Room 1

#### 90- عروية المحسن (الأردن)

اثر استراتيجية لعب الأدوار على تنمية مهارة المحادثة في مبحث اللغة العربية لدى طلبة المرحلة الأساسية

تعتبر استراتيجية لعب الأدوار عامل ايجابي في دعم وتنمية مهارة المحادثة لدى طلبة المرحلة الأساسية وهذا ما أكدت عليه اغلب الدراسات السابقة والتي من خلالها يتمكن الطالب من انتقاء الألفاظ وينطق الحرث بصورة سلémة ويمتلك مهارة التناغم الصوتي، لأن الطالب من خلال هذه الاستراتيجية يلعب دوراً رئيسياً في عملية التعلم، والتي تم تطبيقها على طلبة المرحلة الأساسية في مادة اللغة العربية لغتنا الأم، بواقع (16) طالباً يختلفوا في القرارات والمهارات اللغوية، كما تم تطبيقها داخل الغرفة الصفية وبإشراف معلم المادة ضمن خطة زمنية ودورس منهجية، بالإضافة بعض القصص التي يمكن تفيذها بشكل مسرحي. حيث بينت نتائج التحليل باكتساب الطالبة بعض العادات والتقاليد والمعارف الحياتية المهمة فإن استراتيجية لعب الأدوار ستعمل على تحسين وتنمية مهارة المحادثة لدى الطلبة وبشكل فعال، فالمطلوب من الطلبة لا يتعدى أحد أبسط المهارات الأساسية في الحياة اليومية، والتي يمكن تتميمتها وتحسينها لتكون داعماً للحصولة اللغوية لدى الطلبة في المستقبل القريب والبعيد وعلى ضوء هذه النتائج توصي الدراسة على ضرورة تدريب المعلمين على استراتيجيات التعلم النشط لما لها من أهمية في تحسين العملية التعليمية مع اجراء المزيد من الدراسات المستقبلية حول موضوع الدراسات بشكل يشمل مدارس اكثـر و طلبة مراحل اخـرى.

#### هالة محمد أحمد (الامارات)

مهارات المعرفة القرائية: الواقع والمأمول

الاختبارات الدولية هي بوابة عبور الطالب للمستقبل، حيث يتعلم الطالب من خلالها مهارات الفهم القرائي و عمليات القراءة ومستوياتها ويستطيع امتلاك مهارة المعرفة القرائية التي تكسبه القدرة على الإنجاز في المواد الأخرى التي يدرسها باللغة العربية وأمتلاك المهارات التي تقيس مستوى الطالب بنظائرهم على المستوى الدولي، ومن هنا فإننا نسعى لتحقيق صحوة مجتمعية وتعليمية ترقى بمستوى طلابنا وتحقق رؤية قيادتنا الرشيدة في الاقتصاد القائم على المعرفة وتخرج طلبة ذوي مستوى عالٍ، يستطيعون ريادة أعمالهم ومهنهم المستقبلية وذلك من خلال:

- تدريب الطلبة في مجموعة من النصوص التي تدور حولها الأسئلة التي تتضاعد من السهل والبحث عن المعلومة المباشرة إلى تفسير جملة ما إلى التقييم والتفكير وتوليف تلك النصوص والتحقق من صدقها أو كتابة توصية لنص من تلك النصوص.
- تعويد الطلاب على التجدد والتحلي بالصبر لقراءة النصوص بأنواعها (الخطية وغير الخطية)، ومتابعة القراءة بطلاقه وأن يقرأوا الطلاب نصاً بدقة ويسرعة وفهم كي يتمكنوا من الإجابة بشكل معقول عن الأسئلة التي تطرح عليهم ومنها (اختيار النص الملائم للقراءة، تحديد المعلومات، الفهم، الاستخدام، التقييم والتفكير، اكتشاف ومعالجة المشاكل).

تتطرق ورقة العمل إلى المحاور الآتية:

#### - مفهوم الاختبارات الدولية

الهدف من مشاركة دولة الإمارات في الاختبارات الدولية وأنواعها وعدها

مشاركات دولة الإمارات في الاختبارات الدولية ونتائجها.

الرؤية المستقبلية وطموحات دولة الإمارات والتوقعات المستقبلية لنتائج طلابها.

أنواع النصوص و عمليات القراءة في PISA

## 88 - نفله مهدي ناصر الاحبابي (الامارات)

إشكاليات تدريس اللغة العربية بين الواقع وسياق العولمة

تحرص دول العالم أجمع على رفد اباعد مستقبلها في السياسي والاقتصادي بل وحيتها الوطنية بسياسات تعزز السياسات المتعلقة باللغويات وتدرس اللغات مع إيلاء الاهتمام الأكبر باللغة الأم وإدراك أن التعددية اللغوية باتت سمة تصبح الأماكن والأفراد على نحو متزايد، وبُعزى هذا الإدراك في جانب منه إلى الحراك الافتراضي والمادي المرتبط بالعلوم التي ارتبطت بالقرنين العشرين والحادي والعشرين. وأوضحت الدراسات المختلفة أن هناك تأثيراً سلبياً في فرص التعلم بالنسبة لمتحدثي اللغات الأم اذا تم "تهميشه" من السكان الأصليين إلى جانب غلبة العنصر "الوافد" وعدم وجود الحافز لديهم على تعلم اللغة السائدة في البلد. وتفيد الإحصاءات بأن ما يصل إلى 40% من أطفال العالم يدرسون بلغات لا يفهمونها فهماً تاماً، في حين أن هناك تراجع عالمي في معدلات دراسة اللغات الأخرى وخاصة في دول مثل المملكة المتحدة والولايات المتحدة، مع استثناء اللغة الإنجليزية من ذلك. وحيث أن اللغة العربية تشكل البوابة الرئيسية للعبور إلى تراث ثقافي فكري حضاري غاية في الثراء والتتنوع، يحوي الكثير من المقدرات الهائلة نحو توطيد أواصر التعاون بين الشعوب وتحقيق السلم فيما بينها، أجمعـت الدراسـات والتقارير على أنه لابد ترتكز سياسـات تدريس اللغة العربية وتطبيقاتها على ثلاثة مبادئ تسمى "بالتعاونيات" تعزز أهميتها و "واقعيتها" في خلق مستقبل جديد في تشكيل هويتها الثقافية والفكرية بل والاقتصادية بتكاتف وتعاون الجوانب التالية:

- استيعاب الاحتياجات المتغيرة لدى الأفراد والمجتمعات.
- الشمولية في معالجة قضايا المأمول والواقع
- التجديد والمنطقية في إيجاد البدائل والحلول

وسوف تتناول الباحثة محاور عدة منها: السياسات التعليمية الحالية، المناهج والطالب، طرائق التدريس ، تأهيل المعلمين، تحديات وعقبات، توصيات ومقررات.

## 77- غادة الجشعـم (الامارات)

أثر التواصل الفعال مع أولياء الأمور عبر أنشطة التعلم على تطوير الكتابة الوظيفية في التعليم الأساسي

يستهدف البحث التعرف على الخطوات العملية لعلاج ظاهرة الضعف في الكتابة الوظيفية، واستخدام وحدة قائمة على الإرشادات الكتابية وإشراك أولياء الأمور في العملية التعليمية، وقياس مدى أثر ذلك وفاعليته في تنمية مهارة الكتابة الوظيفية، واستخدم البحث المنهج شبه التجريبي القائم على تصميم المجموعة التجريبية الواحدة متمثلة في مرحلة الابتدائية الدنيا وهم طلاب الصف الثاني الابتدائي من مدارس البكالوريا الدولية في مدرسة دار المعرفة في دولة الإمارات العربية المتحدة، وعدهم 37 طالباً وطالبة . ولتحقيق هدف البحث أعدت قائمة متضمنة إرشادات كتابية متضمنة خمس عشرة نقطة، خمس خاصة بالتعريف بالمصطلحات العلمية، وخمس منها خاصة بموضوعاتها، وخمس منها خاصة بتربيتها، واستخدام مقياس أداء التواصل معولي الأمر مشتمل على عشرة أسئلة، واختبار قبلي وبعدى، لقياس أداء الطالب في أربع مجالات لمهارة الكتابة الوظيفية المقررة في البحث، وتأليف موسوعات علمية جرافية وسباحية عن دولـة الإمارـات . وأسفرت النتائـج عن وجود تقدم وأثر إيجابـي في تطور مهـارـة الكتابـة الوظـيفـية، وهو ما يـلاحظـ أثناء التطبيقـ الجـاريـ للـبحثـ، وما أـظهرـهـ الطـلـبةـ فيـ الاختـبارـ البعـديـ مـقارـنةـ بـنتائجـهمـ فيـ الاختـبارـ القـبـليـ، مما يـدلـ علىـ أهمـيـةـ وـحدـةـ الكتابـةـ الوظـيفـيةـ القـائـمةـ علىـ الإـرـشـادـاتـ وـمـدىـ فـاعـليـتهاـ فيـ إـكـسـابـ الطـالـبـ مـهـارـاتـ الكـتابـةـ لـدىـ طـلـبـةـ الـمرـحلـةـ الـابـتدـائـيـةـ، وـتـطـوـيرـ الـمـارـسـاتـ الـفـعـالـةـ لـلتـوـاصـلـ معـ أولـيـاءـ الـأـمـورـ.

## 85- صلاح الدين أحمد دراوشا (الامارات)

اختبار تحديد المستوى في اللغة العربية للطلبة الملتحقين بمؤسسات التعليم العالي:

جامعة زايد نموذجاً الماهية والخصائص والتصميم

تُعدُّ اختبارات تحديد المستوى من الاختبارات المهمة التي يخضع لها الطلبة قبل التحاقهم بمؤسسات التعليم العالي؛ لأنها تساعد هذه المؤسسات على تصنيف الطلبة وفقاً لمستوياتهم، ومن ثم إلحاقهم بالبرامج التي تزودهم بالمهارات اللغوية المطلوب تحقيقها في المرحلة الجامعية.

وقد هدفت هذه الدراسة إلى الوقوف على اختبارات تحديد المستوى في اللغة العربية للطلبة الملتحقين بمؤسسات التعليم العالي، من حيث: بناؤها وخصائصها والكفايات التي تقيسها، وكيف حلّلها ونستفيد من نتائجها، وبناء على ذلك انقسمت الدراسة إلى قسمين:

الأول: الجانب النظري، والذي عني بتقديم تطوير تربوي لمفهوم الاختبار، وطرق بنائه، وأساليب قياسه، والتحقق من مصادقيته. كما تناول جدول مواصفات الاختبار، ومواصفات أسلنته، وطرق صياغتها، إضافة إلى معاملي صعوبة الأسئلة وتمييزها.

الثاني: الجانب التطبيقي، والذي اهتم بتصميم اختبار تحديد مستوى في اللغة العربية، وقد طبق على عينة عشوائية بلغ حجمها (255) طالباً وطالبة من جامعة زايد، وقد راعى التصميم إعداد قائمة بالمهارات الأساسية والفرعية التي تقيسها فقرات الاختبار، بناءً على مخرجات المرحلة الثانوية ومخرجات مؤسسات التعليم العالي (جامعة زايد نموذجاً). وبعد تصحيح الاختبار ورصد نتائجه صنف الباحث تلك النتائج إلى خمس مستويات، كما حل فقرات الاختبار وفقاً لمعاملي صعوبة الأسئلة وتمييزها، وخلص إلى نتائج ونوصيات من شأنها أن تؤسس إلى اختبار تحديد مستوى في اللغة العربية ينسجم بالمعاييرية والحيادية والدقة في تمييز مستويات الطلبة الملتحقين بمؤسسات التعليم العالي.

## Saturday 20 March 2021

### 02:00pm - 03:25pm Local Time

#### Panel 06B Teacher education and professional development Virtual Room 2

##### **51-Anna Hasper (UAE)**

###### Grammar Range and Accuracy: achieving higher IELTS band scores

Many learners believe that exam practice and learning exam techniques are key to achieving higher grades. However, many issues connected to test-takers' performance relate to their inability to show appropriate range and use of grammar in the written or spoken context required in the IELTS test. For the higher band scores, the use of a range of complex grammar needs to be demonstrated and learners need to be able to do this accurately, flexibly and with fluency. Often, learners spend a great deal of time studying complex grammar rules and completing grammar exercises in order to improve their GRA score. However, a good score in this area depends as much on the range of structures used as on the accuracy of those structures; test-takers need to demonstrate a variety of appropriate grammatical structures to express their ideas clearly whilst demonstrating sufficient accuracy at the same time.

During this practical session, participants will explore the GRA band descriptors in detail and explore what grammatical range looks like in context. Participants will take away an awareness of the importance of teaching contextualized grammar and some practical activities to facilitate the development of learners' grammatical range and accuracy in the classroom.

##### **52- Anna Hasper (UAE)**

###### Research to Action: new tools for IELTS teachers and students

Teachers play a critical role in preparing students for the IELTS test. However, research also revealed that a lack of standardised approaches, inadequate awareness of assessment and different teaching practices reduce the overall effectiveness of many programs. Consideration of appropriate methodologies was strongly recommended. The IELTS partners sprang into action to develop greater resources to support teachers and test-takers and, in doing so, have demonstrated that research can deliver practical solutions. This presentation, intended for IELTS teachers and program managers, will focus on new tools to assist them, including face-to-face and online teacher training programs. The session will also include updates on IELTS Progress Check, Masterclasses, IELTS Assist tools, and IELTS Focus workshops, all of which can enhance English language programs. Participants will consider how these tools can be utilized effectively and adapted to a range of specific contexts.

##### **54- Sophie Thompson-Lee and Inge Alferink (UK)**

###### Using OASIS summaries to facilitate a dialogue between research and pedagogy

Language teachers report having limited direct contact with research and research findings despite generally positive perceptions of research (Borg, 2009; Marsden & Kasprowicz, 2017; Nassaji, 2012). This contribution presents one large-scale initiative to bridge the research-pedagogy divide: Open Accessible Summaries in Language Studies (OASIS; oasis-database.org). OASIS aims to facilitate interaction between research and pedagogy, by making research into language learning, language teaching, and multilingualism physically and conceptually accessible. The freely available, one-page OASIS summaries, written in non-technical language, provide information about what the study was about, its importance, what the researcher(s) did and found. Three major international journals now require authors to write these summaries (Language Learning, The Modern Language Journal, and TESOL Quarterly), and many others encourage their authors to write them. We discuss how OASIS summaries have contributed to professional development activities, focusing on their role in a large UK government funded initiative: The National Centre for Excellence for Language Pedagogy (nclp.org). We describe how summaries have been used in packages of professional development activities with teachers and teacher educators and in self-organised teacher groups. We provide data on teacher confidence and attitudes to the professional development and a frank account of some of the challenges.

**66- Christine Coombe, Lana Hiasat, Nadia Kettell (UAE)**
**Resource Development for English Language Teacher's Research Readiness**

Within the field of TESOL/Applied Linguistics, research has many definitions. In the early 1980s, research meant linguistic analysis or statistical studies but in the past three decades, the variety of research types has proliferated greatly. However, there is hardly any information on how teachers can become research literate and what resources they need to help them. In a review of the literature, very few books and articles were found on the topic of teacher research literacy. Only one volume by Brown and Coombe (2015) centered around helping language teaching professionals develop their research skills.

Presenters will describe their project on 'Getting English Language Teachers Research Ready' which includes the creation and development of several free open-access resources to help EL teachers develop their research literacy. Resources that will be showcased include:

- The development of a brand for the project
- A website featuring multi-media resources
- A glossary of research terms written in simplistic, non-technical language
- An e-book on teaching research activities
- A diagnostic assessment entitled "How research literate are you?"
- An edited volume featuring research-based studies
- A series of PPTs, screencasts and/or videos on research-related content to be used for PD

**83- Salah Mohammed Elhassan (Oman)**
**Making sense of Advice in Post-Lesson Conferences During Teaching in Teacher Education. A Conversation Analysis Approach**

This presentation reports on a project about researching the Content of Advice-Giving and receiving between supervisors and Student-Teachers within the Post-Lesson Conference in Teaching Practice in Teacher Education. The Post-Lesson Conference is one of the Teaching Practice components performed by both Supervisors and Student-Teachers immediately at the end of each observed class taught by the Student-Teacher. Supervisors who come from university visit the Student-Teachers observe them and give them feedback and advice afterwards. Student-Teachers are university-level students studying at a College of education and doing their Final-year School-based Teaching Practice placement component.

The presentation argues in favour of the need for investigating advice within the context of Teaching Practice. In promoting research in the area, the main data for analysis comprised of recorded conversations between supervisors and student-teachers with the focus put on the content of advice. Other types of data were also collected as supportive evidence. Conversation Analysis methodology was selected as the tool for the analysis of recorded conversations. The presentation shows how analysis of conversation may contribute to making sense of advice content and Teacher Education practices and consequently leading to further and more understanding of similar advice practices in other institutional settings.

## Saturday 20 March 2021

### 02:00pm - 03:25pm Local Time

#### Panel 010

#### Globalization and bilingualism

#### Virtual Room 3

##### 56-Carina Rasse (Austria)

##### Idiomatic Mastery in a Second Language: The Role of Conceptual Metaphors

Idiomatic expressions form a difficult area for second language learners (e.g. Cacciari & Tabossi 1993). Additionally, many instructors struggle with teaching figurative language in a structured way (Mohamadi Asl 2013). The inability to use idioms, though, makes L2 speakers sound unnatural. Furthermore, students often face difficulties in understanding the history of the language and the culture of the people who speak it. A solid ability to metaphorize should thus be a core component in a L2 classroom.

The present project suggests that an understanding of conceptual metaphors may help instructors to teach, and learners to acquire, idioms in a foreign language. Many idioms have figurative meanings that are motivated by people's active metaphorical knowledge. For instance, native English speakers understand "spill the beans" to mean "reveal the secret" because there are underlying conceptual metaphors, such as THE MIND IS A CONTAINER and IDEAS ARE PHYSICAL ENTITIES (Gibbs 2017).

An empirical study was conducted to show that native German and native Russian speakers also draw on conceptual metaphors when they interpret English idioms. The results of this study will be discussed for psycholinguistic theories of figurative language comprehension. Additionally, a manual for teaching idioms to learners of English will be proposed.

##### 79- Glenda El Gamal (UAE)

##### Building Intercultural Competence: A Phenomenological Investigation of UAE Engineering Students' Intercultural Experience

This study investigates the effects of a newly developed intercultural competence course that endeavors to cultivate intercultural sensitivity in Emirati engineering and science students studying in an EMI Science and Engineering university, in the United Arab Emirates. An exploratory sequential research design using multiple measurements was used and the data were gathered using a quantitative research instrument of an Intercultural Cultural Sensitivity Scale (ISS) in terms of pretest and post-test (Chen and Starosta, 2000). In the second phase, which consisted of semi-structured interviews with six students, IPA methodology was used to gain deep, rich data on contextual factors surrounding the themes that arose in the initial survey. Given that the United Arab Emirates has a dynamic and linguistically diverse context, the opportunity to explore how "intercultural communicative competence" models might be adapted yielded rich and interesting data. Research findings from the project will be shared in the session, with recommendations made for future research with particular reference to language and identity.

##### 80- Abdelhamid Bessaïd (KSA)

##### Language Conflict in Algeria, Arabic vs French: A Linguistic Overview.

Both linguistic as well as sociolinguistic situation in Algeria was and still is considered as the core sketch, for decades, of an unbalanced equation that strings the political status with the practical linguistic usage dominating the Algerian speech network. In this respect, a foremost issue raised to highlight such a phenomenon, and that lately leads to question the contradictory status between the Algerian constitution and daily practices among users. Put simply, new generation speakers face a barrier/ obstacle to communicate with post-independence schooled generation(s). In this sense, the former represents the 'Arabization' policy pursued in Algeria just after independence, with the introduction of English in education as being multilingual; whereas the latter is fraught with French language as being 'francophone bilinguals'. The fact that correspondingly leads to heterogeneous linguistic repercussions through communicative acts. When will Algerians obtain their linguistic independence after gaining their political one? A sine qua non question is still raised in such a stage and marked the Algerian speech community. The paper will discuss the different 'whys' that make the Algerian Arabic non-comprehensible among the Arab-speaking communities. Then try to find plausible interpretations to the Arabization regime, and seek to heal such allergic malaise between Arabic and French.

**34- Bouchra Kachoub (UAE)**
**English vs Arabic Use in School and the Workplace: The Case of Abu Dhabi**

In the United Arab Emirates (UAE), studies examining language use often report the dominance of English at all levels of public and private education (e.g. Gallagher, 2016; Cook, 2019). While English is widely used as the Medium of Instruction (MOI), in recent years there have been increasing calls for strengthening the status of Arabic in the country. Such appeals for a larger role for Arabic and the current status of English raise questions about how the country's educational system is meeting the linguistic needs of Emirati nationals.

This study explores aspects of these questions by examining language usage in the domestic workplace, as reflected in the employment undertaken particularly by UAE nationals of Abu Dhabi. Preliminary findings show that 78.1% of employable Abu Dhabians hold positions in public-sector institutions, where Arabic is mandated in all work-related interactions (Cabinet of the UAE, 2008). In contrast, only 5.3% of Abu Dhabians work in the private sector, where English use is more widespread (Statistical Yearbook of Abu Dhabi, 2019). This study examines in greater depth these linguistic contradictions in school and the workplace. It further considers possible alternative educational approaches that could better serve the linguistic needs of the UAE speech community.

**49-Sarah Hopkyns and Wafa Zogbor (UAE)**
**Translingual practices as a source of empowerment in Emirati higher education**

In the context of the UAE, transnational residents vastly outnumber Emiratis. In addition to the official language, Arabic, and de facto lingua franca, English, there are approximately 100 other languages spoken in the nation. However, not all languages are equally valued in terms of power and visibility as top-down language policies overtly favour the two dominant languages of English and Modern Standard Arabic, which often appear side-by-side on public signage. On the ground, however, languages are often mixed through translingual practice. This presentation explores the language ideologies and language use of 100 Emirati university students through mixed-method questionnaires and through students' work as a representation of classroom linguistic landscapes. Thematic and content analysis of the data revealed that Emirati university students regularly use their multilingual resources to effectively aid communication through translingual practice. While it is normal and natural for most bilinguals to mix languages, conflicting attitudes toward such practices were voiced revealing ideologies centered around 'double monolingualism' (keeping two languages separate and 'pure'). It is argued that teachers and students, as bottom-up language-policy makers, need to embrace translingual practices as a source of empowerment and as a more authentic alternative to rigid 'English only' expectations in English medium universities.

## Saturday 20 March 2021

### 02:00pm - 03:25pm Local Time

#### Panel 04C

Teaching approaches and classroom practices

#### Virtual Room 4

##### **67- Connie Mitchell (KSA)**

Students Learn Research Strategies Using Discourse Analysis

Research skills for undergraduate students can prove difficult at times. The researcher chose to use a discourse analysis course as a means to help students. Discourse analysis is used throughout the social sciences and related disciplines as a means of introducing research (Taylor, 2013). The current study is an attempt to reinforce these skills using discourse analysis tools. The study took place in a small private university in Saudi Arabia. The students who participated in the study have varying degrees of knowledge about how to conduct research and write a research paper. The data have been collected over a two-year period and consists of student work, student performance, and student feedback. Overall, the findings were positive in terms of enhancing students' research skills through Discourse Analysis; however, there have been semesters where more remedial help was needed. The presentation will introduce more details about the findings and methodology and conclude by discussing the impact of using Discourse Analysis to develop undergraduate students' research skills as well as recommendations for future research.

##### **71-Summer Loomis (UAE)**

Case Study: Classroom Observation of Three Arabic Class Sessions

Arabic is strongly linked with the national identity in the Emirati culture and Arab heritage, and therefore Arabic instruction interests many stakeholders. Reading in any language is essential and early literacy skills have been linked to later academic achievement. However, students' Arabic achievement in the UAE has not reached expected targets (Mullis, Martin, Foy, & Hooper, 2017). Student achievement is often linked to early literacy practices, but in the Arabic classroom little is known about how it is being taught (Fender 2007). This case study addresses this through Conversation Analysis (CA) of talk in "Arabic A" (e.g., native speaker) classes in one classroom in an English-medium school in Dubai. Traditional Arabic instruction often focuses on grammar. Instead, I use vocabulary to analyze classroom interaction through a different lens. CA methodology stresses observation of interaction as it takes place in real time and in its natural context, rather than bringing preconceived notions to the data. As such, this case study concerns both the content and context of classroom sessions. The presentation will report on the vocabulary, findings from CA analysis of three different class sessions, and future research possibilities for early years Arabic instruction.

##### **81- Zakaria Mahmoud (KSA)**

Building Spoken Fluency

Building and developing spoken fluency may be a challenging area for both learners and teachers. Some learners may spend years studying extensive grammar and lexis, but they often struggle to communicate in the real world. This is often demotivating and discouraging for learners. Accordingly, helping the learners to develop their communicative competence and to maintain an effortless speech while communication should be our priority. In this talk, I will be offering some practical ideas to help learners to build fluency.

##### **76- Majed Alharbi and Abdul rahmn Alqifari (KSA)**

L2 Arab Writers' Voices and Institutional Practices

With the global demand to engage in reflexive critique of using English-only as a medium of instruction, teachers of English in higher-education need to find ways to support and gently scaffold students in the process of learning. From this perspective, in particular, this paper explored and unpacked the ideological underpinning of the teacher's attitude toward translanguaging and investigated the reported practice of translanguaging. To undergird our pedagogical practices for teaching English globally and in Saudi Arabia in particular, we adopted a theory of translanguaging (García & Lin, 2017) to understand how is it used as a practice and as a theory that empowers English language students and taps into their available resources in the process of learning. Drawing on both quantitative and qualitative data, the study aimed to explore and investigate the nuanced ideological perceptions of English language teachers towards translanguaging and how it is facilitated and/or restricted in English-medium college level courses and programs at two Saudi universities. Findings of the current study suggested that teachers of English in the EFL context must realize that the fluidity of incorporating more than one cultural and linguistic code in the classroom is a natural, humanistic phenomenon.

**64- Ghadha Alnasser (KSA)**The Impact of Interaction between Teachers Written Feedback Practices and Students Processing

This study surveyed six writing teachers' feedback practices, which included error corrections and commentaries. I proceeded by carrying out text analysis of 90 corrected samples in academic writing classes at Al Imam Mohammad Ibn Saud Islamic University in Saudi Arabia. This was followed by supplementary interviews with the teachers and ten of their students respectively. The first instrument, text analysis, allowed the exploration of feedback that teachers apply while correcting; the second instrument, interviews, validated teachers' selections of such feedback and how students value and process them. A major finding suggested that teachers displayed a tendency to make more use of direct error correction than indirect error correction, regardless of its type. This correlates with students' valuing and processing of direct error correction over other forms. Furthermore, the findings, in relation to commentary, revealed that teachers tend to use more general comments than specific comments, which also reflected students' most preferred type of commentary. Also, students favored teachers' feedback error correction to be on grammar, whereas their feedback commentary to be mostly on textual structure.

## Saturday 20 March 2021

### 03:30pm - 04:55pm Local Time

#### Panel 07C:

التحدث بالعربية: الاحتواء وإثارة الدافعية

#### Virtual Room 1

#### 87 - بشرى النقاش (الإمارات) إمتحان يعقبه إبداع - إثارة دافعية الطلبة

تعد دافعية الطالب نحو التعلم من أبرز العوامل التي تسهم في رفع المستوى التحصيلي لديه إلى جانب تحسين سلوكه، وجذبه نحو المدرسة بشكل كبير كما أنها تدفعه نحو الإبداع والتميز لا توجد وصفة سحرية لإثارة دافعية الطالبة نحو التعلم، لكنها تحتاج لمهارات معينة وفنون للتعامل مع الطالب وتوجيه سلوكه هناك العديد من الأساليب التي يمكن من خلالها زيادة دافعية الطالب نحو التعلم، ومن أبرزها إشباع الحاجات النفسية للطالب من خلال العلاقة الودية بينه وبين المعلم وبينه وبين بقية الطلبة إلى جانب تحفيزه للعمل التعاوني، كما يمكن زيادة الدافعية من خلال مساعدة الطالب في تحديد أهدافه والسعى نحو تحقيقها، بالإضافة إلى استثناء انتباх الطالب وتحفيزه لأداء المهام المنوطة به سواء داخل الصف أو خارجه كما يمكن زيادة الدافعية من خلال زيادة تحفيز الطالب سواء عن طريق التحفيز المادي أو المعنوي، إلى جانب مراعاة الفروق الفردية بين الطلبة تقديم التغذية الراجعة المناسبة للطالب يسهم أيضاً في زيادة دافعيته وتعرفه على الجوانب التي تحتاج إلى تحسين مما يساعد على تطوير مهاراته وخبراته وفي الختام، لا يمكن لعملية التعلم والتعليم أن تتجها بدون وجود الدافعية.

#### 87 - محمد سلامي (الإمارات)

بعض المفاهيم السيميائية ودورها في بناء الوعي النقدي لدى متعلم اللغة العربية

سوف نحاول من خلال مداخلتنا مناقشة بعض المفاهيم التي تعتبرها أساسية في بناء الوعي النقدي لدى المتعلم بشكل عام، وتعلم اللغة العربية بشكل خاص؛ من قبيل: الثقافة، و العالمة اللغوية، و العالمة غير اللغوية، و الفهم، و التعرف والإدراك، و المعنى، والتأويل...الخ ، ثم سنبحث في مختلف العلاقات التي تربط بين كل هذه المفاهيم من الناحية المعرفية، وذلك بالاعتماد على ما جادت به السيميائيات أو النظرية العامة للعلامات، من آراء وأفكار، ثم محاولة جعلها مواكبة للمنظومة التعليمية بما تنشد من أهداف وغايات، وأهمها بناء الوعي النقدي لدى متعلم اللغة العربية.

وهذا معناه؛ أن كل ما يسرره معلم اللغة العربية من وسائل تعليمية، لن يكون ذا فائدة إلا إذا استهدف تلك الجوانب التحفيزية للمتعلم والتي تحرك الوظائف النقدية عنده، بحيث لا يمكن للمتعلم أن يجسّد دور الآلة الحظبية التي تخضع لانطباع جارف دون فك شفرات هذا الخطاب أو ذاك. سوف يكون هذا البحث رؤية ذات منبع فلسفى سيميائى يطل على منظومة التعليم، ويحاول الإجابة عن أسئلة ظلت محط نقاش دائم من قبيل:

- ما المقصود بالمعطى الثقافي سيميائياً؟ وما دوره داخل البيئة التعليمية؟

- كيف يمكن للثقافة أن تسهم في تшибيد عوالم المعنى، ارتباطا بالنصوص اللغوية وغير اللغوية التي يتلقاها المتعلم العربي؟

- كيف تقوم السيميائيات بأدوارها التعليمية إلى جانب باقي العلوم الإنسانية والمعرفية الأخرى؟

- ما هي الفرضيات التي ينبغي اعتمادها بالنظر إلى الرغبة العلمية، للتأكد من أحقيتها أو رفضها ارتباطا بنتائج البحث؟

وكيف السبيل نحو بناء فكر نقدى يروم المنظومة التعليمية العربية خصوصا في ظل التعدد اللغوى، وما يعكس ذلك من إشكاليات أخرى تختلف باختلاف المناطق؟

#### نورة حسين الحمادي (الإمارات)

قرأت لكم: تعزيز ثقافة القراءة من خلال التوثيق ومشاركة الاقتباسات

"نؤمن بأن القراءة تأسיס واستدامة، لذا فإن شهر القراءة 2021 في منظورنا ليس مجرد سقف لثلاثين يوماً، بل أرضية تمتد في تأثيرها على مدار عام بأكمله" (معالي نورة الكعبي وزيرة الدولة للثقافة والشباب) تعرّض ورقة العمل المقدمة مبادرة "قرأت لكم" وذلك بعرض تفعيل شهر القراءة لدفع الكادر التعليمي نحو القراءة للترفيه والرفاهية حيث جاءت هذه المبادرة ضمن تأصيل حب القراءة ونشر ثقافة القراءة لدى جميع فئات المجتمع. تكمّن أهداف مبادرة (قرأت لكم) في:

- أن يكون المعلم قدوة حسنة لطلابه في ممارسة القراءة
  - الاطلاع على الكتب المختلفة من خلال توصيات الزملاء لما راى لهم من نصوص مقرؤة.
  - وذلك من خلال اقتباس النص الذي حاز على إعجابه من كتاب فرأه
  - التشجيع على البحث العلمي وتوثيق المصدر الذي تم الاقتباس منه
  - نشر ثقافة القراءة للمتعة وتوثيق المصدر وحفظ الحقوق والملكية الفكرية
- ومن شروط الاقتباس أن لا يتجاوز النص عن 25 كلمة حتى يسهل على المجتمع المحلي القراءة و التأمل في جماليات اللغة وتستمر هذه المبادرة على مدار شهر كامل حتى تستقر هذه العادة لدى جمهور القراء. ومن خلال هذه المبادرة سيتاح لنا مخاطبة العقول والبقاء الفكر على مائدۃ المعرفة والثقافة.
- إن تفعيل هذه المبادرة بين فئة المعلمين والموظفين في المؤسسة التعليمية كفيل بنقل هذه التجربة لفئة الطلاب وأولياء الأمور ونشر ثقافة القراءة للمتعة والحرص على نقل المعرفة من المصادر الموثوقة وممارسة مهارة التوثيق العلمي. من خلال عرض تلك المبادرة، تناح الفرصة للحضور بالاطلاع تفاصيلها وتبني مبادئها وتحقيق أهدافها.

#### 86- سناة المجايدة (الإمارات)

في صف اللغة العربية الجامعي حرية الاختيار

إن من المثير للاهتمام معرفة الأثر الذي يتركه إتاحة الفرصة للطلاب ليختاروا المواد التعليمية بأنفسهم، وعلاوة على ذلك، فإن هذه الأجيال لديها ميل كبير لدراسة الموضوعات المعاصرة التي تشبه إلى حد كبير تجاربهم في حياتهم اليومية، لذلك فإن الغرض الرئيس من المشاركة في هذا المؤتمر هو تسليط الضوء على أهمية إشراك الطلاب في عملية اختيار المواد التعليمية للغة العربية، ورصد النتائج المترتبة على إعطاء الطالب فرصة اختيار المواد التعليمية في مساقات اللغة العربية في جامعة زايد، والبحث في تأثير المتغيرات، مثل: اهتمامات الطالب وميوله، وقدرته على الاختيار، وخبراته السابقة، ولتوسيعه كيف يمكن لهذه المبادرة أن تجعل الطلاب أكثر شغفاً وتحفيزاً للتعلم واستخدام اللغة العربية، وقد بنيت الدراسة أساساً على دراسة استقصائية تقيس مختلف العناصر، مثل رضا الطالب عن عملية التدريس الحالية، وقدرات الطلاب على اختيار نصوص القراءة، وتحديد أنواع المواد التعليمية باللغة العربية التي يميل الطلاب إلى دراستها، وقد استخدمت في هذه الدراسة المنهج التحليلي لاستبيانات طبقت على دفعه لم تقم بأي عملية اختيار، ثم تحليل استبيانات ستطبق على دفعه قامت بالاختيار، لمقارنة النتائج والوصول للاستنتاجات، وفي حال أثبتت هذه التجربة جدواها يمكن لهذا البحث أن يسهم ببعض الاقتراحات التي تساعد قسم اللغة العربية التابع لكلية التربية في جامعة زايد على تصميم مناهجها الدراسية تصميماً محفزًا لتعليم اللغة العربية.

#### 89- خديجة الحميد (الإمارات)

جماليات التواصل باللغة: تعبرات التلطف نموذجاً

تستمد اللغات جمالها من الوظائف المعرفية والنفسية والاجتماعية التي تزدهر بها، ولما كانت اللغة صفة تشارکية تجمع أبناء المجتمع الواحد، فإنه يمكن القول إن الوظيفة الاجتماعية هي الأهم من بين تلك الوظائف الثلاث.

والوظائف الثلاث واضحة جلية في لغتنا العربية، فالعربية من أبرز اللغات اليوم وأكثرها جزالة وأعظمها معجماً، وفيها من السمات والخصائص ما نجد له عند غيرها من اللغات. من أجل ذلك حظيت العربية باهتمام أهلها الناطقين بها، لا بل باهتمام غير الناطقين بها، ولعل نزول القرآن الكريم بهذه اللغة المجيدة كان من أوج الأسباب الداعية إلى مثل هذا الاهتمام.

والاصل في كل لغة أن تكون وعاء حضارياً يحوي العلوم والمعارف كافة، ويقبلها ويستوعبها ويضيف إليها، وأغلبظن أن بروز لغة على أخرى يجيء من هذا الباب، باب التقبل والاستيعاب. ومن ينظر إلى العربية اليوم يدرك كيف استطاعت أن تستوعب المصطلحات العلمية والمفاهيم التكنولوجية، وكيف أنها بخصائصها المتنوعة وسماتها المتعددة طوّعت تلك المصطلحات والمفاهيم في ألفاظ عربية ذات دلالة شديدة. تناقش ورقة العمل المقدمة المحاور السابقة مع سرد بعض النماذج والأمثلة حول مواطن استخدام اللغة بما يبرز جمالها ويعكس دورها على الصعيد الاجتماعي.

## Saturday 20 March 2021

### 03:30pm - 04:55pm Local Time

#### Panel 02B

Technology-based teaching

#### Virtual Room 2

##### **44-Yahya Alkhoudary (Canada)**

The Impact of Utilizing Technology on Students' Communication Skills in an ESL Traditional Classroom

This presentation displays the influence of hybrid learning on students' speaking skills. It also demonstrates the impact of technology on students' learning quality as long-life learning that never occurs in a vacuum. Google Classroom for example, has become one of the more popular applications online to do off-class tasks along with virtual class activities. Moreover, this inspection adopts a blended learning model as a platform to promote communication skills' standard. A mixed of qualitative and quantitative method is employed. Further, Fleming teaching and learning styles have been embraced based on learners' competence, cultural background and economic life. A random sample of 60 students was selected and divided into two groups: Experimental, and Controlled group; 30 participants in each. The treatment group was exposed to intensive listening, speaking, reading and practice online during teaching an ESL course within a semester. Pre.post-tests, interviews were conducted together with 10 ESL instructors. The findings of this scrutiny revealed that the students in the treatment group excelled their counterparts in speaking skills' ability. It also demonstrated that such an approach leads to learner-autonomy and effective instructional supportive method at university level. This presentation concludes with a note that incorporating technology in traditional classrooms is of paramount importance to language learners.

##### **72- Babikir Siddig (Oman)**

Social Media in Teaching of Languages

With advancements in communication technology, humans can now bridge the constraints of time and space with minimal effort. Through this, the ability of individuals to interact with millions of others at an instant has not only been increased, but also improved. As a result of these developments, endeavours such as education could benefit greatly. Undertakings such as distant education, blended learning, and even interactive education could be made considerably easier and more efficient. For instance, with regards to education, the teaching of languages could draw important uses from the application of social media to teach learners new languages. Through social media platforms such as Facebook, WhatsApp, and YouTube, instructors could help learners access greater competency in language learning and use. The social media sites would allow learners to immerse themselves in situations where they openly interact with others who are more competent than them in the use of the language. In this way, learners may be able to improve their grasp of the language. From this research article, it is evident that social media can be applied to aid in the teaching of languages. Learners can interact freely with native speakers of the language they seek to learn, and they could also direct the process of learning themselves. These would be enabled through the application of social media in the instruction process. Further, learners could also immerse themselves in the culture associated with the language they seek to learn. Consequently, the learners would increase their grasp and end up improving the learning experience. Finally, social media may allow free interaction with native speakers of a language. In this manner, the learners would be improving their diction and pronunciation of the words and phrases; a fact that would greatly enhance the learning process.

##### **43- Syed Adil Zaidi (India)**

Rebuilding the Attention Span and Focus in EFL/ESL Classrooms in the Perspective of Digital Environment

We live today in an age of information pollution. Information overload, infobesity, information explosion are recently coined terms to the present day lexicon. Present day learners are ceaselessly grabbed by data flow, thoughts flow, rumors flow, facts flow, and pseudo facts flow, all suggesting as information. This flow of information is not a power, but it is rather overpowering. The learners now tend to lose focus instantaneously in this growing digitalized life style. Staying focused in the class at the centrality of teaching mission is critical these days. Teaching goals may be clearly set out. Lesson plan may be designed and tailored to meet the needs of all the pupils into step-wise fashion, yet the students are found gazing into space or surreptitiously connected to the electronic highway through their cell phones. This paper argues that EFL/ESL teachers should build a learning environment through digitalization to make teaching more thrilling, stimulating, captivating and engaging to produce the end result in higher scholastic achievement. The present study deployed a quantitative method with data collection approaches: questionnaires, interviews, focus groups, case studies etc. The study revealed that digitization of the classroom environment enormously assists in the learning process on multiple levels.

**29- Soad E. Mizher (KSA)**Amplifying Students' Voice with Flipgrid and Skype in the Classroom

The use of social media has peaked since the introduction of Facebook in 2004. We are living in a time dominated by the influence of social media platforms such as Twitter, Snapchat, Instagram and others. Although many educators argue that using these platforms in the teaching and learning process can be beneficial (Mastrodicasa, 2013), students are expressing themselves and their ideas less and are more about following others. That is why amplifying students' voices has become of the utmost importance for educational institutions all over the world. Students need to know that their thoughts, feelings, opinions and work matter. Tools such as Flipgrid and Skype in the classroom are considered influential programs nowadays, and they emphasize all six 21st century skills. Not only do they provide a fun and diverse means for students to express their voices, but also help raise their confidence. In this workshop, the presenter will demonstrate firsthand how Skype functions in the classroom by connecting with a class. We will also test the power of Flipgrid as a tool to make students' voices heard.

## Saturday 20 March 2021

### 03:30pm - 04:55pm Local Time

#### Panel 03C

Teaching language skills and subskills

#### Virtual Room 3

##### 73- Larysa Nikolayeva (UAE)

Reader Response to Text Adaptation: A Study of Female Emirati Undergraduate Students

Current research explores the response of female Emirati undergraduate students to text adaptation. Incorporated at the time of developing learning aids, students' response can serve as one of the tools for enhancing students' language skills required for their academic success. The analysis is based on the response of two groups of students (24 and 25 students respectively) obtained through a test and a text difficulty survey addressing their comprehension skills of authentic versus adapted texts. The effect of the text and sentence length, grammatical complexity, vocabulary and cohesion on students' comprehension were considered in the study. The research identifies requirements for amending the text for Emirati female students, and the areas of concern that helps material designers working in the Arab world to choose the most appropriate approach to text manipulation.

##### 84- Mohamed Aboulela Abdelmageed (Egypt)

FLaxIt: Teaching Academic Collocations

Collocations are co-occurring patterns of words, such as adjectives and nouns (McEnery, Xiao, & Tono, 2006). Integrating collocations is a remarkable aspect of academic writing. However, errors in using them persist, even for advanced L2 learners. Data-Driven Learning (DDL) has addressed this issue mainly by suggesting that a student is a language researcher. DDL encourages learners to discover these patterns of language in context by enhancing the observation of the target structure. In so doing, DDL underscores 4 I's: Illustration, Interaction, Induction, Intervention (Carter & McCarthy, 1995; Flowerdew, 2009). To enhance this process, FLAXCLS, a collocation learning system, has two components: a collocation database, and a simple interface for looking up collocations, allowing learners to inspect typical language use in contemporary, content-related texts (Wu, 2010; Wu, Franken, & Witten, 2010). Using the British Academic Written English Corpus (BAWE) as a reference, FLAXCLS allows learners to search for collocations that are arranged by syntactic patterns. In this workshop, we will adopt the four I's Model to introduce and integrate collocations into academic writing courses and do some activities, such as collocation matching, related words, and gap-filling. Besides, attendees will learn how to create such activities to flax their students' academic writing performance.

##### 55-Muhammedali Chalikandy Puthiyapurayil (India)

Should we Teach Grammar in EFL Classrooms? Teachers' Beliefs

The purpose of this qualitative paper is to examine EFL teachers view on the need of grammar teaching in Omani EFL Classrooms. Teaching grammar has been a hot topic since the origin of language teaching and there is no unanimous view on the effectiveness of grammar teaching in EFL classrooms. As a result, there has been an ongoing argument and counterargument about teaching grammar and its effectiveness in EFL classrooms. Since beliefs play a significant role in language learning and teaching and they act "as a filter through which a host of instructional judgments and decisions are made" (Fang, 1996, p. 51), the roles of beliefs in language learning and teaching has been investigated intensively around the world. However, very few studies have focused on EFL teachers' view of grammar teaching. Therefore, this study is an attempt to fill the gap found in the literature. The participants are nine EFL Teachers who are teaching English to under graduate students. An open ended questionnaire and semi structured interviews were used for data collection and the data was analyzed thematically. The study indicates that the teachers believe that grammar teaching is unavoidable in Omani EFL classrooms for various reasons.

##### 78- Ahmed Masrai (KSA)

Is it phonological or orthographic vocabulary size that predict processing speed of L2 written texts? The case of native Arabic EFL learners

Reading in a foreign language is one of the key defining aspects of successful L2 acquisition. However, research has repeatedly suggested that Arabic-speaking learners of EFL expend a great deal of their reading time in phonologically decoding words letter-by-letter before they are able to access their meanings. To further our understanding of this unique reading difficulty, this study investigated the relationship between the phonological and orthographic lexicons and L2 reading speed among 82 native Arabic-learners of EFL. Two measures tapping aural and written modalities of vocabulary knowledge, and a measure of reading speed were administered to the

participants. The results showed that phonological vocabulary knowledge correlated more strongly with L2 reading speed ( $r = .61$ ) than did orthographic vocabulary knowledge ( $r = .32$ ). Regression modelling also showed that only phonological vocabulary knowledge was able to explain unique variance in learners' L2 reading speed ( $R^2 = .37$ ). The findings indicate that Arabic-speaking EFL learners do in fact depend greatly on their L2 phonological lexicon when processing English written text. The discussion addresses the importance of developing an orthographic lexicon of suitable size in L2 learners in order to read efficiently in English.

## **28-Nadine Jaafarawi (UAE)**

### **Enhancing UAE students' Reading Comprehension Through a Task-Based Approach: A Pilot Study**

Researchers and scholars have been aiming to focus teaching methodologies to better serve teaching English as a second language. Task-based language teaching is an approach to teaching a second language that seeks to engage learners in authentic language use by having them perform a series of tasks, preferably made interesting by the instructor using reliable online resources. This study will focus on reading comprehension and the means of making this skill interesting through task-based learning with student-centered methods in teaching. The purpose of this study is to find practical reading strategies to be implemented in order to facilitate and enhance UAE students' reading skills and comprehension of argumentation. Furthermore, the study will be conducted using sample language classes in Zayed University, each having the capacity of 24 female students with ages ranging between 19 and 20 years. Qualitative and Quantitative research methods will be implemented after collecting data from previous studies and in-class observations and assessment tools to measure the influence of task-based learning on reading comprehension. At the end of this study, the effectiveness of task-based learning strategies will be highlighted in the field of teaching reading comprehension in argumentation.

## Saturday 20 March 2021

### 03:30pm - 04:55pm Local Time

#### Panel 014 Curriculum Development Virtual Room 4

##### **13-Reema Qarallah (Jordan)**

Let the end be your start! ESP curriculum development.

This presentation focuses on the way of designing English for Specific Purposes by using the backward design. The presentation will take you on a journey to be a real part of the academic life nowadays. ESP curriculum is now the new language which will lead the specialists to be more effective. The session presents the steps of designing the ESP curriculum starting from findings the needs and creating the outcomes to implementing the curriculum in the real field which will be a clear view about the Backward design trip by presenting the challenges and some solutions for that. The challenges will be presented as real stories around the world on designing such curriculum and some solutions by creating a new creative environment for the classrooms which will lead the ESP curriculum to be implemented in a perfect way. The presentation will be divided into three sections; the first one will be about how to define the needs for any ESP curriculum by answering: what? why? whom? (WWW). The second section will be about the process of designing by defining the targeted level and finding authentic materials and creating activities. The third will be about challenges faced on designing the ESP and some solutions.

##### **26-Safaa Eissa (KSA)**

TEFL Student-teachers as Curriculum Co-authors: A case Study of Curriculum developers and implementers

Reviewing the current status within the higher education institutions reveals that learners have nothing to say in the process of curriculum development. The context within which a curriculum is developed and experienced is key to what might be possible. Accordingly, it was the purpose of the current study to investigate the effectiveness of giving six TEFL student-teachers the chance to develop a full curriculum document which they shared its creation with their course instructor. Those students were enrolled in a curriculum development course in the first semester of the academic year 2018-2019 in a small private university in Riyadh, Saudi Arabia. They went through the journey of developing a whole curriculum document for the Preparatory Year Program PYP in the University in collaboration with their course instructor. Having their practicum course in the PYP helped them to implement some sample units. Needs assessment surveys, PYP textbooks content analysis and focus groups were co-conducted by the students and the instructor. A rubric was co-designed as well to measure the quality of the final curriculum document. The course exit survey was used to measure students' satisfaction. A set of recommendations with a list of suggestions for further studies were given.

##### **58-Omar Al Sawafi (Oman)**

The Inconsistency Between Teachers' Stated Beliefs about Implementation of ELT Innovations and Their Actual Practices

English language teachers are often required to implement ELT innovations planned and decided by policy makers. However, these innovations often fail to achieve the aims and intentions of the planners of these innovations. This study highlights the relationship between teachers' stated beliefs about ELT innovations and their actual practice. This will extend our understandings of the implementation of ELT innovations and the challenges that influence the process of implementation. The study explores the beliefs and practices of English teachers in a questionnaire. It then investigates these beliefs and practices in follow-up interviews with six working English teachers, and through observations of specific classroom practices. One key issue that emerged from this study was the limited consistency between the teachers' stated beliefs about ELT innovations and their actual practices. This finding lends support to research in language education; for instance, Basturkmen (2012) found in her research review that there was limited correspondence between teachers' stated beliefs and their practices. The finding also supports the claim of the importance of contextual factors in influencing teachers' actual practices. In addition, the study found that changes in the teachers' behaviour in real practice were also due to the influence of their own beliefs.

**3-Arwa Aldawood and Fatimah Almeshari (KSA)**
**Effects of Learning Culture on English-Language Learning for Saudi EFL Students**

This quantitative study aimed to investigate the influence of incorporating English-culture learning into English-language learning by observing the perspectives of Saudi EFL learners. It illustrated if there is an effect of learning culture on English language competence to the students of Prince Sattam bin Abdulaziz University. The study's methodology included a questionnaire administered to 70 undergraduate female students in the English department at Prince Sattam bin Abdulaziz University, Saudi Arabia. Results show that Saudi students recognized that culture and language are related to each other and the learning process cannot be fully realized without consideration of both aspects. Moreover, the study found that learning the English language with its corresponding cultural elements will enhance the speed and enjoyment of Saudi students' learning process. Furthermore, the study demonstrates that learning a foreign language not only involves studying syntactic structures or learning new vocabularies, but also should incorporate some cultural elements. From Saudi students' point of view, the only difficulty that might face them is the differences between Arabic and English cultures. Finally, this study recommends that further research can investigate the effect of culture on learning from the teachers' point of view.

**74- Alla Savelyeva (Azerbaijan)**
**Implementing project-based language learning in first-year writing: Benefits and challenges**

Higher education receives criticism for not nurturing the competencies that students need for future careers. Faculty report student academic knowledge as the most important critical ability, while employers prioritize social skills more than employees' learning ability or knowledge. To bridge the gap between employers' expectations and curriculum, higher education should advance authenticity in learning activities and develops students' social skills. Project-based learning fosters collaboration, flexibility, time management and critical thinking skills. Learners acquire these skills and knowledge as a result of having done and experienced something new. They participate in purposeful communication to complete real-world activities, such as creating a public product for a local community. Research shows that project-based language learning (PBLL) supports the use of target language for real-world purposes, aligns learning with student interests and improves motivation. It also aids learner confidence, autonomy and positive attitudes towards learning. My presentation will share the results of implementing a four-week PBLL project with first-year undergraduate students in their second semester of writing and information literacy. I will discuss PBLL's role in student motivation, autonomy and collaboration, as well as teaching concerns behind implementing PBLL in first-year writing courses.

## List of Presenters

Name	Country of residence	Affiliation
بشرى النقيبي	UAE	Ministry of Education
عروبة المحسين	Jordan	Jordan University
غادة العلي الجشعم	UAE	KHDA
محمود الغزاوي	Malaysia	Sultan Zeiniddin Alabidin University
نورة الحمادي	UAE	مؤسسة الإمارات للتعليم
هالة محمد أحمد	UAE	Ministry of Education
<b>Abdelhamid Bessaid</b>	KSA	King Khalid University
<b>Abdulaziz Khalaf Alenazi</b>	KSA	Ministry of Education
<b>Ahlam Fayed A Alshehri</b>	KSA	Ministry of Education
<b>Ahmed Masrai</b>	KSA	King Abdulaziz Military Academy
<b>Ali Shehadeh</b>	UAE	UAE University
<b>Alla Savelyeva</b>	Azerbaijan	ADA University
<b>Amany Alsabbagh</b>	UAE	Police Science Academy
<b>Amel BENAISSE</b>	Algeria	Mouloud Mammeri University
<b>Andrea Mayr</b>	UAE	Zayed University
<b>Anjum Aziz</b>	UAE	Al Ghurair University Dubai
<b>Anna Hasper</b>	UAE	IDP IELTS
<b>Arwa Abdulaziz Aldawood</b>	KSA	Prince Sattam University
<b>Ashraf Shawky AlRassoul</b>	UAE	Ministry of Education
<b>Assel Tukhtabayeva</b>	Kazakhstan	Kazakh Ablai Khan University of International Relations and World Languages
<b>Babilir Eltigani Siddig</b>	Oman	Buraimi University College
<b>Bernadette Guirguis</b>	UAE	United Arab Emirates University
<b>Bothaina Ahmed Eisa</b>	Egypt	Al-Azhar University
<b>Bouchra Kachoub</b>	UAE	Simon Fraser University
<b>Carina Rasse</b>	Austria	University of Klagenfurt
<b>Christine Coombe</b>	UAE	Dubai Men's College
<b>Connie Mitchell</b>	KSA	Prince Sultan University
<b>Dahlia Yousri Aboulmaaty</b>	KSA	King Abdulaziz University
<b>Emma Marsden</b>	UK	University of York
<b>Eric Hagley</b>	Australia / Japan	Hosei University
<b>Erna Grcic</b>	UAE	Al Mawakeb School Garhoud
<b>Evelina Johansson</b>	Sweden	Gothenburg University
<b>Fatimah Ibrahim AlMeshari</b>	KSA	Prince Sattam University
<b>Fawzia Ali Alghamdi</b>	KSA	Ministry of Education
<b>Ghadah Al Murshidi</b>	UAE	UAE University
<b>Ghadha alnasser</b>	KSA	Imam Mohammad ibn saud
<b>Glenda El Gamal</b>	UAE	Khalifa University of Science and Technology
<b>Hedieh Najafi</b>	UAE	Independent Education Consultant
<b>Hisham Ahmed Said Al Balushi</b>	Oman	Sohar College of Applied Sciences
<b>Huda Hamza Alshareef</b>	KSA	Ministry of Education
<b>Inas Kotby</b>	Egypt	American University of Cairo
<b>Inge Alferink</b>	UK	University of York
<b>Jaime Buchanan</b>	UAE	Zayed University
<b>Jason Thompson</b>	UAE	Higher Colleges of Technology
<b>Jennifer Anne Law</b>	UAE	Freelance consultant
<b>Jenny Eppard</b>	UAE	Zayed University

<b>Juwaeriah Siddiqui</b>	UAE	Carleton University
<b>Kahadija Alhumaid</b>	UAE	Zayed University
<b>Kara McKeown</b>	UAE	Zayed University
<b>Lama Mahmoud</b>	UAE	Zayed University
<b>Lana Hiasat</b>	UAE	Higher Colleges of Technology
<b>Larysa Nikolaeva</b>	UAE	Zayed University
<b>Maha Alhabbash</b>	UAE	United Arab Emirates University
<b>Mahmoud Sultan Nafa</b>	UAE	City University College of Ajman
<b>Mais Ahmad</b>	UAE	UAE University
<b>Maisa El Gamal</b>	UAE	Zayed University
<b>Maisa Obeid</b>	UAE	Zayed University
<b>Majed Alharbi and Abdulrhman Alqifari</b>	KSA	University of Majmaah
<b>Mary Helen Lanaghan</b>	UAE	UAE University
<b>Mohamed Aboulela Abdelmageed</b>	Egypt	Zewail City of Science and Technology
<b>Mohammed Salami</b>	UAE	Zayed University
<b>Muhammedali Chalikandy Puthiyapurayil</b>	India	Al Buraimi University College
<b>Mutaib Ghazzai Alotaibi</b>	KSA	Ministry of Education
<b>Nadia Kettell</b>	UAE	Higher Colleges of Technology
<b>Nadine Jaafarawi</b>	UAE	Zayed University
<b>Nafla Alahbabi</b>	UAE	Ministry of Education
<b>Najah Al Mohammedi</b>	UAE	United Arab Emirates University
<b>Nazanin Dehdary</b>	Oman	Sultan Qaboos University
<b>Negmeldin Alsheikh</b>	UAE	UAE University
<b>Olga Samsonova</b>	USA	Higher Colleges of Technology
<b>Omar Al Sawafi</b>	Oman	Al Buraimi University College
<b>Omar Hachemi</b>	UAE	UAE University
<b>Omer Awad Salama</b>	KSA	Saudi Petroleum Services Polytechnic
<b>Ouarda khouni</b>	Oman	University of Technology and Applied Sciences
<b>Peter Davidson</b>	UAE	Zayed University
<b>Rana Khan</b>	Kuwait	Algonquin College
<b>Rania Jabr</b>	Egypt	The American University in Cairo
<b>Ranjani Ramnath</b>	UAE	Tata Institute of Social Sciences
<b>Rawan bader Alruwaili</b>	KSA	Ministry of Education
<b>Reema Qaralleh</b>	Jordan	Individual
<b>Rehab Shafey</b>	UAE	Ministry of Education
<b>Rima Al Chaar</b>	UAE	Instructor
<b>Roweena Talal Belal</b>	KSA	Alhussan Model School for Girls
<b>Ruqaifya Ibrahim Rahmat Al-Balushi</b>	Oman	Sultan Qaboos University
<b>Safa Alothalhi</b>	UAE	UAE University
<b>Safaa Abdalla Hassan Eissa</b>	KSA	Prince Sultan University
<b>Saif Khamis Saif Alyarabi</b>	Oman	Ministry of Education
<b>Salah Darawsheh</b>	UAE	Zayed University
<b>Salah Mohammed Osman Elhassan</b>	Oman	Alburaimi University College
<b>Sally Ali</b>	Egypt	Freelancer
<b>Sana AlMajaidah</b>	UAE	Zayed University
<b>Sanja Vicevic Ivanovic</b>	UAE	Greenfield International School
<b>Sarah Hopkyns</b>	UAE	Zayed University
<b>Soad Essam Mizher</b>	KSA	Alhussan Model School for Girls

<b>Sophie Thompson-Lee</b>	UAE	University of York
<b>Suhair Al-Alami</b>	UAE	Al Ghurair University Dubai
<b>Summer Loomis</b>	UAE	American University in Dubai
<b>Syed Adil</b>	India	BSA Crescent institute of Science and Technology Vandalur
<b>Telma Steinhagen</b>	UAE	Zayed University
<b>Tony Myers</b>	UAE	Zayed University
<b>Vasila Al khaldi</b>	UAE	Zayed University
<b>Wafa Zoghbor</b>	UAE	zayed university
<b>Winona Smith</b>	UAE	Independant
<b>Yahya Ashour Alkhoudar</b>	Canada	Gaza University
<b>Yamen Dridi</b>	Oman	Al Buraimi University College
<b>Zainab Rashed Aldhanhani</b>	UAE	Ministry of Education
<b>Zakaria Mahmoud</b>	KSA	SPSP



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