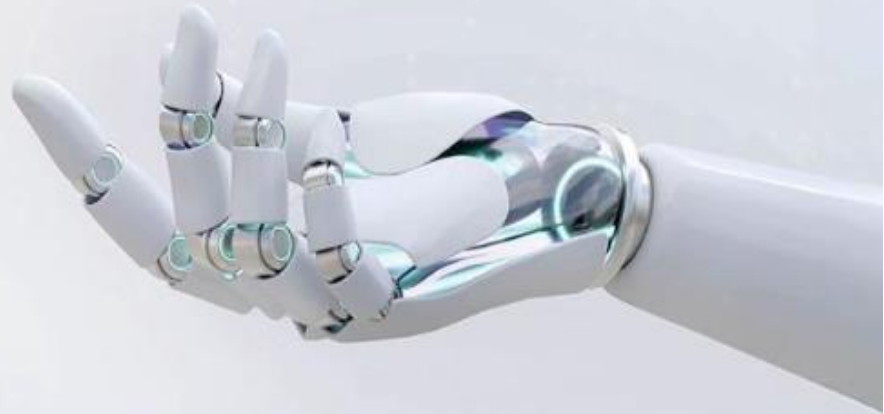


7TH APPLIED LINGUISTICS AND LANGUAGE TEACHING INTERNATIONAL CONFERENCE

AI-Driven Innovations
and Emerging Trends in
Applied Linguistics and
Language Education



FRI

02 MAY 2025

SAT

03 MAY 2025

ZAYED UNIVERISTY | DUBAI, UAE



www.allt-uae.org

FOLLOW US ON SOCIAL MEDIA:



	Page
Welcome Messages	3
Conference Committee	5
Panel Moderators	6
Scientific Committee	7
Keynote Sessions	8
Featured Workshops	11
Presentation Program	16
List of Presenters	23
Presentation Index & Abstract	29



Dear ALLT 2025 Participants,

Welcome to the 7th Applied Linguistics and Language Teaching International Conference [ALLT 2025] with the theme AI-Driven Innovations and Emerging Trends in Applied Linguistics and Language Education.

We are delighted to welcome language professionals, applied linguists, and linguists from around the world to this important event. We are honored to bring together delegates from the Gulf Countries, Middle East, North Africa, East Asia, and Europe. The conference received an overwhelming response, with over 190 proposals. After a thorough review by our esteemed scientific committee, 95 sessions have been accepted and included in the final program, organized into panels to encourage discussion and accommodate the diverse range of abstracts.

We would like to express our sincere thanks to our main sponsor, the Higher Colleges of Technology (HCT), for their extended and generous sponsorship and unwavering support in co-hosting this event. Their assistance in organizing and hosting the conference has been crucial in its success. Our gratitude also goes to our sponsors, Advance Higher Education and Studiosity, guest speakers, presenters, and attendees for their invaluable support. This event would not have been possible without the dedicated efforts of our colleagues in various roles, including the organizing committee, panel moderators, technical experts, members of the scientific committee, administrative assistants, and volunteers, who have all worked tirelessly to ensure a smooth conference experience.

In conclusion, we thank each of you for your participation and wish you a rewarding and enjoyable conference experience.

Dr. Wafa Zoghor
ALLT 2025 Chair
Associate Professor
Center of Educational Innovation (CEI)
Zayed University



Dear ALLT 2025 Participants,

It is a pleasure to welcome you to the Applied Linguistics and Language Teaching International Conference (ALLT 2025 under the timely theme: *AI-Driven Innovations and Emerging Trends in Language Education*).

This year's theme could not be more relevant. As AI continues to reshape how we teach, learn, and communicate, it is essential that we pause, reflect, and come together to examine what this transformation means for language education and applied linguistics. This conference offers a vital platform to explore the possibilities of AI integration, while also asking the critical questions only educators, researchers, and linguists can ask.

At the Center for Educational Innovation (CEI), we see ALLT 2025 as deeply aligned with our mission to support future-focused, human-centred educational practice. We are especially excited about the emphasis on showcasing meaningful research, advancing teaching practices, and promoting innovation and leadership across the field.

I thank Dr. Wafa Zogbor and the ALLT Conference Committee for their dedication and tireless efforts in bringing this event to life. The care, thoughtfulness, and professionalism they have invested are evident in every aspect of the programme, and their work ensures that ALLT continues to be a leading platform for dialogue and discovery in the region and beyond.

Whether you are here to share your research, learn from others, or forge new collaborations, we hope you find the experience enriching and inspiring.

On behalf of the organising committee and the CEI, welcome to ALLT 2025.

Warm regards,

Michael Pazinas

Specialist, Pedagogical Innovation and Effectiveness & CEI Lead
Center for Educational Innovation

ALLT 2025 Conference Committee

Name	Institution
Wafa Zoghbor	Zayed University
Helene Demirci	Higher Colleges of Technology
Aisha Alshaheen	Zayed University
Izzeddin Asad	Zayed University
Christine Howling	Higher Colleges of Technology
Ghada Janem	Zayed University
Nadine Jaafarawi	Zayed University
Tania Al Aghar	Higher Colleges of Technology
Shorouk Hanafy	Zayed University
Suhair Al Alami	Skyline University
Nicole Shammas	Higher Colleges of Technology
Usman Ehsan	Zayed University
Nojoud Alamri	Zayed University

Panel Moderators

Moderator	panel	Room	Date	Timing
Ranya Shaeen	1	1	02/05/2025	11:00am – 11:55pm
Iryna Lenchuk	2	2	02/05/2025	11:00am – 11:55pm
Rana Khan	3	3	02/05/2025	11:00am – 11:55pm
Suhair Al-Alami	4	4	02/05/2025	11:00am – 11:55pm
Randa Soliman	5	5	02/05/2025	11:00am – 11:55pm
Nour Al Okla	6	1	02/05/2025	04:30pm – 05:25pm
Peter Davidson	7	2	02/05/2025	04:30pm – 05:25pm
Amer Ahmed	8	3	02/05/2025	04:30pm – 05:25pm
Dahlia Yousri	9	4	02/05/2025	04:30pm – 05:25pm
Oshin Danish	10	5	02/05/2025	09:00am – 09:55am
Juwaeriah Siddiqui	11	1	03/05/2025	09:00am - 09:55am
Reem Alenezi	12	2	03/05/2025	09:00am – 09:55am
Jihan Zahran	13	3	03/05/2025	09:00am – 09:55am
Michael Bowles	14	4	03/05/2025	09:00am – 09:55am
Lana Hiasat	15	5	03/05/2025	09:00am - 09:55am
Rania Amoori	16	1	03/05/2025	10:00am - 10:55am
Banani Chowadhury	17	2	03/05/2025	10:00am - 10:55am
Dina Mehmedbegovic-Smith	18	3	03/05/2025	10:00am - 10:55am
Chahrazad Mouhoubi-Messadh	19	4	03/05/2025	10:00am - 10:55am
Saima Nomaan	20	5	03/05/2025	10:00am - 10:55am
Rehab Elshafey	21	1	03/05/2025	03:00pm – 03:55pm
Katerina Kourkouli	22	2	03/05/2025	03:00pm – 03:55pm
Shorouk Hanafy	23	3	03/05/2025	03:00pm – 03:55pm
Sanja Vicevic Ivanovic	24	4	03/05/2025	03:00pm – 03:55pm
Nadine Jaafarawi	25	5	03/05/2025	03:00pm – 03:55pm

ALLT 2024 Scientific Committee

Name	Affiliation	Country
Abd Darouzy	York University	Canada
Ahyaf Burini	Higher Colleges Of Technology	UAE
Aimee Grange	Zayed University	UAE
Amjad Talafheh	Zayed University	UAE
Ashraf Atta Salem	College of Languages & Translation	Egypt
Banani Chowdhury	Institute of Applied Technology	UAE
BOUDJADAR, T.	Teachers College of Sétif	ALGERIA
Dahlia Yousri Aboulmaaty	King Abdulaziz University	Saudi Arabia
Dina Mehmedbegovic-Smith	University College London UCL	UK
Edith Flahive	Higher Colleges of Technology	UAE
Giulia Pedrini	Università degli Studi di Trieste	Italy
Helene Demirci	Higher Colleges of Technology	UAE
Jaime Buchanan	Zayed University	UAE
Juwaeriah Siddiqui	Rochester Institute of Technology	UAE
Kalyana Chakravarthi	MAMUN University, Khiva, Uzbekistan	India and Uzbekistan
Khaldoon Haddad	Higher Colleges of Technology	UAE
Lalla Mariem Belghita	Zayed University	UAE
MANJET KAUR MEHAR SINGH	Universiti Sains Malaysia	Malaysia
Minoo Asdjodi	Zayed University	UAE
Mona El Samaty	Sharjah Education Academy	UAE
Mostafa Morady Moghaddam	Shahrood University of Technology	Iran
Muneer Alqahtani	King Faisal University	Saudi Arabia
NAZILA MOTAHARI	Higher Colleges of Technology	UAE
Nadine Jaafarawi	Zayed University	UAE
Oshin Danish	Al Yamamah University	Saudi Arabia
Peter Davidson	Zayed University	UAE
Randa Soliman	Hamdan Bin Mohamed Smart University	UAE
Rania Jabr	The American University in Cairo	Egypt
Reema Jebriil Qaralleh	N/A	UAE
Saima Nomaan	University of Birmingham Dubai	UAE
Said Al Amrani	Sohar University	Oman
Sarah Calderwood	Zayed University	UAE
Sonia Batra	Higher Colleges of Technology	UAE
Suhair Al-Alami	Skyline University College, Sharjah	UAE
Talip Gülle	Bartın University	Türkiye
Tania Al Aghar	Higher Colleges of Technology	UAE
Tran Minh Hoang	Independent researcher	UAE
Wafa Zoghbor	Zayed University	UAE

Keynote Sessions



Dr Kay Hack

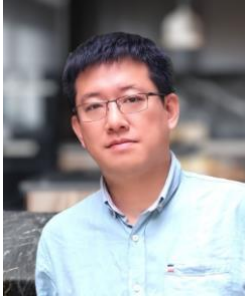
Advance HE, UK

Friday 02 May 2025
10:00am – 10:50am

Plenary Hall

Preparing for an AI enabled workplace- Developing core competencies for linguistic and language graduates

Artificial Intelligence (AI) is changing the way we work and learn. Higher education providers will play an important role in preparing people for employability by supporting them to develop the skills and knowledge necessary to work with, and make responsible use of, AI. This session will invite reflection on the purpose of linguistic and language degrees and what competencies these graduates will need to be successful in an AI enabled workplace. This will lead to a discussion on the extent to which we need to integrate AI into learning, teaching and assessment to provide authentic experiential learning and the challenges this presents for educators and institutions.



Dr. Fan Gabriel Fang

Shantou University, China

Friday 02 May 2025
02:00pm – 02:45pm

Plenary Hall

Beyond Boundaries: AI Chatbots and Translanguaging in EMI Education

In an era increasingly defined by globalization and digitalization, English education must adapt and innovate to remain relevant. This talk delves into the implementation of translanguaging pedagogy within English as a Medium of Instruction (EMI) settings, specifically exploring how AI-powered chatbots can facilitate translanguaging practices in EMI classrooms. Translanguaging pedagogy posits that the fluid use of multiple linguistic and multimodal resources can serve as a powerful educational resource, fostering a more inclusive language learning environment by acknowledging students' diverse linguistic and cultural backgrounds, as well as their unique identities and experiences. AI-powered chatbots, with their multilingual and multimodal capabilities, provide personalized language support and opportunities for interactive practice, unconstrained by temporal and spatial limitations. Employing a mixed-methods approach using pre- and post-surveys, chatbot interaction records, reflective journals, and interviews, this talk aims to answer two key questions: how do students perceive the integration of AI-powered chatbots into EMI classrooms, and how can students utilize these chatbots to enhance translanguaging practices and optimize their curriculum learning? The talk concludes with reflections on the integration of AI chatbots and translanguaging in language education and addresses several issues associated with incorporating AI into language teaching and learning, offering insights for future research and practice.



Dr. Ali Al-Hoorie

Saudi TESOL Association, KSA

Saturday 03 May 2025
11:00am – 11:50pm

Plenary Hall

Education in the Age of AI - A Revolution in Waiting

Despite humans' innate curiosity and desire to learn, traditional schooling often produces boredom, anxiety, and disengagement. This paradox reflects a system rooted in industrial-era values, emphasizing standardization, vocationalism, and measurable outcomes over meaningful, student-centered learning. Drawing on historical insights and critical perspectives, this presentation critiques the legacy of education as a tool for compliance rather than empowerment. The second part of the presentation explores how artificial intelligence can catalyze the educational revolution that has long been in waiting. AI offers tools to track individual student progress, provide unlimited authentic practice, deliver instant feedback, automate assessment, and support personalized learning paths. It also empowers teachers by reducing administrative burdens and enables data-driven insights for targeted intervention. When used ethically, AI has the potential to humanize education—supporting learner autonomy, inclusion, and continuous reflection. This presentation argues that the future of education must move beyond grades and exams toward a model that nurtures curiosity, supports diverse learners, and leverages AI not to control, but to liberate the learning experience.

Featured Workshops



Dr. Christine Coombe

Higher Colleges of Technology, UAE

Saturday 03 May 2025

01:00pm – 01:55pm

Measuring What Matters: Impact and the ELT Professional

This presentation explores how English Language Teaching (ELT) professionals can more effectively demonstrate the value of their work across teaching, service, research, and professional learning and development. As global educational landscapes increasingly emphasize measurable outcomes, there is growing pressure on English language teachers to provide evidence of impact beyond the classroom. This presentation addresses how ELT professionals can define, document, and communicate their contributions in ways that resonate with institutional priorities and broader academic and societal needs. In the teaching domain, the focus is on what we do in the classroom, learner progress, innovation, and inclusive pedagogical practices. For service, the presentation highlights the often-overlooked contributions ELT professionals make through mentoring, community outreach, and leadership within professional organizations. In terms of research output and publication, we explore how applied research and collaborative scholarship can influence policy, shape our classroom practice, and contribute to the knowledge base of the field. In the realm of professional learning and development, the type, scope, and content of the PD we engage in contribute to our overall impact as educators. Drawing on recent research, this presentation offers practical strategies for ELT professionals to capture and articulate their impact and redefine success.



Dr. Jakob Patekar

The Rochester Institute of Technology Croatia, Croatia

Friday 02 May 2025
03:00pm – 03:50pm

ROOM 6

What are we supposed to assess? Rethinking assessment in the age of AI.

The rise of generative artificial intelligence (GenAI) tools in language education challenges not only how we assess, but what we assess. What skills are we willing to delegate to GenAI, and what are we determined to preserve? Are we still measuring authentic communicative competence, or are we increasingly evaluating how well learners interact with algorithms? In this interactive workshop, we will critically explore the impact of GenAI on language assessment design and practice. Through hands-on activities and real-world examples, participants will examine and discuss key challenges shaping contemporary assessment. Together, we will reimagine assessment practices that prioritize meaningful learner development, even as GenAI tools reshape the educational landscape.



Katya Burfitt

Studiosity

Friday 02 May 2025
03:00pm – 03:50pm

ROOM 1

Real-world outcomes with AI for Learning: case studies from local and global universities

As artificial intelligence (AI) becomes more common—94% of university students in the UAE say they use AI for studying—education leaders are looking at policies and practices to improve student experiences and maintain the quality of degrees. Using data from 2025 from universities in the UK, Australia, Canada, and the UAE, Katya Burfitt, the Regional Director for Studiosity in the Middle East, shows how focusing on students can help them succeed and help universities adapt to fast changes in education. Learn how teachers can use effective teaching methods—like asking questions, personalizing learning, giving feedback, and encouraging critical thinking—on a much larger scale than ever before. This approach leads to improvements in critical thinking, student participation, satisfaction, and confidence. It serves as a guide for those responsible for ensuring students learn ethically and well in the age of AI. While AI can help by fixing mistakes and providing answers, it can also take away learning opportunities. Studiosity’s AI-based learning service, built on years of research in higher education, offers quick feedback in minutes. Over 25 studies have shown that using this service can lead to a 15% increase in grades and greater confidence in students, no matter their starting point. This service also strengthens connections between students and teachers, maintains academic quality, and promotes critical thinking skills essential for student success.



Dr. Rana Zein

Sharjah Education Academy, UAE

Friday 02 May 2025

03:00pm – 03:50pm

Room 2

Practical Guide to Using AI in Research

This workshop explores the transformative role of AI in academic research and writing, focusing on its applications in education. Participants will gain hands-on experience with cutting-edge AI tools that streamline literature reviews, data analysis, and manuscript preparation.

Key Focus Areas:

Enhancing Academic Writing: Learn to use AI for grammar checks, improving clarity, and drafting literature reviews.

Data Analysis: Explore AI tools for data analysis to uncover deeper insights.

Innovative Research Approaches: Discover how AI can identify research gaps and predict trends in learning and teaching.

Ethical Considerations: Address crucial issues of authorship, plagiarism, and data privacy when using AI in research.

The workshop combines presentations, activities, and hands-on exercises to provide practical skills for integrating AI into research workflows.

By the end of the workshop, researchers, educators, and professionals will be equipped to leverage AI responsibly, enhancing their productivity and innovation in academic pursuits while navigating ethical challenges.



د. علي الحوري

Saudi TESOL Association, KSA

Friday 02 May 2025
03:00pm – 03:50pm

ROOM 7

مقدمة للنشر المصنف

تتناول هذه الورشة مقدمة حول النشر في المجالات العلمية، بما في ذلك مفهوم التصنيف وأهميته في الترقية العلمية، وأشهر قواعد البيانات العالمية مثل شبكة العلوم (Web of Science) وسكوبس (Scopus) والفروقات بينهما. كما تستعرض مفهوم معامل التأثير وكيفية حسابه وأثره على تقييم المجالات العلمية. ثم تتطرق الورشة إلى خطوات النشر في المجالات المصنفة بدءاً من إعداد البحث وفق شروط المجلة، مروراً بعملية التحكيم، وانتهاءً بقبول أو رفض البحث. كما تستعرض الورشة أنواع البحوث الأكاديمية، وتشرح خطوات نشر الكتاب سواء المؤلف أو المحرر، إضافة إلى آلية ترجمة الكتب والتواصل مع دور النشر العربية والأجنبية. تختتم الورشة بنظرة حول شروط الترقية العلمية في ضوء ما سبق.



د. أحمد سامر وزان

جامعة زايد، الإمارات العربية المتحدة

Saturday 03 May 2025
01:00pm – 01:55pm

ROOM 1

قصة رحلة لمدة عامين في دمج الذكاء الاصطناعي في التعليم

في هذه الجلسة، سأقدم نهجين مختلفين اعتمداًهما لدمج الذكاء الاصطناعي في التعليم. النهج الأول يتضمن تصميم أسئلة الامتحانات بناءً على قيود الذكاء الاصطناعي. بينما أثبت هذا النهج فعاليته في تحفيز التفكير النقدي لدى الطلاب، إلا أنه لا يمكن توسيعه بسهولة بسبب التحسينات المستمرة في قدرات نماذج اللغة الكبيرة (LLMs) والوقت المحدود ومعرفة المعلمين بالآليات الداخلية لهذه النماذج. النهج الثاني الذي اعتمدها يفترض أن نماذج اللغة الكبيرة يمكنها الإجابة على أسئلة الامتحانات، لكنه يتطلب من الطلاب توضيح أفكارهم والتركيز على تقييم المحفزات التي يستخدمونها بدلاً من إجاباتهم النهائية. ستقدم الجلسة رؤى مستمدة من البيانات التي تم جمعها من عدة امتحانات معتمدة من نماذج اللغة الكبيرة التي أُجريت في الإمارات العربية المتحدة وفرنسا.

FRIDAY 02/05/2025

08:00am-08:50am	Registration and welcome coffee
-----------------	---------------------------------

Plenary Hall	
09:00am-09:50am	Opening Session
10:00am-10:50am	<p>Keynote Speaker 1:</p> <p>Dr. Kay Hack</p> <p><i>Preparing for an AI enabled workplace: Developing core competencies for linguistic and language graduates</i></p>

Time	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5
11:00am-11:55pm	Panel 01 Moderator: Ranya Shaeen	Panel 02 Moderator: Iryna Lenchuk	Panel 03 Moderator: Rana Khan	Panel 04 Moderator: Suhair Al-Alami	Panel 5 Moderator: Randa Soliman
11:00pm-11:15pm	0091 دور الذكاء الاصطناعي في تعليم اللغة العربية للناطقين بغيرها Mariam Al Ali	0038-The Impact of AI on EFL Learners' Writing Proficiency Nona Atoyan	0067 - Supercharge Classroom Management with AI Technology Ghazi A. Khudhair	0097 - A Pragmatic Study of the X Complaints and Responses to Complaints: Focus on the British Airways and the Saudi Airlines Dina El-Dakhs	0034 - Promoting Digital Readings Particularly Bilingual Literature Among Students Huda Jamal & Mouza Alayyan
11:15pm-11:30pm	0087 استخدام الذكاء الاصطناعي في تصميم مناهج تعليم اللغة العربية للناطقين بغيرها Ahmed Siddig	0163 - Integrating Artificial Intelligence in Language Education: Innovative Tools for an Engaging Classroom Dina Almalki & Hanadi Alosaimi	0086 - From Policy to Practice: Integrating AI in EAP Curriculum Design at an Offshore University Campus Amira Hussain & Rebecca Keogh	0107 - From Documentary Films to Research Papers: A Multimodal Approach to Academic Writing Neslihan Bilikozen & Hoda Nada	0166 - Language Assessment in Algerian Higher Education: Insights from EFL Teachers Siham BOUZAR FODIL-CHERIF
11:30-11:45	0104 تمكين معلمي اللغات عبر الذكاء الاصطناعي: مقترح لتطوير مهني ذكي في العصر الرقمي Ranya Shaeen	0049-Engineering Effective Prompts: A Case Study of Using AI in the EAP Classroom Iryna Lenchuk & Amer Ahmed	0052 - Transforming Education with AI: Revolutionizing Curriculum Design and Assessment for the Future Rana Khan	0076 - On Prose Fiction: Style Matters Suhair Al-Alami	0093 - University Students' Reflections on Using GenAI in their Collaborative Final Projects: Practical Applications, Challenges and Ethical Considerations Randa Soliman
11:45-11:55	Discussion	Discussion	Discussion	Discussion	Discussion

12:00pm-01:55pm	Lunch Break & Friday Prayer.
-----------------	------------------------------

01:00pm-01:55pm	Poster Session
-----------------	----------------

136 - THE USE OF THE PORTFOLIO IN THE SPANISH LANGUAGE CLASS Monica Ortega Leonardo	0040-The Performativity and Anxiety of Arab College Students' Oral Presentations: A Mixed Method Study Oral Presentation Performance and Anxiety Moza Al Kaabi & Negmeldin Alsheikh	0114 - Teaching Smarter: AI Innovations for Supporting EAL Learners. Nivin S. Mankarios	130 - Bridging the Gap: Enhancing Essay Performance in GCAA/EASA Exams through Structured Training Diana Al Haffar
--	--	--	---

Plenary Hall	
02:00pm-02:45pm	Keynote Speaker 2: Dr. Fan Gabriel Fang <i>Beyond Boundaries: AI Chatbots and Translanguaging in EMI Education</i>

03:00pm-03:50pm	Featured Workshops
-----------------	--------------------

Time	ROOM 7	ROOM 1	ROOM 2	ROOM 3
03:00pm-03:50pm	Dr. Jakob Patekar The Rochester Institute of Technology Croatia, Croatia What are we supposed to assess? Rethinking assessment in the age of AI.	Dr. Ali H. Al-Hoorie Saudi TESOL Association, KSA مقدمة للنشر المصنف	Dr. Rana Zein Sharjah Education Academy Practical Guide to Using AI in Research	Studiosity Real-world outcomes with AI for Learning: case studies from local and global universities

04:00pm-04:25pm	Coffee break
-----------------	--------------

04:30pm-05:25pm Parallel Sessions

Time	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5
04:30pm-05:25pm	Panel 06 Moderator: Nour Al Okla	Panel 07 Moderator: Peter Davidson	Panel 08 Moderator: Alaa Hasan	Panel 09 Moderator: Dahlia Yousri	Panel 10 Moderator: Oshin Danish
04:30pm-04:45pm	0120 - Motivation, feedback, and reflection: effective assessment strategies and outcomes in addressing AI challenges in language education Deirdre (Dea) McAlister	0081 - The Role of AI in ESL Writing Assessment: Enhancing Teacher Feedback with Write & Improve and Literatu Lorena Kapxhiu	0121 - The Effect of English Speech Speed in Videos on Comprehension by English as a Second Language (ESL) Learners John Senior	0025 - Motivation to Learn Korean as a Foreign Language in the United Arab Emirates: An Exploratory Study Ali Shehadeh, Ji Hye Kim, & Iman Alamirah	0103 - Empowering Inclusive Leadership in Early Childhood Education: Strategies for Sustainable Development Aysha Saeed Alnuaimi
04:45pm-05:00pm	0066-AI for Grammar Correction and Language Assistance: A Boon or A Bane? Abir Soundous Ghaskil	0145 - Chatbot as a reflection guidance Tool for Applied Linguistics Students Safaa Eissa	0029 - Fostering Impromptu Speaking Skills in Students: Applying Action Research in Educational Practices Alaa Hasan	157 - Integrating Positive Psychology into Language Learning Edith Flahive	0056 - Enhancing ESL Learning with Customized AI Tools NAZILA MOTAHARI & Sonia manish Batra
05:00pm-05:15pm	0063 -The Role of AI-Driven Tools in Facilitating Alternative Assessment Practices Nour Al Okla	0041-Is Academic Writing Dead? The Role of University Writing in the Age of AI Peter Davidson		175 - Emotional Intelligence in Language Education: Empowering Teachers and Engaging Learners Dahlia Yousri Aboulmaaty	0117 - Exploring Faculty perspectives on the use of ChatGPT in EFL writing classes during the preparatory stages at a Saudi University. Oshin Danish
05:15pm-05:25pm	Discussion	Discussion	Discussion	Discussion	Discussion

07:00pm-10:00pm Gala Dinner

Saturday 03/05/2025

08:30am-08:55am	Morning Coffee
09:00am-09:55am	Parallel Sessions

Time	ROOM 1	ROOM 2	ROOM 4	ROOM 4	ROOM 5
09:00am-09:55am	Panel 11 Moderator: Juwaeriah Siddiqui	Panel 12 Reem Alenezi	Panel 13 Moderator: Jihan Zahran	Panel 14 Moderator: Naureen Shehzad	Panel 15 Moderator: Lana Hiasat
09:00am-09:15am	0079 - Acceptance of Artificial Intelligence (AI) among pre-service teachers of Arabic and English Languages in Oman. Aseel Talal & Said Al- Amrani	0154 - Empowering ESL Learners: Critical Thinking through Generative AI Integration Mona El Samaty	0127 - AI-Driven Innovations in Applied Linguistics and Language Education: Transforming University Teaching in the UAE and Beyond Vasilia Al Khaldi	0083 - Remote Pedagogy, Digital Education and Online Learning Nvard Sahakyan	0142-Educators' Perceptions of AI in Academic Writing: Navigating the Dichotomy of Academic Integrity and Teacher Cognition Dulmin Wijerathne
09:15am-09:30am	0053 - Learning with ChatGPT: Fostering ELT educators' critical AI literacy Plamen Kushkiev	0199 - AI-Powered Language Learning: Impact on English-Speaking Accuracy and Fluency in Kuwaiti EFL Students ANAR ALRUWAIE	0172 - Bridging Language and Technology: AI Innovations in Malay Language Acquisition Samaa Abdelghany	0090 - The Role of Online Communities of Practice in Scaffolding Blended Teaching Knowledge and Practice in Higher Education Michael Bowles, Ola AlMuhtadi & Amir Kaviani	0198 - Teacher Education Programmes Through AI Dima Farhat
09:30am-09:45am	0109 - Using AI for Arabic Language Learning – A Tool for Translation or Communication? Juwaeriah Siddiqui	0187 - AI in Language Teaching: Friend or Foe? Reem Talab Jaber Alenezi	0111 - Nurturing Future Leaders: Language-Driven Wellness and Entrepreneurship Projects in the Age of AI Jihan Zahran		0184-Scroll, Learn, Teach: Reimagining Language Educator Development through AI and Instagram Reels Lana Hiasat
09:45-09:55	Discussion	Discussion	Discussion	Discussion	Discussion

10:00am-10:55am	Parallel Sessions
-----------------	-------------------

Time	ROOM 1	ROOM 2	ROOM 3	ROOM 4	ROOM 5
10:00am-10:55am	Panel 16 Moderator: Rania Amoori	Panel 17 Moderator: Amer Ahmed	Panel 18 Moderator: Dina Mehmedbegovic- Smith	Panel 19 Moderator: Chahrazad Mouhoubi- Messadh	Panel 20 Moderator: Saima Nomaan
10:00am-10:15am	0077 استراتيجية الوحدات النسقية في التعليم - كليات التقنية العليا أنموذجاً Aisha Alhammadi	0070 - The Role of Chat GPT as a Course Assistant in Enhancing Students' Library Skills and Motivation Athina BOUKHELOUF	0080 - Teacher Beliefs and Practice of Translanguaging in Oral Corrective Feedback: a study of Arabic Foreign Language Classrooms in China Yu Wang & David Palfreyman	0094 - The Role of Multimodal Approach in Teaching Chinese Character Recognition and Reading Comprehension to Male High School Students in UAE Yuqing Han	0113 - AI-Enhanced Speaking Assessment: Insights from the Versant English Placement Test Implementation Bashar Abu Shunnar & Catherine Roberts
10:15am-10:30am	0089 تدريس مهارات اللغة والمهارات الفرعية (كيف نعلم المهارات اللغوية للناطقين بغيرها): Mahdi Alshamout	0051 - Training the trainers: Language peer tutoring with Gen-AI Eduardo Lage- Otero & Silvana García Gutiérrez	0101 - Parental 'Impact Beliefs' and Their Role in Intergenerational Language Transmission of Arabic in Dubai Reem J. Razem	0108 - Utilizing Task-Based Language Assessment in an EFL High School Context in the UAE Eman Y. Mahmoud & Ali Shehadeh	0102 - What Happens When AI Loses Its Relevance? Creating Formative Assessments and Tasks That Promote Student Agency, Motivation and Achievement in an AI-Dominated Educational Landscape Amir Kaviani & Guy Meredith
10:30am-10:45am	0133 ضبط المصطلح بوصفه هدفاً من أهداف تخطيط المتن اللغوي؛ المصطلح اللساني أنموذجاً. Rania Amoori	0050 - Addition and Deletion in Arabic-English Literary Translation: A Comparison of Translations Generated by Human Professional Translators and Gen-AI Tools. Amer Ahmed & Iryna Lenchuk	0119 - Beyond the Tipping Point?:The Role of Global Citizenship Education in Sustaining Linguistic Diversity Dina Mehmedbegovic- Smith	0160 - The Path to Academic Success through Students' Involvement: Stories of Success and Failure from the EFL Classroom Chahrazad Mouhoubi- Messadh	0106 - Old-School Meets AI: Smarter TESOL Teaching Saima Nomaan & Naureen Shehzad
10:45am-10:55am	Discussion	Discussion	Discussion	Discussion	Discussion

Plenary Hall	
11:00am-11:50pm	Keynote Speaker 3 Dr. Ali Al-Hoorie <i>Education in the Age of AI - A Revolution in Waiting</i>

12:00am-12:50pm	Lunch Break
-----------------	-------------

Timing	ROOM 7	ROOM 1	ROOM 2
01:00pm-01:55pm	Dr. Christine Coombe Higher Colleges of Technology, Dubai Measuring What Matters: Impact and the ELT Professional	Dr. Fan Gabriel Fang Shantou University, China Tips of Writing Book Reviews	Dr. Samer Wazan Zayed University, Abu-Dhabi قصة رحلة مدتها عامان في دمج الذكاء الاصطناعي في التعليم

02:00pm-02:55pm	Symposia
-----------------	----------

Time	ROOM 7	ROOM 1	ROOM 2	ROOM 3
02:00pm-02:55pm	The Future of Education: Will AI Replace Teachers Jaime Buchanan, Peter Davidson & Michael Pazinas	World Englishes in the Gulf: Sounds, Access, Identities Kay Gallagher, Wafa Zoghbor, Marta Tryzna & Anna Dillon	Language Planning and Policy (LPP), Positive psychology in language education Juwaeriah Siddiqui, Reem Razem, & Nahla Malki	The Impact of AI on the Translator's Role: Threat or Opportunity? Nada EL KHOURY, Nabiha Maktabi, Christina Yepremian & Mahmoud Hajjar

Time	ROOM 1	ROOM 3	ROOM 2	ROOM 3	ROOM 5
03:00pm-03:55pm	Panel 21 Moderator: Rehab Elshafey	Panel 22 Moderator: Katerina Kourkouli	Panel 23 Moderator: Shorouk Hanafy	Panel 24 Moderator: Sanja Vicevic Ivanovic	Panel 25 Moderator: Nadine Jaafarawi
03:00pm-03:15pm	0190 الثنائية والتعدد اللغوي اللغة العربية وتحدي الاندماج العصري Maryam Alhashmi	0024 - Engagement strategies in human-written and AI-generated academic essays: A corpus-based study Sharif Alghazo & Dina El-Dakhs	0124 - Enhancing Literacy Instruction Through Technology: A TPACK-Informed Framework for Educators Heba Nuseibah	0096 - Transforming Language Learning: The Role of Virtual Reality in Enhancing Language Acquisition Basma Abdulla Abri	0049 - Exploring Multimodal Literacy Knowledge through Open Educational resources: A phenomenological Study Shokriya Almfleh
03:15pm-03:30pm	0197 الكتابة الأكاديمية والذكاء الاصطناعي في التعليم العالي بين الرفض والاعتراف: نحو مشروع مقترح للتوظيف المسؤول والتقنين التربوي الواعي Lalla Mariem Belghita	0169-Using ChatGPT to Support the Writing of Psychoeducational and Linguistic Reports for Students with Exceptional Abilities Bashir Abu- Hamour & Hanan Al Hmouz	0045 - Exploring the Impact of Student-Written and AI- Enhanced Poetry on Student Confidence Ola ElKhatib	0073 - Leveraging EdTech to Support Teachers in Promoting Multilingualism and Cultural Diversity in the UAE Salma Waly	Exploring the Role and Impact of ICT and AI Tools: Developing Communication Skills among Zimbabwe students RAHAMAT SHAIKH
03:30pm-03:45pm	0193 الذكاء الاصطناعي وتأثيره على نمو اللغة في مرحلة الطفولة المبكرة Rehab Elshafey	0055 - AI- enhanced coordination in online Communities: Enhancing forum presence, engagement and discussion depth Katerina Kourkouli & Aggeliki Bourbouli	0148 - Going Old-School: Reigniting Classroom Engagement Shorouk Hanafy	0069 - Teachers' Perceptions of Effective Strategies for Teaching Arabic to Young Learners: Challenges and Opportunities Sanja Vicevic Ivanovic, Aline Jurdi & Natasa Kosuta	0085 - Globalization, world Englishes and language teaching. Sona Paremuzyan
03:45-03:55	Discussion	Discussion	Discussion	Discussion	Discussion

04:00pm-04:25pm	Coffee Break
04:30pm-05:25pm	Final Panel
05:30pm-06:30pm	Competition Awards & Closing Remarks

Abstracts | List of Presenters

Authors	Title	Abstract No.
Abir Soundous Ghaskil	AI for Grammar Correction and Language Assistance: A Boon or A Bane?	66
Ali Shehadeh	<i>Motivation to Learn Korean as a Foreign Language in the United Arab Emirates: An Exploratory Study</i>	25
Ahmed Siddig	استخدام الذكاء الاصطناعي في تصميم مناهج تعليم اللغة العربية للناطقين بغيرها <i>Using Artificial Intelligence in Designing Arabic Language Curricula for Non-Native Speakers.</i>	87
Alaa Hasan	Fostering Impromptu Speaking Skills in Students: Applying Action Research in Educational Practices	29
Amira Hussain	From Policy to Practice: Integrating AI in EAP Curriculum Design at an Offshore University Campus	86
Amir Kaviani	What Happens When AI Loses Its Relevance? Creating Formative Assessments and Tasks That Promote Student Agency, Motivation and Achievement in an AI-Dominated Educational Landscape.	102
Amer Ahmed	Addition and Deletion in Arabic-English Literary Translation: A Comparison of Translations Generated by Human Professional Translators and Gen-AI Tools	50
ANAR ALRUWAIE	AI-Powered Language Learning: Impact on English-Speaking Accuracy and Fluency in Kuwaiti EFL Students	160
Aseel Talal	Acceptance of Artificial Intelligence (AI) among Pre-Service Teachers of Arabic and English Languages in Oman	79
Athina BOUKHELOUF	The Role of ChatGPT as a Course Assistant in Enhancing Students' Library Skills and Motivation	70

Aysha Saeed Alnuaimi	Empowering Inclusive Leadership in Early Childhood Education: Strategies for Sustainable Development	103
Aisha Alhammadi	استراتيجية الوحدات النسقية في التعليم - كليات التقنية العليا أنموذجا	77
Basma Abdulla Abri	Transforming Language Learning: The Role of Virtual Reality in Enhancing Language Acquisition	96
Bashar Abu Shunnar	AI-Enhanced Speaking Assessment: Insights from the Versant English Placement Test Implementation	113
Bashir Abu-Hamour	Using ChatGPT to Support the Writing of Psychoeducational and Linguistic Reports for Students with Exceptional Abilities	169
Chahrazad Mouhoubi-Messadh	The Path to Academic Success through Students' Involvement: Stories of Success and Failure from the EFL Classroom	160
Dahlia Yousri Aboulmaaty	Emotional Intelligence in Language Education: Empowering Teachers and Engaging Learners	175
Diana Al Haffar	Bridging the Gap: Enhancing Essay Performance in GCAA/EASA Exams through Structured Training	130
Dima Farhat	Teacher Education Programmes Through AI	198
Dina Abdel Salam El-Dakhs	A Pragmatic Study of the X Complaints and Responses to Complaints: Focus on the British Airways and the Saudi Airlines	97
Dina Almalki	Integrating Artificial Intelligence in Language Education: Innovative Tools for an Engaging Classroom	163
Dina Mehmedbegovic-Smith	Beyond the Tipping Point?: The Role of Global Citizenship Education in Sustaining Linguistic Diversity	119
Deirdre (Dea) McAlister	Motivation, feedback, and reflection: Effective assessment strategies and outcomes in addressing AI challenges in language education	120

Dulmin Wijerathne	Educators' Perceptions of AI in Academic Writing: Navigating the Dichotomy of Academic Integrity and Teacher Cognition	142
Eman Y. Mahmoud	Utilizing Task-Based Language Assessment in an EFL High School Context in the UAE	108
Edith Flahive	Integrating Positive Psychology into Language Learning	157
Eduardo Lage-Otero	Training the Trainers: Language Peer Tutoring with Gen- AI	51
Ghazi A. Khudhair	Supercharge Classroom Management with AI Technology	67
Huda Jamal	Promoting Digital Readings Particularly Bilingual Literature Among Students	34
Iryna Lenchuk	Engineering Effective Prompts: A Case Study of Using AI in the EAP Classroom	49
Jaime Buchanan	The Future of Education: Will AI Replace Teachers?	95
Juwaeria Siddiqui	Using AI for Arabic Language Learning – A Tool for Translation or Communication?	105
John Senior	The Effect of English Speech Speed in Videos on Comprehension by English as a Second Language (ESL) Learners	121
Jihan Zahran	Nurturing Future Leaders: Language-Driven Wellness and Entrepreneurship Projects in the Age of AI	111
Katerina Kourkouli	AI-Enhanced Coordination in Online Communities: Enhancing Forum Presence, Engagement and Discussion Depth	55
Kay Gallagher	World Englishes in the Gulf: Sounds, Access, Identities	71
Mariam Al Ali	دور الذكاء الاصطناعي في تعليم اللغة العربية للناطقين بغيرها	91
Lalla Mariem Belghita	الكتابة الأكاديمية والذكاء الاصطناعي في التعليم العالي بين الرفض والاعتراف: نحو مشروع مقترح للتوظيف المسؤول والتقنين التربوي الواعي	197

Lana Hiasat	Scroll, Learn, Teach: Reimagining Language Educator Development through AI and Instagram Reels	184
Lorena Kapxhiu	The Role of AI in ESL Writing Assessment: Enhancing Teacher Feedback with Write & Improve and Literatu	81
Mahdi Alshamout	تدريس مهارات اللغة والمهارات الفرعية (كيف نعلم المهارات اللغوية للناطقين بغيرها)	89
Maryam Alhashmi	الثنائية والتعدد اللغوي / اللغة العربية وتحدي الاندماج العصري Bilingualism and Multilingualism / The Arabic Language and the Challenge of Modern Integration	190
Michael Bowles	The Role of Online Communities of Practice in Scaffolding Blended Teaching Knowledge and Practice in Higher Education	90
Mona El Samaty	Empowering ESL Learners: Critical Thinking through Generative AI Integration	154
Monica Ortega Leonardo	THE USE OF THE PORTFOLIO IN THE SPANISH LANGUAGE CLASS	136
Moza Al Kaabi	The Performativity and Anxiety of Arab College Students' Oral Presentations: A Mixed Method Study Oral Presentation Performance and Anxiety	40
Nada EL KHOURY	<i>The Impact of AI on the Translator's Role: Threat or Opportunity?</i>	46
Nazila Motahari	Enhancing ESL Learning with Customized AI Tools	56
Neslihan Bilikozen	<i>From Documentary Films to Research Papers: A Multimodal Approach to Academic Writing</i>	107
Nivin Mankarios	AI and the Accent Myth: Breaking Barriers	82
Nivin S. Mankarios	Teaching Smarter: AI Innovations for Supporting EAL Learners	114
Nona Atoyan	The Impact of AI on EFL Learners' Writing Proficiency	38
Nour Al Okla	The Role of AI-Driven Tools in Facilitating Alternative Assessment Practices	63
Nvard Sahakyan	Remote Pedagogy, Digital Education and Online Learning	83

Ola ElKhatib	Exploring the Impact of Student-Written and AI-Enhanced Poetry on Student Confidence	45
Oshin Danish	Exploring Faculty Perspectives on the Use of ChatGPT in EFL Writing Classes during the Preparatory Stages at a Saudi University	117
Peter Davidson	Is Academic Writing Dead? The Role of University Writing in the Age of AI	41
Plamen Kushkiev	<i>Learning with ChatGPT: Fostering ELT Educators' Critical AI Literacy</i>	53
Randa Soliman	University Students' Reflections on Using GenAI in Their Collaborative Final Projects: Practical Applications, Challenges, and Ethical Considerations	93
Ranya Shaeen	تمكين معلمي اللغات عبر الذكاء الاصطناعي: مقترح لتطوير مهني ذكي في العصر الرقمي	104
Rana Khan	Transforming Education with AI: Revolutionizing Curriculum Design and Assessment for the Future	52
Rana Zein	Practical Guide to Using AI in Research	200
Reem J. Razem	Parental 'Impact Beliefs' and Their Role in Intergenerational Language Transmission of Arabic in Dubai	101
Reem Talab Jaber Alenezi	AI in Language Teaching: Friend or Foe?	187
RAHAMAT SHAIKH	Exploring the Role and Impact of ICT and AI Tools: Developing Communication Skills among Zimbabwe students	26
Rehab Elshafey	الذكاء الاصطناعي وتأثيره على نمو اللغة في مرحلة الطفولة المبكرة	193
Randa Soliman	<i>University Students' Reflections on Using GenAI in Their Collaborative Final Projects: Practical Applications, Challenges, and Ethical Considerations</i>	63
Rania Amoori	ضبط المصطلح بوصفه هدفًا من أهداف تخطيط المتن اللغوي؛ المصطلح اللساني أنموذجًا.	133
	<i>.Term standardization as a goal of corpus mapping; the linguistic term as an example.</i>	

Sharif Alghazo	Engagement Strategies in Human-Written and AI-Generated Academic Essays: A Corpus-Based Study	24
Siham BOUZAR FODIL-CHERIF	<i>Language Assessment in Algerian Higher Education: Insights from EFL Teachers</i>	166
Shokriya Almeffleh	Exploring Multimodal Literacy Knowledge through Open Educational Resources: A Phenomenological Study	47
Shorouk Hanafy	Going Old-School: Reigniting Classroom Engagement	148
Saima Nomaan	Old-School Meets AI: Smarter TESOL Teaching	106
Salma Waly	Leveraging EdTech to Support Teachers in Promoting Multilingualism and Cultural Diversity in the UAE	73
Sanja Vicevic Ivanovic	Teachers' Perceptions of Effective Strategies for Teaching Arabic to Young Learners: Challenges and Opportunities	69
Safaa Eissa	Chatbot as a reflection guidance Tool for Applied Linguistics Students	145
Samaa Abdelghany	Bridging Language and Technology: AI Innovations in Malay Language Acquisition	172
Sona Paremuzyan	Globalization, world Englishes and language teaching.	86
Suhair Al-Alami	On Prose Fiction: Style Matters	76
Vasilia Al Khaldi	AI-Driven Innovations in Applied Linguistics and Language Education: Transforming University Teaching in the UAE and Beyond	127
Yu Wang	Teacher Beliefs and Practice of Translanguaging in Oral Corrective Feedback: A Study of Arabic Foreign Language Classrooms in China	80
Yuqing Han	The Role of Multimodal Approach in Teaching Chinese Character Recognition and Reading Comprehension to Male High School Students in UAE	94

Presentation Index & Abstracts

- | | | | |
|--------------------|---|--|---|
| <p>0024</p> | <p>Sharif
Alghazo &
Dina El-
Dakhs</p> | <p>Engagement
strategies in
human-written and
AI-generated
academic essays: A
corpus-based study</p> | <p>Based on an appraisal theory framework, this study explores the use and functions of engagement strategies in human-written and AI-generated academic essays. The study analyzes 80 essays (40 human-written and 40 AI-generated) for the use of Expansion and Contraction engagement strategies. The human-written essays were collected from the Louvain Corpus of Native English Essays (LOCNESS), which includes essays written by university-level native English writers, while the AI texts were generated by ChatGPT. The analysis shows that both Expansion and Contraction strategies occur more significantly in human-written texts than in AI-generated texts. Native English writers utilize a more significant proportion of Entertain markers, with a sensitive regard for alternative standpoints, and utilize Disclaim markers in actively opposing counterarguments. AI-generated texts, in contrast, utilize a high proportion of objective citing and hedging, with little objective use of strong Proclaim markers and a virtual lack of Concur dialogistic positions. There is a striking contrast in engagement functions, with humans utilizing a more significant proportion of complex rhetoric and more profound argumentation supported through statistical analysis. The findings provide implications for educators and writing instructors aiming to enhance students' argumentative skills and for developers of AI writing tools seeking to improve rhetorical complexity and engagement in generated texts.</p> |
| <p>0025</p> | <p>Ali
Shehadeh,
Ji Hye Kim,
& Iman
Alamirah</p> | <p>Motivation to
Learn Korean as a
Foreign Language
in the United Arab
Emirates: An
Exploratory Study</p> | <p>This study investigates the motivational factors behind learning Korean as a foreign language (KFL) in the United Arab Emirates (UAE) and whether the educational setting (university vs small club/institute) has an impact on the type of motivation to learn Korean. Using a questionnaire, data were collected from 580 KFL learners in six public institutions: United Arab Emirates University (UAEU) and five Korean Clubs/Institutes. Learners were surveyed for the type of motivation they had for learning Korean: intrinsic, extrinsic, integrative, or instrumental. Findings of the study showed that the main factor motivating learners to learn KFL in the UAE is intrinsic, and the lowest is instrumental. The study also found that the educational setting played a significant role in the type of motivation learners have to learn Korean. Significant differences were found between the university setting and King Sejong Institutes/Korean Wave Clubs settings on three of the four motivational variables examined in the study in favor of the university (UAEU). Implications of the findings of the study are discussed in view of the recommendation by several scholars to investigate the motivation to learn languages other than English (LOTE), and in terms of the importance of the rise in learning the Korean language in the UAE and the Gulf region.</p> |

0026 RAHAMAT
SHAIKH

**Exploring the Role
and Impact of ICT
and AI Tools:
Developing
Communication
Skills among
Zimbabwe
students**

The study focuses on how modern technology can be used to aid in second language acquisition of English. The investigation into the distribution and characteristics of the data began with descriptive statistics. Subsequent statistical analyses were performed using JASP software, emphasizing non-parametric tests due to the negatively skewed nature of the data. The application of the Wilcoxon signed-rank test, Mann-Whitney U test, Friedman test, and Spearman's correlation coefficient facilitated the exploration of hypotheses concerning attitudes towards different aspects of language learning. The outcomes present significant discoveries regarding the attitudes of participants towards technology integration in language learning. Specifically, the Mann-Whitney U test detected noteworthy distinctions between male and female participants concerning their attitudes towards engaging in online language learning and utilizing specific technological resources. Nevertheless, no substantial variances were detected among age groups in relation to their attitudes towards language learning elements. The Friedman test illustrated notable differences in attitudes towards diverse facets of language learning, emphasizing the interconnectedness of participants' perceptions, preferences, and comfort levels with technology. Moreover, the analysis of Spearman's correlation coefficient disclosed significant positive associations between attitudes towards different aspects of language learning, suggesting the comprehensive nature of participants' perspectives on technology-mediated language learning encounters. These findings offer insights into the intricate dynamics of attitudes towards technology integration in language learning among graduate-level Telugu ESL learners and emphasize the significance of taking into account varied viewpoints and preferences when devising technology-enhanced language learning settings. The sample of this study consists of 305 English language learners at Vignan's Foundation for Science, Technology, and Research Deemed to be University. Furthermore, the most common conclusion drawn from the analyses of the studies falling under the purview of the research is that the participants had good opinions on technology integration. Therefore, this study aims to understand the attitudes of English language learners toward the use of technology in the classroom.

0029 Alaa
 Hasan

**Fostering
 Impromptu
 Speaking Skills in
 Students: Applying
 Action Research in
 Educational
 Practices**

Recent advancements in applied linguistics and educational technology have opened new avenues for enhancing language learning. Specifically, tools driven by artificial intelligence, adaptive feedback systems, and virtual speaking platforms present innovative opportunities to support students in developing essential communicative competencies. One critical area where these advancements can be applied is impromptu speaking, which not only contributes to academic success but also plays a vital role in preparing students for real-world communication and professional environments.

This research, currently in progress, is conducted as part of the SoTL project organized by CEI. It focuses on two key research questions:

1. What are the primary challenges students face during impromptu speaking tasks?

2. How do these challenges affect their performance and confidence?

Guided by action research principles, the study adopts a qualitative research design based on classroom observation over four consecutive semesters. The observation procedure was carefully structured to monitor students' responses, engagement levels, and performance during impromptu speaking activities. Specific attention was given to identifying patterns in student hesitation, language accuracy, fluency, and confidence levels. This systematic observation directly addresses the two research questions by providing insights into the nature of the challenges encountered and their impact on students' outcomes.

Initial observations indicate that students consistently struggle with spontaneous speaking tasks, often reflected in lower scores and visible anxiety. The ongoing analysis aims to explore how integrating emerging technologies and targeted teaching interventions can alleviate these difficulties. Although the research is still underway, it is expected that the incorporation of innovative tools will significantly enhance students' impromptu speaking skills, boosting both their communicative competence and confidence.

0034 Huda
 Jamal &
 Mouza
 Alayyan

**Promoting Digital
 Readings
 Particularly
 Bilingual Literature
 Among Students**

As college libraries transform into digital platforms, printed books are becoming less prevalent. In response to this shift, an initiative by the literary club was launched at Abu Dhabi Campuses (ADC) to promote a reading culture. During the Innovation Week Fair, a poster highlighting the HCT literary reading database and top international reading websites was developed, incorporating QR codes for easy access. Additionally, a 'story book walk' exhibition was introduced to further engage students, accompanied by a survey to gather their feedback. The event was a success, with more than 250 students visiting the booth, and around 150 students responding to the survey.

Despite the bilingual nature of HCT students, digital bilingual reading

resources were notably absent when searching for reading sources, except for the bilingual story book walk. However, survey results revealed that over 50% of participants preferred bilingual literary books, emphasizing the need for bilingual reading materials.

This presentation explores students' perspectives on the benefits of reading, particularly bilingual reading, in enhancing their language proficiency and helping them cope with the challenges they face when reading exclusively in English. Drawing on survey findings and secondary research, the presentation stresses the demand for embracing digital bilingual reading resources.

0038 **Nona
Atoyan**

**The Impact of AI on
EFL Learners'
Writing Proficiency**

Artificial Intelligence (AI) is revolutionizing education by enhancing learning experiences and improving academic performance among English Language Learners. This presentation explores the role of Artificial Intelligence (AI) with a focus on its applications in academic writing, research skills, and language proficiency. As AI-driven technologies advance, their integration suggests new opportunities for improving students' academic communication and independent learning.

The presentation examines various AI-powered tools, such as automated writing assistants like Grammarly, Turnitin, ChatGPT, and DeepSeek, which provide immediate feedback on grammar, vocabulary, spelling, and academic precision. These tools assist students in enhancing their writing skills and developing their ability to construct well-structured and academically precise papers and assignments. Additionally, AI-driven plagiarism detection software ensures academic integrity by identifying improper citations and paraphrasing issues, thus addressing issues of academic dishonesty.

Despite these advantages, there are several challenges, including ethical concerns, bias, the risk of over-reliance on AI, and the lack of development of critical thinking and analytical skills, including the urgent necessity for teachers to guide students in using AI responsibly.

This presentation contributes to the growing discourse on AI in education, emphasizing its potential to transform academic writing and uphold academic integrity. The session is designed for educators at both school and university levels, providing practical knowledge on applying AI during EFL classes, specifically in writing.

- | | | | |
|-------------|-----------------------|--|---|
| 0040 | Moza Al Kaabi | The Performativity and Anxiety of Arab College Students' Oral Presentations: A Mixed Method Study Oral Presentation Performance and Anxiety | <p>This study explored Arab college students' oral presentation performance and anxiety using a convergent mixed-method design. The study used three data sets; in the first data set, the college students (n = 265) completed an Oral Presentation and Anxiety Survey (OPAS); and the second data set featured a semi-structured interview with a subset sample (n = 11), followed by an observation protocol with the interviewees (n = 11) for the third data set. The quantitative findings revealed that technological aids significantly affected the levels of Language Anxiety experienced during Oral Presentations. The mean scores showed that females perceived more technical support than males. Additionally, a difference was observed among participants from different study colleges. The qualitative results can be divided into four main areas: a) Language-related factors, such as the difference between receptive and productive language skills and how language proficiency affects oral presentations; b) Social and environmental factors, including the fear of being evaluated by the instructor and the benefits of comparing one's performance with that of other students; c) Strategies for coping with anxiety, such as preparing in advance, being familiar with the topic, and using visual aids; d) the use of nonverbal communication and visual aids to improve the quality of oral presentations. The study included some curriculum, pedagogy, instruction, and research recommendations.</p> |
| 0041 | Peter Davidson | Is Academic Writing Dead? The Role of University Writing in the Age of AI | <p>The rise of AI-generated text has sparked considerable debate about the future of academic writing instruction. As AI tools become increasingly capable of generating well-structured and grammatically accurate texts, educators face a fundamental question: Is academic writing still a necessary skill? In this talk, we critically examine the argument that AI can replace writing instruction and present a compelling case for why writing remains essential in both academic and professional contexts. We contend that writing is more than just producing text - it is a cognitive process that fosters deep learning, critical thinking, and the ability to construct and communicate complex ideas. It develops students' voice, agency, and analytical skills, equipping them to engage meaningfully in academic discourse and professional settings. Additionally, AI-generated text requires human oversight; those with strong writing abilities are better positioned to critique, refine, and ethically use AI outputs. Without structured writing instruction, students risk deskilling, diminishing their ability to think independently and contribute original insights. In this talk, we also clarify what university writing is - and what it is not - challenging misconceptions and redefining its purpose in an AI-influenced world. We conclude by recommending practical strategies for redesigning university writing courses, balancing AI integration with the development of essential writing competencies.</p> |

0045 **Ola ElKhatib** **Exploring the Impact of Student-Written and AI-Enhanced Poetry on Student Confidence**

This research paper investigates the potential of bilingual (Arabic and English) poetry as a tool for enhancing female students' confidence, creativity, and self-expression in primary education. The study examines how integrating girls' self-written poetry with adult-supervised AI enhancement tools affects specific confidence indicators up to Year 4. Recent research by the National Literacy Trust (2024) reveals that poetry engagement provides children with significant benefits including improved confidence and empathy, yet over half (51.2%) of young people do not feel poetry is for them. The research shows higher poetry engagement among girls (29%) compared to boys (19.1%), presenting an opportunity to build on existing interest (National Literacy Trust, 2024). Our bilingual poetry sessions address the documented decline in poetry engagement as children age. Drawing on elements of the PERMAH wellbeing model (Allen et al., 2022), we focus on three measurable confidence indicators: willingness to engage in poem creation, participation in public speaking opportunities, and expanded vocabulary acquisition and utilisation. Adult supervision is maintained throughout all AI interactions, ensuring age-appropriate engagement for students under 13. The study gathers insights through student voice surveys and structured observation notes. Preliminary findings suggest that bilingual poetry creation fosters improved self-expression, cross-cultural understanding, and public speaking confidence. This research aims to contribute practical insights into how poetry and supervised technology can serve as complementary tools for fostering student confidence within a supportive classroom environment.

0046 **Nada EL KHOURY, Nabiha Maktabi, Christina Yepremian & Mahmoud Hajar** **The Impact of AI on the Translator's Role: Threat or Opportunity?**

The rise of Artificial Intelligence (AI) is revolutionizing many industries while simultaneously initiating controversial debates regarding its powerful and far-reaching impact on the existence of several professions, including translation. In fact, with AI-powered tools like Machine Translation, which is the process of translating a text or speech instantly from one language to another by a computer system without human intervention, it is often wondered whether the role of the human translator is under threat or even perishing. This symposium will explore how translators should adapt to the technological shift, implying a redefinition of their role in the era of AI. In an effort to understand this adaptation, the symposium unfolds in four presentations.

Introduction

Presentation 1:

The Evolution of Machine Translation Dr. Nabiha Maktabi – Lecturer in Translation Studies – Saint Joseph University Dubai
 This presentation depicts the evolution of Machine Translation, tracing its journey from the past rudimentary beginnings to today's sophisticated AI-driven systems.

Presentation 2:

The Power of Machine Translation Ms. Christina Yepremian – Ph.D.

candidate in Translation Studies – Senior Academic Coordinator at Saint Joseph University Dubai

This presentation demonstrates the areas where the power of Machine Translation surpasses the human translation capacity.

Presentation 3:

The Human Touch: Where Machines Can't Go Dr. Mahmoud Hajjar – Assistant Professor in Linguistics – Hamdan Bin Muhammed Smart University

This presentation highlights instances of how human input still outperforms machine output.

Presentation 4:

Redefining the Translator's Role in the AI Era Dr. Nada El Khoury – Assistant Professor in Translation Studies - Saint Joseph University Dubai

This presentation discusses the skills that translators are expected to embody in this increasingly automated world and the role of academic programs in preparing a flexible and tech-savvy generation of translators.

Conclusion and Discussion.

0047

Shokriya
Almefleh

**Exploring
Multimodal
Literacy Knowledge
through Open
Educational,resources :A
phenomenological
Study**

This interpretative phenomenological study examines how Open Educational Resources (OER) serve as multimodal tools to support literacy development among high school students. Rooted in sociocultural theory, the research investigates the perceptions of both students and teachers regarding OER-based multimedia learning and its effects on language skills. Conducted at a public school in Al Ain, the study focuses on three high school students and employs semi-structured interviews, observations, and field notes.

Using Interpretive Phenomenological Analysis (IPA), the findings highlight several key factors that influence the integration of OER: teachers' adaptability, mindset, and willingness to embrace technology. The intentional implementation of OER, coupled with differentiated instruction, not only enhances student literacy and motivation but also improves academic performance and teacher efficiency. Moreover, the use of embedded scaffolding in technology promotes student autonomy.

The study recommends providing differentiated professional development, consistent institutional support for OER implementation, and adopting universal design principles in teaching. Future research should further explore teacher efficacy in integrating OER. These findings contribute to the broader discourse on utilizing digital tools for effective and inclusive education.

- 0049** **Iryna Lenchuk & Amer Ahmed** **Engineering Effective Prompts: A Case Study of Using AI in the EAP Classroom** This paper explores the integration of Generative AI (Gen AI) in teaching English for Academic Purposes (EAP), focusing on the engineering of prompts provided to AI tools and their impact on students' success in academic writing as well as the development of their cognitive and metacognitive skills. The study involves 30 university students enrolled in an EAP class. Utilizing the Poe platform, students interacted with Gen AI to learn the process of writing an effective literature review by selecting academic papers and composing summaries for inclusion in their literature reviews. Participants were tasked with prompt engineering and then critically analyzing the AI-generated outputs to identify the major components of a research paper, such as research questions or hypotheses, methodology, results, discussion, implications, and research limitations. The prompts and the generated data were collected and analyzed alongside students' reflective entries regarding the (in)effectiveness of the outputs produced in response to the prompts. The results indicate that, despite initial inaccuracies in the AI-generated outputs, instructor feedback was crucial in refining students' work. Reflective analyses revealed significant cognitive and metacognitive growth, with students gaining deeper insights into the challenges of academic research. The findings highlight the importance of carefully designed prompts in enhancing students' comprehension of academic writing structures and fostering their overall academic success while addressing the ethical considerations inherent in using AI tools.
- 0050** **Amer Ahmed & Iryna Lenchuk** **Addition and Deletion in Arabic-English Literary Translation: A Comparison of Translations Generated by Human Professional Translators and Gen-AI Tools.** The study compares the use of addition (i.e., adding something to the target text which is not available in the source text) and deletion (i.e., deleting something in the target text which is available in the source text) in Arabic-English translations by human professional translators and generative AI- tools (Gen-AI) (e.g. ChatGPT). The following questions are addressed: (1) Do Gen-AI tools use addition and deletion? (2) If yes, do they use them at a similar frequency to that used by human professional translators? (3) If yes, is there a qualitative difference between the two types of translations? The study compares Husni and Newman's (2008) English translation of a short story by the Tunisian novelist Iz-al Din al-Madani titled 'حكاية القنديل' to another English translation of the same text generated by ChatGPT 3.5. Cases of addition and deletion are tallied to determine the frequency and a paired T-test is used to assess statistical significance. Cases of addition and deletion are categorized into standard motivations for addition and deletion in translation. These motivations are elicited from theoretical literature (Baker 2018; Dickens, Harvey & Higgins, 2017) to evaluate quality. The results show that (1) Gen-AI tools employ addition and deletion , (2) human professional translators make far greater use of these strategies than Gen-AI tools, and (3) Gen-AI tools tend to overgenerate and undergenerate. The results of the study indicate that in their current form, Gen-AI tools are not yet a match for human creativity.

0051 Eduardo Lage-Otero & Silvana García Gutiérrez

Training the trainers: Language peer tutoring with Gen-AI

Formal language instruction is commonly supplemented by work outside the classroom where students engage with the target language in structured and semi-structured ways to improve mastery and proficiency. Many language programs include some type of language peer tutoring where language learners are paired up with advanced speakers (Reznicek-Parrado, 2023). These tutoring programs are highly effective when they are well-structured and integrated into language instruction (Topping et al., 2017), with benefits for the tutor and the tutee. In particular, the use of ancillary materials such as guides and step-by-step activities during the peer tutoring sessions has shown clear advantages over unstructured interactions in strengthening the linguistic exchange between tutor and tutee while enhancing the language learning process (ibidem). Stemming from these ideas, in this presentation we will discuss the development of a language peer tutoring model that integrates genAI tools from a social-cognitive perspective (Bandura, 1986; Usher & Schunk, 2018) to help train language peer tutors on the development and use of effective language activities while fostering learners' self-regulation and self-efficacy (Zimmerman, 2000). By integrating Zimmerman's three phases of learning: forethought, performance, and reflection in the tutoring sessions and helping tutors focus on key student interactions (i.e., summarizing, questioning, explaining, argumentation and disagreement) we have created a tutoring model that supports language learning while training the peer tutors at the same time. In this presentation we will introduce the tutoring model and discuss preliminary findings.

0052 Rana Khan Transforming Education with AI: Revolutionizing Curriculum Design and Assessment for the Future

As technology continues to evolve at an unprecedented pace, artificial intelligence (AI) is reshaping the educational landscape, offering innovative ways to enhance both teaching and learning experiences. This session delves into the transformative role of AI in modern classrooms, demonstrating how it can personalize education, automate administrative processes, and optimize student performance. Participants will explore AI-driven tools that enable adaptive learning, facilitate customized lesson plans, and create interactive educational content that keeps students engaged.

Beyond improving instructional strategies, AI can significantly reduce educators' workload by automating tasks such as creating assessments, grading, and curriculum planning. Attendees will gain practical insights into how AI can create formative and summative assessments, reducing the time spent on grading while ensuring more accurate evaluations of student progress. Participants will learn practical strategies for integrating AI tools into their instructional design to create fair, engaging, and data-driven assessments.

While AI offers immense potential, it also raises important ethical and practical considerations, such as data security, bias in assessment algorithms, and maintaining the human element in education. This session will provide actionable insights on leveraging AI responsibly to enhance curriculum effectiveness without compromising educational integrity. Join us in this thought-provoking discussion on harnessing AI's potential to create more dynamic, inclusive, and effective learning environments. Whether you are an educator, administrator, or policymaker, this session will equip you with the knowledge and strategies needed to embrace AI as a tool for educational transformation.

0053 Plamen
Kushkiev

**Learning with
ChatGPT: Fostering
ELT educators'
critical AI literacy**

As generative artificial intelligence (GenAI) technologies proliferate, it is essential that English language teaching (ELT) professionals develop their critical AI literacy (CAIL). This construct refers to the educators' ability to understand, use, apply, and analyze GenAI chatbots' output, capabilities, and limitations. By fostering their CAIL, ELT educators can expedite class preparation, adapt learning materials, and personalize their students' learning experiences. In this presentation, the speaker will share preliminary results of a study from the Canadian community college context. The researcher employed autoethnography as a research method to address the three research questions, exploring his perceptions of CAIL, the pedagogical interventions he created to foster his digital literacy, and how these interventions influenced his teaching approach.

Data were generated from the researcher's learning journal and regular interactions with ChatGPT as a differently knowledgeable other. Inductive thematic analysis was utilized to analyze the themes that were configured out of the data, indicating three main research implications: conceptualizing CAIL as a pedagogical construct in his teaching context; engaging with the chatbot iteratively and reflexively to enhance his prompt engineering skills; and crafting specific pedagogical interventions based on his interactions with ChatGPT as a critical friend.

The participants will be invited to reflect on their understanding and application of CAIL, engage with the study results, and make decisions about how this study's implications can be transferred to their teaching practices. This presentation may be of relevance to ELT professionals interested in adopting GenAI technologies to enhance their teaching practices and humanize their pedagogical interventions.

0055	<p>Katerina Kourkouli & Aggeliki Bourbouli</p>	<p>AI-enhanced coordination in online Communities: Enhancing forum presence, engagement and discussion depth</p>	<p>Online discussion forums are vital for professional learning communities, yet challenges persist in sustaining engagement and fostering in-depth discussions. This study investigates artificial intelligence (AI)'s role in supporting coordinators to design and facilitate effective online discussions. Building upon the Community of Inquiry (CoI) Model (Garrison et al., 2000), this research explores AI's potential to enhance teaching and social presence, promote participant engagement, and deepen discussions through structured AI-generated prompts and analyses.</p> <p>Employing a mixed-methods approach, the study utilizes AI-assisted discourse analysis of discussion forum transcripts, AI-supported teaching presence prompts, coordinator interventions, and a focus group incorporating participant questionnaires and a qualitative interview with the discussion forum coordinator. AI tools, specifically GPT-4, track and classify participant engagement levels and assess discussion depth based on Kintz et al.'s (2015) depth of discussion construct. The coordinator selectively implements AI-generated prompts to maintain effective human oversight while enhancing facilitation practices.</p> <p>The focus group, including participant questionnaires and the coordinator interview, investigates perceptions of AI's effectiveness, benefits, challenges, and ethical considerations in forum coordination. Findings include actionable insights on effectively integrating AI into instructional design, improving coordinator effectiveness, engagement quality, and ensuring meaningful learning outcomes. The study contributes practical recommendations for educators and instructional designers, empowering them to leverage AI strategically to foster engaging, reflective, and in-depth forum discussions.</p>
0056	<p>Nazila Motahari & Sonia manish Batra</p>	<p>Enhancing ESL Learning with Customized AI Tools</p>	<p>This session explores how a customized GPT-based AI tool was implemented to help ESL students develop professional communication skills through structured interview preparation in a Professional Spoken Communication course. The AI simulates five-question interview sessions, starting with two compulsory questions, followed by three randomly selected questions from a pool of twelve covering self-reflection, behavioral, and future-oriented topics. Students engage in interactive, self-paced practice, receiving real-time feedback on fluency, grammar, pronunciation, and content. Additionally, the AI provides guided prompts for those struggling to answer, helping them construct well-structured responses. Preliminary findings highlight increased student engagement, improved confidence, and enhanced fluency in interview-style speaking tasks. The tool was particularly effective for shy learners, allowing them to practice in a low-pressure environment. Faculty members who piloted the AI found it to be a valuable supplement to traditional instruction, as it allowed for consistent, scalable speaking practice outside the classroom. However, challenges such as AI's limitations in assessing non-verbal communication and the need for user training were identified</p>

This presentation will outline the development process, discuss student feedback, and explore pedagogical benefits and limitations. Attendees will gain insights into how AI-driven simulations can enhance oral communication training and be adapted for various ESL teaching contexts.

0063 **Nour Al Okla**

The Role of AI-Driven Tools in Facilitating Alternative Assessment Practices

The integration of AI tools in English language education has advanced beyond traditional teaching methods. However, assessment practices have not kept pace with this advancement. Although numerous studies have investigated the cognitive and instructional benefits of AI in language learning, limited studies have focused on how AI can facilitate alternative forms of assessment. This study investigates the use of AI technologies, such as adaptive quizzes and AI-powered peer review platforms, in redefining assessment practices for college-level English language learners. The study employs a mixed-methods design, starting with a quantitative phase that included 75 undergraduate students from various linguistic backgrounds at a university in the UAE. The participants were surveyed about their perceptions of using AI tools intended to provide formative feedback, evaluate critical thinking, and assess creativity in both written and oral tasks. The second phase included semi-structured interviews with five students selected from the participants in the first phase to explore their perceptions of the role of AI tools in fostering fairness, inclusivity, and engagement in alternative assessment practices. The findings suggest that AI tools can improve the assessment process by providing prompt and personalized feedback. The study emphasizes the importance of a balanced approach to AI integration in assessment. It also suggests that training programs should be provided to equip educators with the essential skills required to effectively use AI tools while maintaining the human element in assessing complex language competencies.

0066	Abir Soundous Ghaskil	AI for Grammar Correction and Language Assistance: A Boon or A Bane?	<p>Artificial intelligence has been at the center of many recent debates. Teachers, students, and stakeholders are discussing the implications of whether to avoid or integrate AI into the educational system. Recent technological advancements, especially in artificial intelligence, have revolutionized skills like grammar checking and writing assistance. AI tools that provide instant checking, immediate feedback, and help improve writing skills have raised concerns among teachers about the actual educational level of students. Various AI tools, such as ChatGPT, ProWritingAid, and Grammarly, have been introduced to students, leading them to become overly dependent. These AI tools assist students in refining their writing assignments and saving time on homework. However, excessive reliance on these AI tools may undermine their writing skills and critical thinking abilities. Educators from different institutions are debating the consequences of using AI tools instead of enhancing self-editing skills and writing potential. This paper examines the advantages and disadvantages of using AI for grammar correction and writing assistance. While AI tools are robust and fascinating, they need to be scrutinized to establish a balanced approach between human potential and AI-generated capabilities.</p>
0067	Ghazi A. Khudhair	Supercharge Classroom Management with AI Technology	<p>My presentation is a 20-minute session designed for educators, school leaders, and EdTech professionals interested in leveraging artificial intelligence to solve real-world classroom management challenges. As classrooms become more complex—with larger class sizes, diverse learning needs, and increased administrative responsibilities—teachers are seeking smarter, more efficient ways to manage student behavior, engagement, and instructional time. This presentation explores how emerging AI technologies are transforming classroom management from a reactive task into a proactive, data-informed process.</p> <p>The session begins by outlining the current landscape of classroom challenges, including time constraints, student engagement issues, and the limitations of traditional behavior management approaches. It then introduces AI as a practical and accessible toolset for automating routine tasks, analyzing student behavior patterns, offering real-time insights, and personalizing classroom experiences.</p> <p>Attendees will be introduced to a curated set of cutting-edge AI tools such as Classcraft, Kickboard By Power School, Hero for classroom behavior, BehaviorFlip, Magicschool —each offering unique features like behavior tracking, automated feedback, gamification, and adaptive instruction. These tools will be demonstrated through real-use examples and visuals, showing how they can be seamlessly integrated into daily teaching practices.</p> <p>The session concludes with actionable strategies for responsible AI adoption, including ethical considerations, data privacy, and manageable implementation steps. Participants will leave with a clear understanding of how AI can enhance their classroom management practices immediately and sustainably—empowering them to create more efficient, engaging, and student-centered learning environments.</p>

- 0069** **Sanja Vicevic, Aline Jurdi & Natasa Kosuta** **Teachers' Perceptions of Effective Strategies for Teaching Arabic to Young Learners: Challenges and Opportunities**
- Research on early language learning highlights the benefits of introducing foreign languages at a young age. This study explores teachers' perceptions of effective strategies for teaching Arabic to young learners before its compulsory integration into early years education in the 2025–2026 academic year. Drawing on insights from Croatian early language learning projects, the research examines key factors such as the optimal starting age, instructional approaches, teacher characteristics, class size, lesson frequency, and the role of play-based learning.
- Conducted in two international schools in the UAE, this study employs a mixed-methods approach. A survey gathered quantitative data, while interviews with selected teachers provided deeper insights into their experiences and perspectives. The findings reveal diverse views on key aspects of early Arabic instruction, analyzed in relation to conclusions from Croatian studies. These insights highlight best practices and potential challenges in implementing early Arabic language learning.
- Based on these results, the pedagogical implications emphasize the need for developmentally appropriate teaching strategies that align with young learners' linguistic and cognitive development, ensuring a strong foundation for future language acquisition. Furthermore, they underscore the importance of professional development in equipping teachers with the necessary skills and strategies to effectively teach Arabic in early learning settings.

- | | | | |
|-------------|--|--|---|
| 0070 | Athina BOUKHEL OUF | The Role of Chat GPT as a Course Assistant in Enhancing Students' Library Skills and Motivation | <p>This study examines the impact of using ChatGPT as an AI assistant in class on students' library skills and motivation. It employs a non-randomized control group pre-test design. This methodological approach allowed for the recruitment of two groups of sixty 1st-year LMD students of English at Batna2 University, on a non-random basis, to serve as control and treatment groups. After the pretest, both groups received the same course on library skills. Only experimental participants were encouraged to use ChatGPT in class for personalized clarification and better illustration of the course content. At the end of the course, students in both groups underwent a post-test to assess their ability to find, evaluate, and summarize information accurately. Additionally, a standardized opinion scale was administered to the experimental participants to investigate their motivation for using AI assistants in class. The statistical analysis of the results indicated that ChatGPT, as an assistant, significantly enhanced students' library skills and motivation. Ultimately, the potential of AI tools to offer students continuous and immediate personalized support could positively impact their motivation and overall performance. Further research is needed to explore the long-term effects of ChatGPT on students' library skills and engagement.</p> |
| 0071 | Kay Gallagher, Wafa Zoghbor, Marta Tryzna & Anna Dillon | World Englishes in the Gulf: Sounds, Access, Identities | <p>In this invited panel session, the contemporary roles and uses of English in the Gulf are examined from linguistic, sociolinguistic, and edulinguistic perspectives. Drawing upon selected chapters in her newly launched edited volume, "World Englishes in the Arab Gulf States" (Routledge), panel chair Kay Gallagher from Emirates College for Advanced Education introduces the topic of world Englishes in the Gulf and welcomes chapter authors to discuss their contributions to the book. First, Zayed University's Wafa Zoghbor provides an overview of her insightful research into the sounds of Gulf English, followed by Marta Tryzna from Kuwait's Gulf University for Science and Technology, whose research examines complex issues around the role of English for access to higher education in Kuwait. This is followed by Anna Dillon from Emirates College for Advanced Education, who discusses her research into the language variety and identity of young speakers of Irish English in the Gulf as third-culture kids. To round off this session, the floor will be open for an interactive discussion on world Englishes in the Gulf between panel members and attendees.</p> |

0073 Salma
Waly

Leveraging EdTech to Support Teachers in Promoting Multilingualism and Cultural Diversity in the UAE

The UAE's multicultural and multilingual classrooms require educators to adopt innovative strategies to support diverse learners effectively. Educational technology (EdTech) presents a valuable opportunity for teachers to bridge linguistic gaps, facilitate differentiated instruction, and create culturally inclusive learning environments. With the integration of adaptive learning platforms, real-time translation tools, and AI-powered language support systems, educators can provide personalized instruction that accommodates students from various linguistic backgrounds. Additionally, digital resources can help teachers integrate culturally responsive pedagogies, ensuring that all students feel represented and engaged in the learning process.

This presentation explores how EdTech can empower teachers in multilingual classrooms, focusing on several key areas: digital language support tools for scaffolding, adaptive learning platforms that cater to different proficiency levels, and professional development programs that equip educators with essential skills for teaching in diverse settings. Other critical aspects include the role of technology in creating culturally inclusive digital content, the effectiveness of assessment and feedback tools for language learning, and the ethical considerations related to EdTech implementation. By examining these elements, the presentation highlights best practices and potential challenges in using technology to enhance multilingual education.

The target audience for this presentation includes educators, policymakers, curriculum developers, and EdTech specialists who are invested in fostering inclusive and equitable learning environments in the UAE. By leveraging EdTech strategically, teachers can enhance their instructional practices and contribute to the UAE's commitment to multilingualism, cultural diversity, and global competencies in education.

0076 Suhair Al-
Alami

On Prose Fiction:
Style Matters

Prose fiction texts embody a portrayal of feelings, thoughts, and dispositions translated into language worthy of exploration and appreciation. Through exploration and appreciation, the reader is exposed to an intellectual journey of knowledge, skill, and experience. Bearing this in mind, this presentation explores the main factors that may negatively impact the language and narrative styles of a prose fiction text. Two research questions are addressed accordingly: what major factors may negatively impact the language style of a prose fiction text, and what major factors may negatively impact the narrative style of a prose fiction text? Seeking logical answers to the two research enquiries, the presenters employed two study tools: a questionnaire comprising nine items and an interview with two questions. The study sample included two categories: avid readers who are members of the book club the presenters are members of in Dubai, and university instructors teaching English in the United Arab Emirates. The subjects' responses to the questionnaire and interview highlighted several points in relation to the research questions the presentation raises. Based on the study findings, the presentation concludes with several recommendations for the audience to consider regarding how to ensure effective writing of prose fiction texts in today's digital era. Additionally, the presentation proposes a framework targeting language and narrative styles of prose fiction for quality outcome purposes.

0077 Dr.Aisha
Alhammad
i

استراتيجية الوحدات
النسقية في التعليم -
كليات التقنية العليا
أنموذجا

يشهد تعليم اللغات تطورًا متسارعًا بفضل تقنيات الذكاء الاصطناعي، مما يوفر فرصًا جديدة للتعليم الذاتي وتعزيز المهارات اللغوية. تهدف هذه الورقة البحثية إلى استكشاف توظيف استراتيجية الوحدات النسقية في تصميم محتوى إلكتروني للتعليم الذاتي، مع تسليط الضوء على دور الذكاء الاصطناعي في تحسين تجربة التعلم وتعزيز الفعالية التعليمية. تعتمد هذه الاستراتيجية على تقسيم المحتوى إلى وحدات مترابطة تركز على مهارات لغوية محددة، مما يتيح للمتعلمين مسارا تدريجيا ومنظما يمكن تخصيصه وفقا لاحتياجاتهم الفردية.

تعتمد الدراسة على تجربة عملية في تطوير وحدات تعليمية مدعومة بأدوات الذكاء الاصطناعي، مثل أنظمة التوصية الذكية والتحليل التلقائي لأداء المتعلمين، مما يساهم في تحديد نقاط القوة والضعف ووضع خطط دعم موجهة. كما تعرض الورقة تجربة كليات التقنية العليا في هذا المجال، وتناقش أثر هذه الاستراتيجية في تحسين التفاعل مع المحتوى، وزيادة دافعية المتعلمين، وتعزيز إتقان المهارات اللغوية.

تشير النتائج الأولية إلى أن الجمع بين الذكاء الاصطناعي واستراتيجية الوحدات النسقية يعزز التعلم الذاتي، ويحسن كفاءة العملية التعليمية من خلال توفير تجربة تعلم أكثر تكيفا واستجابة لاحتياجات الطلاب. تقدم الورقة في الختام توصيات حول كيفية تحسين تصميم المحتوى الرقمي في تعليم اللغات، والاستفادة من إمكانات الذكاء الاصطناعي لدعم المتعلمين بطرق أكثر فاعلية.

- 0079** **Aseel Talal & Said Al-Amrani** **Acceptance of Artificial Intelligence (AI) among pre-service teachers of Arabic and English Languages in Oman.**
- The use of Artificial Intelligence (AI) in teaching and learning is becoming increasingly significant, offering innovative methods that are reshaping educational practices. However, the acceptance of AI among teachers, particularly pre-service teachers of Arabic and English, remains unclear and warrants further investigation. Hence, this study aims to understand the level of acceptance of AI among pre-service teachers of Arabic and English in Oman. Grounded in the Technology Acceptance Model (TAM), this research examines how aspects such as perceived usefulness, ease of use, and social impact affect the adoption of AI tools in language teaching. Ethical concerns are also incorporated into the TAM framework due to the cultural significance of ethics in the region. A modified TAM-based survey was used to collect quantitative data from Arabic (n = 100) and English (n = 69) pre-service teachers. Data analysis includes descriptive statistics, reliability testing, t-tests, correlation and regression analyses, and Structural Equation Modeling (SEM). Preliminary findings indicate that English language pre-service teachers report slightly higher familiarity with AI, more positive attitudes, and stronger intentions to use AI compared to their Arabic counterparts. Interestingly, Arabic pre-service teachers perceive greater benefits in AI-facilitated communication and collaboration. Both groups express similar ethical concerns and emphasize the need for clear ethical guidelines. Additionally, both Arabic and English pre-service teachers strongly favor institutional training to support the effective and responsible integration of AI in educational settings. Ultimately, this research will contribute to a deeper understanding of the success of integrating AI into Oman's educational system and provide recommendations for future implementation, addressing ethical concerns.

- 0080** **Yu Wang & David Palfreyman** **Teacher Beliefs and Practice of Translanguaging in Oral Corrective Feedback: a study of Arabic Foreign Language Classrooms in China**
- Giving oral corrective feedback (OCF) to students about errors in their spoken language is a frequent teacher-student communication activity that is important for language learning (Lyster et al., 2013). Teachers can use various strategies, including translanguaging and non-verbal resources, to give this feedback. This case study looks at the role of the teacher's translanguaging in implementing feedback in undergraduate Arabic foreign language classrooms within a grammar-translation curriculum at a university in northwest China. We will present findings to illustrate a teacher's beliefs and classroom practices around translanguaging in feedback. The researchers employed classroom observations, semi-structured interviews, and stimulus-based interviews to investigate the teacher's beliefs and practice during the teaching process, as well as the way that the teacher draws on their linguistic repertoire to give OCF. Findings indicate that Chinese (the L1 of students and the teacher) is the main medium of communication while Arabic (the target L2) is referred to as content for learning. Both languages, as well as English (a lingua franca), are sometimes used as both medium and content in feedback. In a post-discussion, the teacher believes in the efficacy of L1 explanation over other approaches; however, he also makes efforts to create an Arabic-speaking environment for students, albeit to a limited extent, and builds on students' knowledge of English. This study highlights the multilingual resources that teachers may use in different ways to enhance the efficiency of language teaching under the premise of student-centeredness.

0081 **Lorena
 Kapxhiu**

**The Role of AI in
 ESL Writing
 Assessment:
 Enhancing Teacher
 Feedback with
 Write & Improve
 and Literatu**

Writing continues to be a challenging skill for English as a Second Language (ESL) learners, particularly in terms of cohesion, argumentation, and narrative structure. AI-powered essay analyzers can effectively correct grammar, spelling, and basic thought processes, but they struggle to help students develop higher-order writing skills such as logical reasoning and rhetorical effectiveness. Recent research has focused on surface-level error correction rather than exploring AI's potential to enhance critical thinking and structured argumentation. To bridge this gap, this study aimed to assess the impact of Write & Improve and Literatu on teacher feedback and students' writing proficiency.

The study involved 60 intermediate ESL students at a British international school in Abu Dhabi who analyzed essays written with and without AI assistance and received teacher feedback on conceptual clarity and structure. The results indicate that while AI tools can enhance writing mechanics, they do not necessarily improve argument cohesion, logical flow, or creativity. Among these tools, Literatu was identified as the most effective because it allows teachers to modify AI feedback, incorporate the IGCSE rubric, and adjust grading to better suit students' needs.

Research has demonstrated the effectiveness of a hybrid learning model, where AI automates feedback processes while teachers provide direct instruction on higher-order writing skills. Future research should focus on enhancing AI analysis of logic and rhetorical strength while recognizing the importance of human intervention in writing instruction. This study contributes to the ongoing discussion on AI and education by advocating for human-artificial intelligence partnerships as the optimal approach to improving ESL writing proficiency.

0082 **Nivin
 Mankarios**

**AI and the Accent
 Myth: Breaking
 Barriers**

In a world where English is spoken in countless accents, why does accent bias still persist? Many educators and professionals—especially non-native English speakers—find themselves judged not for their knowledge or teaching ability, but for how they sound. This perception often influences credibility, career progression, and even classroom dynamics.

With the rise of AI-driven language tools, the long-held myth that certain accents are "better" than others is being challenged. AI can now recognize, adapt to, and generate diverse English accents, proving that clarity and effective communication matter more than rigid pronunciation norms. This session explores:

- How does accent bias shape learning and teaching experiences?
- Can AI help break the myth that only specific accents are "correct" or "professional"?
- How can educators leverage AI to promote inclusivity in language education?

In multilingual and diverse educational environments, teachers and professionals bring a wide range of accents that reflect the richness of global English. However, perceptions of proficiency can sometimes be

influenced by accent rather than actual expertise. AI-powered tools like ChatGPT, Google Assistant, and text-to-speech software are demonstrating that effective communication transcends pronunciation differences.

Through real-world examples, interactive discussions, and insights from AI-powered speech technology, participants will gain a fresh perspective on linguistic diversity and equitable communication. Whether you're a teacher, student, or language enthusiast, this session will challenge assumptions and highlight how AI can empower all voices—regardless of accent.

0083 **Nvard Sahakyan** **Remote Pedagogy, Digital Education and Online Learning**

The rapid evolution of digital technologies has majorly transformed the landscape of education, enabling state-of-the-art pedagogical approaches such as digital education, remote pedagogy, and online learning. The Covid-19 pandemic catalyzed a global shift to learning and teaching approaches, with Armenia serving as an insightful case study for both the opportunities and challenges of this transformation. This study aims to illustrate Armenia's experience during and after the Covid-19 pandemic, where the sudden transition to online learning revealed substantial disparities in digital infrastructure, teacher preparedness, and student access to technology, greatly impacting the ability to achieve advanced outcomes. Despite these challenges, the emergency spurred innovation, with educators pursuing creative solutions to student engagement and fostering critical thinking in virtual environments by challenging its validity. This presentation also examines various digital education and online learning tools, such as Moodle, Zoom, Google Meet, Kahoot, Google Forms, and others, which have played a crucial role in sustaining education in the country, showcasing the resilience and adaptability of the country's educational community. While these tools have been widely adopted, we have faced challenges such as limited internet access in rural areas, a lack of digital literacy among teachers, and a shortage of hardware for students. To address these challenges and leverage the opportunities, a multi-faceted approach is essential, including investing in digital infrastructure, teacher training, curriculum alignment, and public-private partnerships. This presentation is intended for school teachers, higher education educators, and anyone interested in the topic.

0085 **Sona Paremuzyan** **Globalization, world Englishes and language teaching.**

Globalization has significantly modified the linguistic landscape of the 21st century. Technology, cultural exchange, commerce, and beyond have made the whole world more interconnected, expanding the role of English as a global lingua franca. English, being spoken by millions of native and non-native speakers, has transformed into the phenomenon of "World Englishes," which should be included in the teaching curriculum. This abstract briefly covers the implications of globalization and World Englishes for language teaching, proposing solutions to existing challenges that teachers face when teaching different social and age groups.

English has been widespread due to globalization, which has interconnected countries through trade, colonization, international diplomacy, and so forth. Thanks to these historical and social events, English has become the language of global business, science, culture, and the like, making it crucial to teach and learn. However, how should English be taught? Should it be taught by a “one-size-fits-all” approach?

Teaching only one variety of English and emphasizing “native-speaker English” may put extra pressure on non-native learners, making it hard to acquire. Moreover, World Englishes have diverse linguistic features like vocabulary, pronunciation, and grammar, often considered incorrect, thus making students feel awkward while speaking their local English.

To make the most out of the teaching and learning process, language educators should implement a range of strategies. Language teaching should cover Worldwide Englishes, not only American or British, taking into consideration the purpose of studying. It should be accepted that English is no longer only spoken by native speakers but has become a global language used in a variety of forms. Teachers should acquire different accents, slangs, cultural contexts, and vocabulary. They should teach through authentic materials, including news, literature, social media and networks, films, and so on.

In conclusion, globalization has dramatically changed the role of English in the world. It is no longer a standard language and requires an inclusive approach when being taught. To avoid a narrow focus on native-speaker norms, language teaching should promote cultural awareness and communicative competence. These approaches will make English language teaching more relevant and effective in this globalized world.

0086

**Amira
Hussain &
Rebecca
Keogh**

**From Policy to
Practice:
Integrating AI in
EAP Curriculum
Design at an
Offshore University
Campus**

This presentation explores a curriculum reform initiative within the English for Academic Purposes (EAP) Foundation Programme at the University of Birmingham Dubai (UoBD), an international branch campus operating in a culturally diverse setting. The project focused on transitioning from a fragmented curriculum to a standardized, skills-based model while embedding AI-driven learning strategies. Drawing on practitioner-led research, it discusses how curriculum redesign was aligned with UAE Vision 2030 and the pedagogical expectations of Gen Z learners.

One of the innovations included the ethical integration of AI tools such as SciSpace and Microsoft CoPilot into reading and synthesis tasks. Although policy changes during the semester restricted AI use, this highlighted challenges in implementation, teacher readiness, and infrastructure support—reflecting broader concerns in AI-enhanced education (Luckin et al., 2022). Additionally, the project empowered lecturers to co-create content through staff-wide reflection documents and a collaborative away day, which helped maintain relevance and motivation.

Attendees will gain practical insights into how AI tools can be thoughtfully embedded into curriculum design, especially within internationalized and resource-constrained environments. The session will also share recommendations for balancing institutional alignment with local responsiveness, ensuring inclusive and adaptive pedagogy in the current digital climate.

0087 Ahmed
Siddiq

استخدام
الذكاء الاصطناعي في
تصميم مناهج تعليم
اللغة العربية للناطقين
بغيرها

تعليم اللغات أصبح ضرورة ملحة في عصرنا الحديث، وتعليم العربية للناطقين بغيرها على وجه الخصوص يواجه تحديات كبيرة تتطلب تضافر الجهود على المستويين الرسمي والعلمي. إذ يواجه تعليم العربية وتعلمها للناطقين بغيرها تحديات رئيسية، من أهمها تطوير أساليب تدريس فعالة ومرنة تتماشى مع التطورات التكنولوجية المتسارعة. حيث ظهرت تقنيات الذكاء الاصطناعي في نهاية هذا العصر، مما يتيح استغلالها في تصميم مناهج تعليمية مبتكرة تسهم في تسهيل عملية التعلم وتحسين الجودة. تأتي هذه الدراسة لتوضيح كيفية استخدام الذكاء الاصطناعي في تصميم مناهج تعليم اللغة العربية للناطقين بغيرها، من خلال إطارين: نظري يتناول تعريف الذكاء الاصطناعي ومفهومه، وآخر تطبيقي يتناول كيفية تطبيق مخرجات الذكاء الاصطناعي في مجالات التعليم بوجه عام وتعليم اللغة العربية للناطقين بغيرها على وجه الخصوص. يحلل الباحث الأدوات والتقنيات المستخدمة في الذكاء الاصطناعي في تصميم مناهج التعليم، مثل أنظمة التعلم الذكي، وتطبيقات التعلم الآلي، وتفاعل المتعلمين باستخدام التقنيات الحديثة، ثم يبين تأثير استخدام الذكاء الاصطناعي في تحسين كفاءة داري اللغة العربية للناطقين بغيرها.

أهداف البحث: يهدف البحث إلى تحديد أدوار الذكاء الاصطناعي في تطوير مناهج تعليم اللغة العربية للناطقين بغيرها، وكيفية استخدام هذه الأدوات الذكية لتحسين التفاعل بين متعلم العربية والمحتوى المقدم له، كما يسعى إلى تصميم مناهج تعليمية مبتكرة تعتمد على الذكاء الاصطناعي لتسهيل تعلم اللغة العربية للناطقين بغيرها. أهمية البحث: يسعى البحث إلى بيان إمكانيات الذكاء الاصطناعي في توفير بيئة تعليمية مرنة وتفاعلية، وتعزيز تعليم اللغة العربية للناطقين بغيرها وأساليبها مستفيداً من التطورات التكنولوجية الحديثة. كما يقدم الحلول للتحديات التي تواجه التعليم التقليدي في مجال تعليم اللغة العربية وتعلمها.

منهج البحث: يستخدم الباحث المنهج الوصفي التحليلي، نظراً لمناسبته لهذه الدراسة. حيث يجمع الباحث البيانات المتعلقة بالذكاء الاصطناعي ويحللها وصولاً إلى تطوير مناهج تعلم العربية للناطقين بغيرها، ثم يعرض النتائج التي توصلت إليها الدراسة والتوصيات المناسبة.

0089 Mahdi
Alshamout

تدريس مهارات اللغة
والمهارات الفرعية
(كيف نعلم المهارات
اللغوية للناطقين
بغيرها):

يحتاج متعلمو اللغات بشكل عام، والعربية بشكل خاص إلى التركيز على المهارات الأساس للعربية وهي (القراءة والكتابة والتحدث والاستماع) وهي مهارات اللغة التي إن أتقنها المتعلم سيكون قد أحاط بكل بالعربية من كل جوانبها، ومن الطبيعي ان المهارات السابقة تحتاج إلى درية وممارسة وكل مهارة تحتاج إلى طرائق تتغير حسب البيئة الصفية والمتعلم والمعلم والظروف المساعدة المتاحة واستجابة المتعلمين، فضلاً عن الوقت المتاحة والهدف المنشود من التعلم؛ فمنهم من يتعلم العربية من أجل العمل ومنهم بدافع الفضول ومنهم بدافع الدين ومنهم السياسة وهكذا.

أهمية الموضوع:
تأتي أهمية تعليم مهارات اللغة العربية الأساسية (القراءة، والكتابة، والتحدث، والاستماع) من كونها أساسيات رئيسية لا يمكن الاستغناء عنها عند تعليم اللغة العربية، وتعد الأساس الذي يجب أن ينطلق منه المعلم مع طلابه كي يكتسبوا المهارات السابقة ولا بد عن تعليم المهارات السابقة ان يتبع المعلم طرائق تعليمية تتناسب مع البيئة الصفية المستهدفة، بعيداً عن الطرائق التقليدية التي تقوم على التلقين والحفظ وتستبعد التطبيق العملي ويكون الدور في عملية التعليم قائماً على المعلم، واعتبار المتعلمين متلقين فقط للمعرفة. مشكلة الدراسة :

يقع كثير من المعلمين في التخبط حين يعلمون العربية للناطقين بغيرها حين يعاملون الطلبة الأجانب وكأنهم طلاب عرب؛ فيفترضون أن لديهم معرفة مسبقة عن العربية؛ وعليهم أن يبدؤوا مع الطلاب من المستوى الذي وقف عنده الطالب سابقا؛ فأحيانا تكون المعرفة الصفريّة للمتعلّم هي نقطة الانطلاق فنبدأ بالحروف والأصوات والحركات والألوان وأيام الأسبوع، وهكذا من الأقل إلى الأكثر..
المنهج المتبع:

ستتبع هذه الدراسة المنهج التطبيقي العملي الذي يعتمد على المتعلمين وتقسيمهم إلى مجموعات وتكليفهم بمهام صفيّة وبيتية، واعتبار المعلم مراقبا لعملية التعلم وبوصفه خبيراً يراعي الفروق الفردية، ويعتمد على الطلاب، وذلك للإفادة من تعليم الأقران وأن يكون تدخل المعلم يقتصر على الإرشاد والتنبيه وأن يكون التعلم قائما على الطلبة بعيدا عن التعلم التقليدي القائم على التلقين والتقليد.

النتائج:

- ستصل الدراسة إلى نتائج تقوم على أهمية تعليم اللغة للناطقين بغيرها؛ بوصفها لغة حية تحتاج إليها الشعوب وكونها لغة الوحي الإلهي والكتاب السماوي القرآن وتعليمها واجب لا يمكن التخلي عنه.
- هناك طرائق مهمة لتعليم العربية من أهمها المنهج التطبيقي القائم على التعليم بالممارسة، وتعليم الأقران .
- هناك فروق في تعليم مهارات الاستماع والقراءة والكتابة والتحدث وكل مهارة تحتاج إلى طريقة قد تختلف عن غيرها حسب البيئة الصفيّة والظروف المتاحة والعدد والوقت المتاح.

التوصيات:

- توصي الدراسة بضرورة تعلم وتعليم اللغة العربية، والإفادة من الأساليب الحديثة في تعليم العربية للناطقين بغيرها.
- هناك إقبال عالمي على تعلّم اللغة العربية بوصفها لغة الدين الإسلامي الذي يعتنقه ما يزيد على مليار ومليون مسلم في العالم، ولما يحدث في الشرق الأوسط من تغييرات تجعل الآخر شغوفا بتعليم العربية.
- هناك أهمية كبيرة للتنوع في أساليب تعليم اللغة العربية.
- محاولة البحث عن مظلة مشتركة بين العالم العربي معنية بتعليم اللغة العربية وخدمتها.

- 0090** **Michael Bowles, Ola AlMuhtadi & Amir Kaviani** **The Role of Online Communities of Practice in Scaffolding Blended Teaching Knowledge and Practice in Higher Education** Online Communities of Practice (OCoPs) in higher education have long had the potential to facilitate social and situated learning among teaching faculty. In particular, they provide opportunities for social interaction and collaboration among teachers to help develop their teaching practices and resources even when geographically dispersed. One interdisciplinary college in the Middle East recently established informal OCoPs to support teachers in developing their blended teaching skills in the foundation year of a new undergraduate degree program. The program utilizes a bespoke digital platform and flipped, blended learning to create a novel techno-pedagogical ecosystem. This study aimed to explore the lived experiences of eight teaching faculty working on the program as they participated in the OCoPs to identify ways in which the OCoPs scaffolded the development of their blended teaching knowledge and skills. To do this, qualitative data was collected from written reflections and an online focus group. The data was then analyzed using an iterative, open-coding approach, which revealed four overarching processes that were taking place: Regulating affect, mastering the semantics of social learning, learning about the syntax (knowledge) of the new ecosystem, and appreciating the pragmatics of blended teaching practice. Together, they constitute a tentative model of social and dialogical learning in higher education OCoPs that can be used by other colleges and institutions that are interested in setting up OCoPs as part of an in-house professional development program.
- 0091** **Mariam Al Ali** **دور الذكاء الاصطناعي في تعليم اللغة العربية للناطقين بغيرها** شهد تعليم اللغة العربية للناطقين بغيرها تطورًا ملحوظًا بفضل التقنيات الحديثة، وعلى رأسها الذكاء الاصطناعي، الذي أصبح أداة فعالة لتحسين طرق التدريس وجعلها أكثر تفاعلية وكفاءة. يهدف هذا البحث إلى دراسة تأثير الذكاء الاصطناعي على تعليم اللغة العربية، مع التركيز على الفوائد والتحديات التي تواجه هذا المجال. تناول البحث دور تقنيات الذكاء الاصطناعي، مثل التعلم الآلي ومعالجة اللغة الطبيعية، في تطوير برامج تعليمية قادرة على تحليل مستوى المتعلم وتقديم محتوى مخصص وفقًا لاحتياجاته. كما تم استعراض بعض الأدوات المدعومة بالذكاء الاصطناعي، مثل أنظمة التعرف على الصوت لتحسين النطق، وروبوتات المحادثة التي تحاكي التفاعل البشري، والتطبيقات التفاعلية التي تعزز التعلم الذاتي. أظهرت النتائج أن الذكاء الاصطناعي يساهم في تحسين تجربة التعلم من خلال توفير بيئة تفاعلية جذابة، وتقديم تغذية راجعة فورية، وتحسين كفاءة التدريس عبر تخصيص المحتوى لكل متعلم. كما يساعد في التغلب على عقبات التعلم التقليدية، مثل قلة الممارسة اللغوية وصعوبة فهم اللهجات المختلفة. ومع ذلك، يواجه هذا المجال تحديات، مثل الحاجة إلى تطوير خوارزميات دقيقة للتعامل مع التنوع اللغوي في العربية، ونقص البيانات اللغوية الكافية لتحسين أداء الأنظمة الذكية. خلص البحث إلى أن الذكاء الاصطناعي يمثل أداة واعدة في تعليم اللغة العربية للناطقين بغيرها، لكنه يحتاج إلى تطوير مستمر لضمان دقة المحتوى وتحسين تجربة التعلم.
- 0093** **Randa Soliman** **University Students' Reflections on Using GenAI in their Collaborative Final Projects: Practical Applications,** As Generative AI (GenAI) becomes increasingly integrated into higher education, university students are exploring its potential in collaborative projects, particularly in language learning courses. This topic examines students' experiences using GenAI in their final projects, highlighting both the opportunities it presents and the challenges it raises. By reflecting on their practical applications, students provide valuable insights into how AI-driven tools shape their learning, teamwork, and creativity.

**Challenges and
 Ethical
 Considerations**

Through case studies and student reflections, this session explores how GenAI supports brainstorming, content generation, editing, and feedback processes in collaborative projects. Many students find AI useful in enhancing their writing, refining arguments, and facilitating multilingual collaboration. However, the reliance on AI also brings challenges, including concerns about originality, over-dependence on automated suggestions, and difficulties in maintaining a personal voice. Ethical considerations, such as academic integrity, and the responsible use of AI-generated content, further complicate the process.

This presentation not only showcases students' firsthand experiences but also fosters a broader discussion on best practices for integrating GenAI into higher education. How can educators guide students to use AI responsibly while fostering critical thinking and originality? What frameworks can help ensure ethical AI usage in collaborative work? By addressing these questions, this session aims to provide practical insights into helping universities navigate the evolving role of GenAI in student language learning and assessment.

0094 **Yuqing
 Han**

**The Role of
 Multimodal
 Approach in
 Teaching Chinese
 Character
 Recognition and
 Reading
 Comprehension to
 Male High School
 Students in UAE**

In the context of globalization and digital transformation, language education increasingly requires dynamic pedagogical strategies. This study investigates the role of multimodal approaches in teaching Chinese character recognition and reading comprehension to male Arabic-speaking high school students in the UAE, addressing a critical gap in existing research. Chinese, as a logographic and tonal language, poses unique challenges for learners accustomed to alphabetic scripts like Arabic. Traditional text-based methods often fall short in addressing these complexities, necessitating integrated strategies that leverage visual, auditory, and digital tools.

The research explores how multimodal tools—such as visual aids, audio resources, and digital platforms—enhance students' character recognition skills, reading comprehension, and engagement. It also examines challenges educators face when implementing these approaches in the UAE's culturally and technologically distinct educational landscape. Drawing on a systematic review of literature, the study highlights evidence that multimodal methods improve retention, motivation, and cross-cultural understanding by aligning with diverse learning styles and digital-native preferences. Key findings from prior studies underscore the efficacy of multimedia integration, interactive apps, and culturally contextualized materials in teaching logographic languages.

By focusing on the UAE's male high school demographic, this research contributes practical insights for educators seeking to optimize Chinese language instruction amid growing UAE-China collaborations. It emphasizes the need for culturally sensitive, technology-driven pedagogies to bridge linguistic and cognitive gaps. The study's outcomes aim to inform curriculum design, teacher training, and policymaking, fostering both academic success and intercultural competence. Ultimately, this work advocates for the strategic

adoption of multimodal literacy in foreign language education,
positioning it as a vital tool for 21st-century global citizenship.

0095	<p>Jaime Buchanan, Peter Davidson & Michael Pazinas</p>	<p>The Future of Education: Will AI Replace Teachers?</p>	<p>A legitimate concern that many teachers face today is the very real prospect that AI might take over their jobs. In this symposium, we will examine this topic from multiple perspectives to shed light on an issue that is becoming increasingly imperative.</p> <p>The first speaker will argue that AI will replace teachers. They will contend that everything a human teacher does - developing courses, writing lesson plans, delivering instruction, providing feedback, and grading - AI can do more efficiently and at scale. Moreover, as education becomes increasingly personalized and data-driven, the traditional role of the teacher will gradually diminish, making AI the inevitable future of education.</p> <p>The second speaker will counterargue that despite AI's growing role in education it nevertheless cannot replace the teacher's role. While AI can enhance learning through task automation and personalization, it cannot replace teachers. Education is cultural and situated. The human elements of education - mentorship, emotional intelligence, critical thinking, and social learning - remain irreplaceable and fundamental to the educational experience.</p> <p>The third speaker will provide a balanced perspective, weighing both sides of the debate. They will explore how AI is transforming education while also considering ethical, pedagogical, and societal implications. Rather than focusing solely on whether AI will replace teachers, the speaker will outline how educators and AI can coexist, potentially reshaping the profession rather than eliminating it.</p>
0096	<p>Basma Abdulla Abri</p>	<p>Transforming Language Learning: The Role of Virtual Reality in Enhancing Language Acquisition</p>	<p>The integration of immersive technologies, specifically Virtual Reality (VR), into language learning is an emerging field with the potential to transform how English as a Second Language (ESL) is taught and learned. This research explores the role of VR in enhancing language acquisition within a hybrid learning environment in the United Arab Emirates (UAE). The study aims to investigate the benefits, challenges, and perceptions of ESL learners using VR to enhance their language proficiency, particularly in the context of higher education.</p> <p>The research addresses the following questions:</p> <ol style="list-style-type: none"> 1. What impact does VR have on ESL students' language learning achievements? 2. How do students and teachers perceive the integration of VR into ESL teaching? <p>Through a mixed-methods approach, including observations, surveys, and interviews with 40 ESL students, the study evaluates the effectiveness of VR in improving language skills such as speaking, listening, and cultural understanding.</p> <p>Preliminary findings suggest that VR technologies can significantly enhance student engagement, provide more authentic language use contexts, and foster greater motivation for language learning. However, challenges such as accessibility, cost, and the need for adequate teacher and student training are identified as barriers to</p>

broader implementation.

This research contributes to the growing body of literature on VR in education and highlights the need for further exploration of VR's potential in ESL contexts, particularly in the UAE. The study proposes a framework for integrating VR into ESL curricula and offers insights into how technology can support the evolving pedagogical needs of language learners in hybrid educational settings.

0097 **Dina Abdel Salam El-Dakhs** **A Pragmatic Study of the X Complaints and Responses to Complaints: Focus on the British Airways and the Saudi Airlines**

The speech act of complaint is crucial in our everyday interactions. Complaints allow us to voice our concerns about poor services, express our dissatisfaction with unfavorable behavior and defend our rights. Equally important is the speech act of responding to complaints which allows us to address others' complaints, defend our image and maintain fair and harmonious relationships. These two speech acts are at the heart of business communication which often includes complaints from customers and responses from businesspeople to these complaints.

The current study compared the realization of the speech acts of complaints and responding to complaints by Arabs versus Westerners in the X accounts of British Airways versus Saudi Airlines. A total of 400 posts were compiled from the X accounts of the two airlines and were coded for complaint and complaint-response strategies as well as external and internal modifiers. The results of the Chi-square tests showed that the Western customers of the British airways used significantly more disapproval and accusation strategies than the Arab customers of the Saudi Airlines while the latter customers showed a stronger preference to employ the blame strategy in addition to directive acts. As for the responses to complaints, the representatives of the British Airways showed a stronger tendency to accept complaints through offering repairs, admitting responsibility and excusing oneself whereas the representatives of the Saudi Airlines preferred to employ partial-acceptance strategies. The results are interpreted in light of the existing literature and the Mixed Games Model.

0101 **Reem J. Razem** **Parental 'Impact Beliefs' and Their Role in Intergenerational Language Transmission of Arabic in Dubai**

Arabic language maintenance in multilingual societies is a growing concern, particularly in multinational hubs like Dubai, where English dominates educational and professional domains. This study examines the role of parental impact beliefs, which encompass the perceptions parents hold regarding their influence on their children's language use, in shaping the transmission and maintenance of the Arabic language. Drawing on the Impact Belief Model as theorized by Curdt-Christiansen (2018) in the context of Family Language Policy (FLP), this study sheds light on how parents in Dubai navigate the tension between their entrenched belief that values their mother tongue and their adaptation to societal linguistic pressures through in-depth interviews with eight Jordanian expatriate parents. This data revealed three key themes: perceived agency in language preservation, fluctuations in impact beliefs over time, and gendered differences. Findings indicate that while many parents express a strong

commitment to Arabic, their ability to enforce its use is often hindered by external factors. Furthermore, parents' beliefs about their influence on language transmission significantly affect their engagement in Arabic literacy activities at home and collaboration with the school. This study offers insights into how parental perspectives influence language shift or maintenance in Dubai and discusses the policy and educational implications for sustaining Arabic in a globalizing environment. Attendees will gain a deeper understanding of the intersection between parental agency, societal pressures, and language planning, making this study relevant for sociolinguists, parents, educators, and policymakers interested in language maintenance in multilingual settings.

0102	<p>Amir Kaviani & Guy Meredith</p>	<p>What Happens When AI Loses Its Relevance? Creating Formative Assessments and Tasks That Promote Student Agency, Motivation and Achievement in an AI-Dominated Educational Landscape</p>	<p>Approaches to teaching and learning have continuously changed consistent with the existing pedagogical theories as well as the specific practices and needs of each age. Every approach in each era thus reveals an understanding of how teaching is supposed to be done so that student learning can ensue. In view of this, the development of methodological approaches in every period is highly dependent on recognising that there exists a “problem” that needs to be addressed, as previous teaching methodologies have not been able to address it. Similarly, the current modern educational scenery is not completely problem and challenge-free. One area that can pose an epistemological and pedagogical problem is the unwarranted use of Artificial Intelligence in education in a way that it diminishes the role of student agency in their own learning, as the student might not be able to adopt an active role in the learning process and thus might not be able to gain and master the requisite knowledge and skills. In this talk, the presenters will share and discuss some practical ways and insights, based on their classroom research and experience, that could help centralise student agency in an AI-driven era in a way that they will be highly motivated and consequently able to develop their knowledge and skills actively and effectively.</p>
0103	<p>Aysha Saeed Alnuaimi</p>	<p>Empowering Inclusive Leadership in Early Childhood Education: Strategies for Sustainable Development</p>	<p>The role of school leaders in fostering inclusive education is critical, particularly in the context of early childhood settings, where foundational learning experiences shape future educational outcomes. In the United Arab Emirates (UAE), a 2020 policy mandated inclusive education across all public schools, including early childhood programs. However, little empirical research has explored how school leaders contribute to the implementation of inclusive practices in these early learning environments. This presentation will share findings from a mixed-methods study that examined the contributions of elementary and early childhood school leaders through the lens of the Heuristic Inclusive Education Leadership Framework (HIELF).</p>

The study involved 151 school leaders in a quantitative phase and 10 in-depth qualitative interviews, exploring leadership practices across transactional, transformational, and instructional dimensions. Results highlighted a significant relationship between leadership styles and inclusive practices, particularly in early childhood classrooms where collaboration and adaptability are essential. Despite progress, ambivalence around leadership roles and inclusive practices indicated a need for tailored professional development and support. This presentation will provide actionable recommendations for policymakers and educators, emphasizing contextualized training programs, policy adaptations, and collaborative practices tailored to early childhood education. Attendees will gain insights into developing inclusive leadership practices to enhance educational outcomes for all young learners in the UAE.

0104 Ranya
Shaheen

تمكين معلمي اللغات عبر
الذكاء الاصطناعي:
مقترح لتطوير مهني ذكي
في العصر الرقمي

تفرض التحولات الرقمية المعاصرة تحديات متسارعة على نظم التعليم، مما يعزز الحاجة إلى تطوير نماذج تدريب مهني ذكية تتماشى مع متطلبات تعليم اللغات. يقترح هذا البحث إطاراً نظرياً لتوظيف الذكاء الاصطناعي في تدريب معلمي اللغات، عبر أدوات تحليل الأداء الصفي، وأنظمة التعلم التكيفي، والمساعدات الذكية، بهدف تصميم مسارات تدريب مخصصة وفعالة.

يركز المقترح على تمكين المعلمين من خلال استخدام البيانات لتحليل أدائهم وتوجيههم إلى فرص تعلم مهني مستمر. كما يقارن بين التدريب التقليدي والتدريب المدعوم بالذكاء الاصطناعي من حيث التخصيص، الكفاءة، ومستوى التفاعل، ويبرز المزايا التي يوفرها النهج الذكي في تحسين جودة الأداء التعليمي.

يعتمد البحث على تحليل نظري لتجارب دول رائدة، مثل: فنلندا، الإمارات، وكوريا الجنوبية، مع تسليط الضوء على التحديات المحتملة لتطبيق النموذج، كالبنية التحتية الرقمية وحماية الخصوصية. كما يناقش فرص تبني هذا النموذج ضمن السياسات التعليمية وبرامج التطوير المهني.

يهدف البحث إلى تقديم رؤية عملية ومقترح قابل للتنفيذ لدعم معلمي اللغات، وتعزيز مهاراتهم باستخدام تقنيات الذكاء الاصطناعي، بما يحقق تكاملاً مستداماً بين التكنولوجيا والتربية في عصر التعليم الذكي.

0105 Juwaeriah
Siddiqui

Mapping the
Emotional
Landscape of
Learning and
Preserving Arabic
Among Expat
Families in Dubai.

With the recent push towards Positive Psychology (Oxford, 2016), language learning and maintenance can be examined from a learner well-being perspective. If a language speaker feels more positive about the language, they are more likely to use the language and attain success in it. Looking at the emotional well-being of Arabic language speakers in Dubai thus becomes critical and warrants further examination (Drive & Prada, 2024). What role do emotions play in preserving the Arabic language among expats in Dubai? How do families choose which language to use and how does this affect family language policy? What kind of emotions do parents and children experience when choosing to use a language or abandon another? While some expat families take pride in using their family language, quite a few feel frustrated in having to choose it over English.

Through this 2-hour symposium, we aim to explore the diverse range of emotions that parents and children from various (heritage/non-

heritage) backgrounds experience when speaking or learning Arabic in the Dubai context. The 2-hour symposium is divided into three parts: three presentations followed by a 25-minute panel discussion. While the presentations will outline the emotional well-being associated with preserving Arabic language learning among Arab and non-Arab expat families in the UAE context, the panel discussion will serve as a means to engage in a deeper discussion on the presented topics.

- | | | | |
|-------------|--|--|--|
| 0106 | <p>Saima Nomaan & Naureen Shehzad</p> | <p>Old-School Meets AI: Smarter TESOL Teaching</p> | <p>This session explores the integration of traditional TESOL methodologies with advanced Artificial Intelligence (AI) tools, drawing insights from cognitive science and applied linguistics. Referencing Dolman (2025), it delves into the synergy between traditional analogue techniques—such as handwriting, storytelling, and spaced repetition—and AI's personalised capabilities. This balanced approach aims to leverage the best of both worlds to optimise language learning experiences.</p> <p>Despite the rapid advancement of digital tools transforming language education, the research underscores the enduring value of traditional methods for deep learning (Pashayeva, 2024; Mahdi, 2024; Lozynska & Ferree, 2021). While conventional methods offer a solid foundation, digital tools bring unique advantages that enhance language learning. Mobile apps, virtual reality (VR), and AI-assisted platforms provide personalised learning experiences, real-time feedback, and access to diverse multimedia resources. AI-driven applications can tailor lessons to individual learners' needs, offering adaptive difficulty and pacing that traditional methods may not quickly achieve (Khatimah, 2023; Urbaite, 2024). A balanced approach integrating both paradigms creates a more comprehensive and effective learning environment catering to diverse learner needs</p> <p>Participants will learn practical ways to incorporate AI into established TESOL practices, maximising teaching efficiency and student engagement and creating more dynamic and adaptive learning environments. Additionally, the session will prepare educators to adapt to future technology trends, ensuring their teaching methodologies remain relevant and impactful.</p> |
| 0107 | <p>Neslihan Bilikozen & Hoda Nada</p> | <p>From Documentary Films to Research Papers: A Multimodal Approach to Academic Writing</p> | <p>This action research study investigates an innovative multimodal approach implemented in an Advanced Academic Writing course at an American university in the UAE. Recognizing students' well-documented struggles with synthesizing sources and constructing persuasive arguments in traditional research papers, we developed an intervention where small groups created mini-documentaries on self-selected controversial topics as a scaffold for subsequent research papers. The visual-to-textual transition proved particularly effective, with student reflections and survey data revealing significant improvements in engagement, argument construction, and audience awareness. Beyond enhancing core writing skills, the project fostered deeper critical analysis through its requirement to incorporate</p> |

multiple perspectives, while peer feedback sessions and in-class screenings developed students' collaborative and presentation abilities. Although technical and coordination challenges emerged, these were mitigated through structured support, ultimately building student resilience. The findings position multimodal assignments as powerful pedagogical tools that simultaneously strengthen academic writing competencies and cultivate essential transferable skills. By maintaining rigorous research expectations while introducing creative multimedia elements, this approach successfully bridges the gap between student preparedness and the demands of advanced academic writing, while also equipping learners with versatile capabilities for broader academic and professional contexts.

- | | | | |
|-------------|---|--|--|
| 0108 | Eman Y. Mahmoud & Ali Shehadeh | Utilizing Task-Based Language Assessment in an EFL High School Context in the UAE | <p>In second/foreign language learning and teaching, implementing task-based language assessment (TBLA) has improved students' performance and language learning (e.g., Norris, 2016; Shehadeh, 2018; Winke & Brunfaut, 2021). However, many EFL teachers fall back on traditional summative assessment in their practice even though they follow TBLT for instruction. Therefore, this study explored the utilization of TBLA in an EFL high school context and its possible impact on language learning. An experimental mixed methods design was implemented over a trimester in a private school in the UAE. It recruited 56 Grade 10 students and their teacher. Quantitative data were collected through pre- and post-tests from two intact classrooms assigned as an experimental group (n=27) and a control group (n=29). The treatment included four TBLA tasks and five language components. Qualitative data were collected through a student survey and a teacher interview, which explored their views and perceptions of TBLA. The findings showed significant differences in writing skills and total scores, and noteworthy improvements in other skills in favor of the experimental group. However, qualitative data showed satisfaction with TBLA by both the students and the teacher. The findings were discussed in light of past TBLA research, sociocultural theory, and TBLT and TBLA principles. This study is significant as the first serious attempt to explore TBLA utilization in the EFL high school context in the UAE and the Gulf Region. Pedagogical implications for L2 teachers, students, curriculum designers, and program trainers, as well as future research recommendations, were made.</p> |
| 0109 | Juwaeriah Siddiqui | Using AI for Arabic Language Learning – A Tool for Translation or Communication? | <p>The field of Second Language Acquisition for teaching and learning Arabic in the UAE is grappling with issues around language loss and low motivation for non-Arab L2 learners. Recent research suggests using AI to advance learning by not only training teachers to use more AI in classrooms but also as a way to improve Arabic Language Education. Yet, there is a minimum threshold of comprehension and proficiency that is needed by the L2 learner to be able to use AI tools, neither of which has been achieved in recent years. Technology in the Arabic classroom is itself a primitive term which has not seen much progress as a field in terms of engaging resources (Hanadeh, 2024). A shift to online learning during the COVID-19 pandemic stands</p> |

testimony to the great disconnect between Arabic teaching and the use of technology, which relies extensively on videos as a teaching resource (Al-Busaidi, 2016; Almazroui & Albloushi, 2024). In this study, data was collected from thirty non-Arab L2 learners studying Arabic online during the pandemic, and their use of technology was assessed. The results reveal the immediate need to administer technology in Arabic classrooms while also assessing student caliber to ensure the potential application and usage of AI tools for enhancing Arabic learning in the UAE.

- | | | | |
|-------------|---|--|--|
| 0111 | Jihan Zahran | Nurturing Future Leaders: Language-Driven Wellness and Entrepreneurship Projects in the Age of AI | <p>In an era shaped by rapid technological and societal change, educators hold a transformative role—not only in instruction but also in shaping the holistic development of future leaders. This presentation explores how wellness and entrepreneurial thinking can be embedded into language education through real-world, student-centered projects. Drawing from a practical case study of a school-wide healthy menu initiative, the session illustrates how students can develop critical language skills—such as presenting, writing proposals, and reflecting—while building awareness of health and social responsibility. The use of AI tools in the process further enhances creativity, personalization, and expression. By integrating wellness, entrepreneurship, and technology into language-rich activities, educators can inspire students to become thoughtful, articulate, and innovative contributors to their communities.</p> |
| 0113 | Bashar Abu Shunnar & Catherine Roberts | AI-Enhanced Speaking Assessment: Insights from the Versant English Placement Test Implementation | <p>This study investigates the implementation of the AI-powered Versant English Placement Test (VEPT) at a technical higher education institution in the UAE, with a focus on its impact on speaking assessment practices. Traditionally reliant on face-to-face oral interviews, the institution transitioned to VEPT to ensure scalable, reliable, and bias-mitigated assessment. Data collected from over 200 students and 3 instructors highlights VEPT’s capacity to provide rapid, standardized scoring, while also flagging challenges such as test anxiety and limited task authenticity. The study examines how VEPT performance correlates with in-class oral communication abilities and discusses strategies adopted by faculty to supplement AI-generated scores with human-led speaking workshops. This dual-mode approach reflects an emerging trend in hybrid assessment models, balancing efficiency with pedagogical integrity. The paper concludes by proposing guidelines for best practice in adopting AI-based speaking assessments in applied linguistics programs.</p> |
| 0114 | Nivin S. Mankarios | Teaching Smarter: AI Innovations for Supporting EAL Learners. | <p>Artificial Intelligence (AI) is revolutionizing language education, offering powerful tools to support English as an Additional Language (EAL) students. This workshop explores how AI-driven innovations can help educators overcome planning and instructional barriers when working with EAL students, enhancing engagement and learning outcomes.</p> |

Participants will engage in interactive activities using AI-powered tools such as real-time translation apps, speech-to-text software, adaptive language learning platforms, and AI-generated personalized feedback. Through guided exploration, they will experience firsthand how AI can support differentiation, formative assessment, and scaffolding for EAL students. Through this session, participants will:

- Understand how AI can facilitate language acquisition and remove barriers for EAL students.
- Gain practical experience using AI tools tailored for classroom use.
- Develop strategies for incorporating AI effectively into lesson planning.
- Receive a curated list of AI resources and best practices to implement in their teaching contexts.

0117 **Oshin
 Danish**

Exploring Faculty perspectives on the use of ChatGPT in EFL writing classes during the preparatory stages at a Saudi University.

Education, especially English as a Foreign Language (EFL) instruction, is being progressively revolutionized by artificial intelligence (AI). During the preliminary stages of English as a Foreign Language (EFL) writing sessions at a private Saudi university, this study investigates the faculty's viewpoints on the incorporation of artificial intelligence (AI) technologies, namely ChatGPT. In order to gain a better understanding of the attitudes, perceived benefits, and concerns that EFL faculty members have regarding the use of artificial intelligence (AI) in language instruction, semi-structured interviews were conducted with them using a qualitative study approach. According to the findings, faculty members acknowledge that artificial intelligence has the potential to improve teaching efficiency and student engagement, but they also express concerns about academic integrity and an excessive reliance on information provided by this technology. Additionally, the research highlights the need for professional development programs aimed at equipping educators with the skills necessary for the successful integration of artificial intelligence. Considering the unique cultural and educational environment of Saudi Arabia, the discussion aligns these findings with previously conducted research on a global scale. The study's conclusion includes suggestions for future research on the long-term consequences of artificial intelligence and student perspectives in English as a Foreign Language (EFL) education, as well as recommendations for the balanced use of AI, including faculty training programs and institutional regulations.

0119 **Dina
 Mehmedb
 egovic-
 Smith**

Beyond the Tipping Point?:The Role of Global Citizenship Education in Sustaining Linguistic Diversity

Linguistic diversity is at a critical juncture. Current estimates suggest that 90% of the world's 7,000 languages are endangered, with regions such as Indonesia home to over 700 languages projected to retain as few as 50 within the next century. This dramatic loss threatens not only linguistic heritage but also the knowledge systems, cultural identities, and worldviews embedded within these languages. Engaging with linguistic diversity loss is essential, as languages shape our collective human experience and offer unique solutions to global challenges, from biodiversity conservation to social cohesion.

One emerging approach to addressing this crisis is the concept of Healthy Linguistic Diet, which promotes multilingualism as a means of

sustaining linguistic diversity. By encouraging individuals and communities to actively maintain and use multiple languages in daily life, HLD supports both minority and dominant languages, fostering intergenerational transmission and revitalization efforts. Global Citizenship Education (GCE) has a crucial role to play in this process by embedding linguistic diversity into its framework, raising awareness about language endangerment, and promoting policies that support multilingual education.

This paper argues that linguistic diversity should be recognized as a fundamental component of sustainability and global citizenship. Without urgent intervention, we risk losing not just languages but the cultural and intellectual ecosystems they sustain. Through GCE, HLD can be leveraged to empower individuals and communities, ensuring that linguistic diversity remains a living, thriving force in our interconnected world.

0120 **Deirdre (Dea) McAlister** **Motivation, feedback, and reflection: effective assessment strategies and outcomes in addressing AI challenges in language education**

Generative AI has dramatically reshaped higher education and language learning, leading educators to reconsider assessment strategies. In this presentation, I discuss some of the practical challenges arising from students' increasing reliance on generative AI in formative and summative English language assessments. I introduce three student-centered approaches I developed to enhance authentic language skills, motivation, and critical thinking, and share evidence-based outcomes.

The first approach promotes authentic student writing, with quantitative data indicating clear improvements in student performance and engagement. The second describes my experience piloting Feedback Fruits at ZU through CEI, highlighting structured peer-to-peer and student-to-faculty feedback in formative assessments. The third employs structured small-group discussions and systematic independent note-taking.

Together, these methods form a holistic model emphasizing trust, motivational support, ongoing feedback, and student accountability. This integrated strategy culminates in a reflective, open-book final exam worth 15%, incorporating students' cumulative semester notes and reflections on detailed instructor feedback. The result significantly reduces student stress, increases authentic reflective work, and improves overall language proficiency. These outcomes provide practical evidence supporting the use of generative AI alongside traditional and new innovative platforms in pedagogical teaching approaches.

0121	John Senior	The Effect of English Speech Speed in Videos on Comprehension by English as a Second Language (ESL) Learners	<p>This study explores the impact of audio delivery speed on English as a Second Language (ESL) learners' listening comprehension in video-based learning. Effective use of educational video materials by non-native English speakers requires sufficient auditory linguistic competence to process and understand spoken dialogue. Research suggests that reducing speech speed enhances comprehension. Zong, Polat & Mahalingappa, (2024) have recently examined the positive effects of varying the delivery speed of video script while Wigdorowitz and Pérez 2023 exam listening in high-level college learners. This follows earlier research into an 'ease of language understanding' (ELU) model (Rönnberg et al., 2013), where cognitive processing of spoken language depends on working memory (WM) and executive memory functions (EMF). When phonological input does not match stored lexical representations, the rapid automatic multimodal binding of phonology (RAMBPHO) buffer is engaged, increasing cognitive processing time. Ohlenforst (2017) highlights that extreme mismatches can significantly slow comprehension or even inhibit understanding. This study hypothesizes that optimizing the delivery speed of video dialogue can reduce reliance on EMF, allowing for greater WM processing and improved comprehension. A quantitative analysis will identify the optimal delivery speed range and necessary adjustments for accented speech. Findings from this study will inform best practices for content creators and educators, improving the effectiveness of video-based instruction for ESL learners.</p>
0127	Vasilia Al Khaldi	AI-Driven Innovations in Applied Linguistics and Language Education: Transforming University Teaching in the UAE and Beyond	<p>As the UAE continues to position itself as a global hub for innovation and education, AI-driven technologies are revolutionizing language teaching and learning in higher education. This presentation explores cutting-edge AI applications in applied linguistics and language education, focusing on their relevance to university-level teaching in the UAE's multicultural, multilingual academic landscape. Drawing on case studies from UAE institutions, the discussion highlights AI tools such as intelligent tutoring systems, natural language processing (NLP) platforms, and adaptive learning algorithms designed to enhance Arabic/English bilingual instruction, automate formative assessment, and personalize learning pathways for diverse student populations.</p> <p>Key themes include the integration of generative AI (e.g., ChatGPT) for fostering critical thinking through simulated dialogues, AI-powered analytics for identifying linguistic proficiency gaps, and ethical considerations in balancing automation with human-centered pedagogy. The presentation also addresses challenges such as data privacy, algorithmic bias, and faculty preparedness in adopting AI tools.</p>

- 0130 Diana Al Haffar** **Bridging the Gap: Enhancing Essay Performance in GCAA/EASA Exams through Structured Training** This presentation highlights an ongoing initiative at Abu Dhabi Polytechnic to improve student performance in the essay components of GCAA/EASA exams for Modules 7 (Maintenance Practices), 9 (Human Factors), and 10 (Aviation Legislation). Since its launch in the 2022–2023 academic year, the program has followed a two-phase plan showing measurable results.
- Phase One involved analyzing exam data to identify key language and writing issues. In response, essay writing classes were introduced, rubrics were improved, instructors received professional development, and a glossary of key terms was created. In Phase Two, essay training was fully integrated into the curriculum, glossary resources were expanded, and standardized templates for writing and assessment were adopted.
- The initiative has resulted in improved writing quality, clearer essay structure, and increased pass rates—2023 recorded the highest rates since 2018. The presentation recommends sustaining training, refining assessments, fostering collaboration between language and technical instructors, and using technology to support skill development.
- 0133 Rania Amoori** **ضبط المصطلح بوصفه هدفاً من أهداف تخطيط المتن اللغوي؛ المصطلح اللساني أنموذجاً.** يعد المصطلح أداة أساسية من أدوات المنهج العلمي، إذ لا يستقيم منهج إلا إذا بُني على مصطلحات دقيقة، وقد أوكل تقنين استعمال المصطلحات حسب الميادين والاختصاصات لعلم المصطلح الذي عرّف بأنه " العلم الذي يبحث في المفاهيم والمصطلحات المعيّنة عنها في اللغة المعيّنة، بهدف إنتاج معاجم متخصصة " ، وذلك بتحديد القوالب والأشكال والقواعد التي تسهّل عملية تعميم المصطلح وفرضه، وهو ما يسمّى بـ " التقييس "، ويفترض أن تتم بواسطة هذه العملية مراجعة الإطار النظري للمفاهيم، والتنبّث من العلاقة الوظيفية بينها وبين المصطلحات الدالة عليها. ولا تكون اللغة قادرة على استيعاب الصوغ الدلالي والتوليد الاصطلاحي إلا إذا قام أصحابها بتمكينها لاحتضان المفاهيم الوافدة، عبر تفجير طاقاتها الكامنة واستغلال أساليبها اللغوية. سيحاول هذا البحث أن يقف على مشكلات المصطلح المتخصّص، وتحديدًا المصطلح اللساني، وما يعاني منه من تعدّد واضطراب ناجم عن كونه يعرّف، في الغالب، عن مفهوم مستحدّث في الغرب، وليس وليد دراسات عربية، فجاء المصطلح الذي يعبر عن هذا المفهوم غريباً كذلك. سيتبع هذا البحث المنهج الوصفي التحليلي في محاولة لوصف واقع المصطلح اللساني في الدراسات اللسانية الحديثة، ومن ثم سيقترح طرقاً لتقييسه، أي المصطلح، وضبطه وتوحيده، ومن ثم سن القوانين المتعلقة بصياغته من خلال تقديم نماذج لمصطلحات لسانية مقترحة وتوصيات بإجراءات مناسبة. وضبط المصطلح وصياغته لا تكون بالنظر إلى البنية دون المفهوم، بل سينطلق الضبط من تحديد ملامح المفهوم وصولاً إلى اقتراح بنية مناسبة تحويه.

0136	Monica Ortega Leonardo	THE USE OF THE PORTFOLIO IN THE SPANISH LANGUAGE CLASS	<p>The objective of this research was to study and verify the effectiveness of the Portfolio as an Assessment Method in the development of skills in the Spanish as a foreign language class through the use of The Experimental Research Design Method with pretest with two groups of students, one experimental and one control. The study was conducted with a group of high school students in an American school in the UAE.</p> <p>The report consists of several sections:</p> <ul style="list-style-type: none"> - The state of the portfolio in the classroom in general and in the foreign language class. - The analysis of its function as an evaluation method and the European Language Portfolio is briefly discussed. - Finally, the methodology that was used to research this report is explained. <p>Based on the analysis of the data provided by the questionnaires, conclusions were drawn that aim to show that the portfolio increases learners' involvement in the learning process, promotes self-reflection, and can be an alternative evaluation instrument that eliminates problems that traditional evaluation currently generates. The poster is presented to prove that the Use of The Portfolio in the Language class is a method that enhances the students' creativity, innovation, reflective, and critical skills.</p>
0142	Dulmin Wijerathne	Educators' Perceptions of AI in Academic Writing: Navigating the Dichotomy of Academic Integrity and Teacher Cognition	<p>The integration of artificial intelligence (AI) into academic writing presents a fundamental paradox: it enhances learning opportunities while simultaneously challenging traditional notions of academic integrity. As AI-generated content becomes more sophisticated, educators find themselves at a critical juncture—tasked with upholding ethical academic practices while adapting to technological shifts. This presentation argues that the effectiveness of teaching and learning is deeply rooted in educators' cognition, particularly their perceptions, beliefs, and decision-making processes regarding AI's role in student writing.</p> <p>By examining faculty perspectives, this talk will explore the dichotomy of academic integrity—AI as both an enabler of ethical learning and a tool that may compromise originality. Educators' views range from embracing AI as a means to enhance writing development to concerns about its impact on critical thinking and intellectual honesty. These perspectives shape pedagogical responses, influencing assessment strategies, policy adaptation, and AI literacy in the classroom.</p> <p>This presentation underscores the urgent need to explore educators' voices in shaping AI's integration into higher education. By understanding faculty perceptions, institutions can develop balanced, informed policies that align with pedagogical values while ensuring academic integrity. Attendees will be invited to critically reflect on how cognition-driven approaches can guide ethical AI integration, ensuring that technology serves as a complement rather than a replacement for genuine learning.</p>

0145 Safaa Eissa Chatbot as a reflection guidance Tool for Applied Linguistics Students

One of the most impressive AI-driven innovations widely used in education is Chatbot. Kohnke (2023) used a chatbot as a pedagogical tool to enhance students' English language learning. Chatbots can help students reflect on their learning (Wolfbauer et al., 2023) and support their personalized learning (Guo and Li, 2024). This presentation aims to share the results of a classroom-based study conducted during the academic year 2024-2025 with 19 students majoring in Applied Linguistics and enrolled in three different linguistic courses: sociolinguistics, morphology & syntax, and English for public relations and marketing. The study was in response to students' difficulties in producing their reflection tasks by seeking answers to three questions: 1) To what extent is using a chatbot as a reflection guidance tool effective in enhancing Applied Linguistics students' ability to reflect on course-related topics? 2) How satisfied are Applied Linguistics students with incorporating chatbots in their course-related tasks? 3) What is the impact of integrating a chatbot in linguistic courses on enhancing Applied Linguistics students' personalized learning? The study adopted a mixed methods approach where both quantitative and qualitative data were collected from participants using focus groups and pre-post surveys. Participants were asked to initially accomplish their reflection tasks without using the chatbot and then to check their work using the chatbot to guide them. Findings showed that guided by the chatbot, students were able to personalize their learning and receive immediate required

feedback. Suggestions for future work will be shared with the audience.

- | | | | |
|-------------|-----------------------|---|--|
| 0148 | Shorouk Hanafy | Going Old-School: Reigniting Classroom Engagement | <p>This presentation explores the pedagogical value of returning to experiential, technology-free teaching methodologies in contemporary educational environments. As digital tools increasingly dominate classroom instruction, there is a corresponding decline in student engagement, creative problem-solving, and interpersonal skills development. The presentation demonstrates how the strategic implementation of hands-on learning experiences can significantly enhance student motivation, classroom engagement, and critical thinking capabilities. Drawing from my classroom experience, I'll highlight practical techniques that activate multiple cognitive pathways through physical interaction with learning materials, showcase some technology-free teaching approaches, and address common implementation challenges. Participants will gain insights into effectively balancing digital tools with experiential learning opportunities that reconnect students with tangible learning experiences.</p> |
| 0154 | Mona El Samaty | Empowering ESL Learners: Critical Thinking through Generative AI Integration | <p>The growing presence of GenAI in education offers English language teachers powerful tools to support learners. For ESL students, GenAI can aid vocabulary acquisition, grammar correction, and writing feedback. However, if used uncritically, these tools risk promoting overreliance and superficial engagement with language. Using Paulo Freire's Critical Pedagogy as a framework, this presentation explores how ESL educators can integrate GenAI meaningfully in their classrooms, while fostering students' critical thinking. Freire emphasized the importance of moving beyond passive content consumption toward active engagement, reflection, and inquiry. Students are encouraged to question, analyze, and co-construct knowledge, skills crucial for language learners navigating AI-generated content.</p> <p>This session introduces the SAMR (Substitution, Augmentation, Modification, Redefinition) model to scaffold AI integration in a way that enhances language learning and critical reflection. Practical GenAI-enhanced ESL activities that promote higher-order thinking will be shared for each of the SAMR levels. The presentation will also address ethical concerns such as plagiarism and AI bias, and consider how to ensure equitable access for diverse learners.</p> <p>Ultimately, this session positions GenAI as a thinking partner, supporting language growth through inquiry, dialogue, and reflection. Teachers will leave with a toolkit of ideas to balance technological innovation with Freirean pedagogy, helping students become not only better English users, but more reflective and thoughtful communicators in an AI-mediated world.</p> |

- | | | | |
|-------------|---|--|--|
| 0157 | Edith
Flahive | Integrating Positive
Psychology into
Language Learning | <p>Positive psychology (PP) is the study of how positive emotions contribute to optimising performance. It is based on three main components: positive emotions (such as enjoyment that leads to satisfaction), positive traits (individual characteristics that help people thrive), and positive institutions (organisational settings that enable individuals to flourish) (MacIntyre et al., 2016). Emotions play a crucial role in achieving success and enhancing performance when learning a new language (Aydin, 2020; Shao et al., 2020).</p> <p>While previous research mainly focused on negative emotions and cognitive aspects of second language acquisition and foreign language learning, there has been a growing interest in the relationship between positive psychology and language learning over the past twenty years (Dewaele et al., 2019).</p> <p>This presentation aims to analyse and synthesise studies that explore the relationship between positive psychology, second language acquisition, and foreign language learning, with an emphasis on practical implications. It concludes that effectively integrating elements of positive psychology can enhance enjoyment in learning a foreign language, reduce anxiety, and improve essential language skills. Participants will leave with key pedagogical strategies to promote positive psychology in their language teaching contexts.</p> |
| 0160 | Chahrazad
Mouhoubi
-Messadh | The Path to
Academic Success
through Students'
Involvement:
Stories of Success
and Failure from
the EFL Classroom | <p>Fostering academic success for students of all levels represents one of the primary prerequisites of effective education. Teachers invest efforts to help students access extensive opportunities for lifelong achievement. The EFL classroom, in particular, could be considered an appropriate setting to shape experiences of success or failure depending on students' emotional involvement. Different factors might intervene in the process of constructing such experiences that gradually turn into stories of success and failure that students resort to or recall whenever necessary. Within this perspective, the aim of this paper is to explore the role of students' emotional involvement in enhancing academic success. Through this case study, students' involvement is shown to be a driving force for learning and achievement if students are supported in an environment that meets their expectations of success. Additionally, recommendations are given for classroom practice with the objective of increasing effective educational outcomes.</p> |
| 0163 | Dina
Almalki &
Hanadi
Alosaimi | Integrating
Artificial
Intelligence in
Language
Education:
Innovative Tools
for an Engaging
Classroom | <p>The field of language education is undergoing a significant transformation with the advancement of artificial intelligence (AI), providing innovative tools for analyzing learners' errors and designing more efficient individualized learning plans. This study explores the role of AI in enhancing language learning through its application in the classroom, focusing on interactive tools such as ClassPoint, Bamboozle, and Word Cloud, as well as storytelling design using specialized software.</p> <p>In this research, AI-powered tools were used to analyze learners'</p> |

errors, creating a dynamic learning environment that adapts to students' individual needs. AI-generated character designs were integrated to enhance engagement and interaction in the classroom. Bamboozle was utilized to provide interactive activities that stimulate critical thinking, while Word Cloud supported vocabulary acquisition through visually engaging methods.

The findings suggest that incorporating AI in language education not only improves error detection but also enhances teaching strategies, making them more tailored to learners' needs. This study highlights the importance of innovation in language education and the necessity of leveraging modern technologies to improve learning quality and foster student engagement in the classroom.

- | | | | |
|-------------|---|---|---|
| 0166 | Siham BOUZAR FODIL-CHERIF | Language Assessment in Algerian Higher Education: Insights from EFL Teachers | <p>In an era increasingly shaped by artificial intelligence and digital innovation, this study investigates EFL teachers' perceptions of assessment within Algerian higher education and how these perceptions influence their instructional practices. Adopting a mixed-methods research design, data were gathered from a diverse group of EFL educators across Algerian universities using a semi-structured survey. The findings uncover a spectrum of views on assessment, revealing an ongoing tension between conventional approaches and emerging alternative methods—some of which are shaped by advancements in educational technologies. The study also highlights key challenges faced by teachers, including large class sizes, limited time and resources, assessment overload, and the growing complexities introduced by technology integration. These insights underscore the need to reconceptualize assessment practices in alignment with contemporary pedagogical and technological developments.</p> |
| 0169 | Bashir Abu-Hamour & Hanan Al Hmouz | Using ChatGPT to Support the Writing of Psychoeducational and Linguistic Reports for Students with Exceptional Abilities | <p>This presentation examines how ChatGPT can effectively support the development of 20 scientifically based psychoeducational and linguistic reports for the 2024–2025 academic year. It integrates the latest theory of human intelligence and outlines key components of these reports, focusing on diverse cognitive and linguistic profiles of students with learning difficulties and giftedness. Through practical examples, we demonstrate how ChatGPT enhances the writing process, improves organization, and assists in interpreting quantitative findings from cognitive, achievement, and linguistic assessments. The presentation also underscores the importance of balancing human expertise with artificial intelligence to ensure accuracy, depth, and quality in reporting. By using AI, educators and practitioners can enhance report writing while maintaining a high standard of scientific rigor and professional insight, ultimately supporting more effective educational planning for students with exceptional abilities, such as those with learning difficulties or giftedness. In addition, we explore how AI tools like ChatGPT can serve as ongoing professional development resources, helping practitioners refine their analytical skills and remain up to date with evolving best practices in psychoeducational assessment. The session</p> |

will also address ethical considerations, emphasizing the need for responsible AI use, data confidentiality, and the avoidance of over-reliance on automated outputs.

0172 **Samaa
Abdelghan
y**

**Bridging Language
and Technology: AI
Innovations in
Malay Language
Acquisition**

In Southeast Asia, where regional integration and intercultural communication are on the rise, the Malay language (Bahasa Melayu) takes center stage as a unifying linguistic bond. The role of Malay is highly multifunctional due to its simple grammar, phonetics, and widespread use across Malaysia, Brunei, Singapore, and parts of Indonesia and Thailand. Unlike other Malay learning approaches that provide practical utility and cultural insight, current learning approaches fall short in providing immersive, contextual, and flexible learning experiences. This paper illustrates how artificial intelligence (AI) is transforming accessibility and interactivity in Malay language learning through personalized tools. The enhancement provided by real-time dialogue and speech feedback is highlighted in AI-powered conversational applications designed to teach Malay, showing how adaptive content delivery improves learner engagement and communicative competence. Under the applied linguistics framework, this research demonstrates the enabling power of AI on learner autonomy, motivation, and authentic language use. For languages that are less frequently taught such as Malay, the use of AI technology within language instruction encourages responsive barriers around inclusivity, scalability, and culture. The presentation has practical ramifications for educators, developers, and policymakers, as these findings contribute to the discourse on education innovation through the use of artificial intelligence.

0175	Dahlia Yousri Aboulmaaty	Emotional Intelligence in Language Education: Empowering Teachers and Engaging Learners	<p>In an increasingly interconnected and multicultural world, language education goes beyond grammar and vocabulary. It is a deeply human process that thrives on empathy, connection, and understanding. This presentation explores the significant role of Emotional Intelligence (EI) in language education, focusing on how educators can leverage EI to enhance teaching effectiveness and create more inclusive, engaging learning environments.</p> <p>The presentation will first define Emotional Intelligence in the context of education, outlining its five key components: self-awareness, self-regulation, motivation, empathy, and social skills. We will examine how these elements intersect with language teaching and why they are crucial—especially in addressing learner anxiety, building trust, managing classroom interactions, and fostering student motivation.</p> <p>The main focus of the session will be on practical integration: how teachers can actively cultivate and apply EI in their daily practice. Through classroom-based examples and teacher reflections, we will explore techniques such as emotion-aware lesson planning, empathetic feedback, and strategies for promoting emotional safety and flexibility among learners. Special attention will be given to multilingual and multicultural classrooms, where emotional intelligence plays a dynamic role in bridging communication gaps and supporting diverse learner needs.</p>
0184	Lana Hiasat	Scroll, Learn, Teach: Reimagining Language Educator Development through AI and Instagram Reels	<p>In an age where attention spans are shrinking and AI is reshaping how we teach and learn, traditional models of professional development (PD) for language educators are no longer sufficient. This presentation explores a new, dynamic strategy for PD—leveraging the power of social media, especially Instagram Reels, as micro-learning hubs for professional growth. With a focus on AI-enhanced content and creator-driven pedagogy, we examine how platforms like Instagram offer language teachers access to engaging, on-the-go professional learning opportunities. By analyzing the impact of content creators such as Nick Saraev (tech and productivity for teachers), Tyler Wise (language learning tips), mkpaps (AI and language hacks), and Sabrina Ramonova of toolhub.co (AI tools for education), we uncover how short-form videos can deliver bite-sized, high-impact professional insights. These reels, often under 60 seconds, offer AI tool walkthroughs, classroom strategies, edtech tutorials, and motivational content—all optimized for a mobile-first teaching generation. The session introduces the "REEL PD" strategy—a four-step approach to transforming passive scrolling into intentional professional learning. Participants will leave with a curated list of creators to follow, a digital toolkit for managing social media-based PD, and ideas for using AI to personalize their professional learning journey.</p>

0187 Reem
Talab
Jaber
Alenezi

AI in Language
Teaching: Friend or
Foe?

Artificial intelligence (AI) is rapidly changing many areas, and education is no exception. In language teaching, AI is not just a future opportunity - it already affects how teachers teach and how students learn. This presentation poses an important question: Is AI a friend or foe in language learning? The session will explore the impact of AI on teaching methods and classroom dynamics. It will also identify potential risks, challenges, consequences, benefits, and shortcomings in the use of AI in educational settings. Drawing on recent studies and real-life examples, the presentation will examine different perspectives on the role of AI in language learning. The aim is to help teachers reflect on how AI can either support or complicate their teaching objectives. Lastly, the session will provide practical recommendations on how teachers can responsibly and effectively utilize AI to enhance learning while preserving the human connection at the core of education.

0190 maryam
alhashmi

الثنائية والتعدد اللغوي
اللغة العربية وتحدي
الاندماج العصري

إن العالم اليوم أضحى عالمًا تتحكم فيه لغة أحادية أمام الحضور المتعدد للغات، والتي أصبحت مهددة بالموت، مما يجعلنا أمام تساؤلات حول مصير اللغة الأم، وهي اللغة العربية. وإن اللغة العربية، كغيرها من اللغات، باللهاجات التي تواجه تداعيات مصيرية مشابهة في تعرضها للإنتكاس التواصلي بين أصحابها بشكل خاص، وفي المنظومات الحياتية بشكل عام، كالتعليمية والاقتصادية والسياسية وغيرها. كما أن اللغة العربية تواجه تحدياً في التناغم بينها وبين لغة العصر، مما يجعلنا نقف لبرهة حول تدخل الإنسان في اللغة أو في الأوضاع اللغوية، فالإنسان هو صاحب البراداييم المجتمعي في تشكيل ملامحه وفق كل عصر وأمام أي تحول قد يطرأ عليه.

إن اللغة تعتبر من أعظم الاكتشافات الإنسانية، فهي تنظم التواصل وتحدد آلية الفكر وترتب الحياة في كل مظاهرها. وإن محاولة الوقوف على تحدياتها لا تعتبر عملية أحادية الطرف؛ بل تشترك فيها أطراف المجتمع. لذا، فمن المهم أن ندرك أن مناقشة اللغة هو الوقوف في الأساس على شكل من أشكال الثقافة والتمايز البشري، وأنها بمثابة ميراث يتكون من صيغ أفكار وسلوك ونتاج يعطي لجماعة بشرية ولأفرادها تمايزاً خاصاً.

إن الاستعمال اللغوي أمام التعددات اللغوية يساهم في خلق مستمر ومتجدد للحياة، وإن التغيير اللغوي والثقافي عبر التاريخ هو صفة طبيعية للمجتمعات الإنسانية. فالظواهر الاجتماعية نتاج مبني اجتماعياً، ويمكن التمييز بينها من خلال النشاطات المرتبطة باللغة، كالأنشطة الثقافية والتعليمية والرعاية الطبية وصياغة القوانين والتأليف والكتابة والقراءة وغيرها، فهي ركيزة الإبداع وتفاعل الأفراد مع أنفسهم ومع ما حولهم.

إن الحفر في تاريخ الأصل اللغوي هو ما يعيننا على فهم واقعه أمام ما يسمى بالتحديات، والتاريخ اللغوي مظهر من مظاهر تاريخ العالم، وليس في جزء كبير منه سوى إدارة لهذا التعدد اللغوي. لذا، إن للتعدد اللغوي - خلافاً لما يمكن للبعض أن يتصوره - وضعاً خاصاً، وليس مقصوراً على مناطق مخصوصة، ولا هو سمة من سمات العالم الثالث على وجه التحديد، أو من سمات البلدان النامية، التي نتصورها بدهشة موزعة بين لهجاتها ولغاتها المحلية. إن التعددية قدر مشترك، فالناس أينما كانوا، وأياً كانت اللغة الأولى التي سمعوها أو تعلموها، فإنهم يلاقون لغات أخرى في كل يوم، فيفهمونها أو لا يفهمون، ويتعرفون عليها أو لا يتعرفون، ويحبون أو لا يحبون، وتحكمهم أو يحكمونها، وتستجيب أو لا تستجيب للحاجات الاجتماعية، وتجاري أو لا تجاري تناعي الطلب الاجتماعي؛ إن العالم متعدد اللغات، تلك حقيقة واقعة.

ومن هنا، فإن البحث يقدم تساؤلات حول كيفية تفسير الحياة واستمرارية اللغة العربية - كونها لغتنا الأم - مع هذه التعددية التي نشهدها اليوم. وكيف يمكن أن ننظر للغات بموضوعية، وكيف نصل مع الجيل إلى أن اللغة العربية تاريخاً متجذراً مع اليقين بأن تكوين الحضارات عملية مشتركة بين كل الحضارات، وكيف كان دور اللغة العربية في تكوين ملامح الحضارة الإنسانية لنصل إلى الثقة باللغة العربية أمام العصرية.

- 0193 Rehab Elshafey** الذكاء الاصطناعي وتأثيره على نمو اللغة في مرحلة الطفولة المبكرة
- إن الذكاء الاصطناعي يؤثر بشكل كبير على تعليم اللغة في الطفولة المبكرة من خلال ابتكار أساليب التدريس وتصميم دورات تفاعلية ومبادرات ومسابقات رقمية متنوعة، وتحسين آليات التقييم، مما يؤدي في نهاية المطاف إلى تعزيز التطور اللغوي لدى الأطفال مع التأكيد على الحاجة إلى الإعداد الرقمي الجيد للمعلمين ومعالجة المخاطر المحتملة. كما سيلعب الذكاء الاصطناعي دورًا في تعزيز دراسة تطور اللغة لدى الأطفال، مع التركيز على المدخلات الحسية والآليات المعرفية والتفاعلات الاجتماعية، وبالتالي تحسين فهم وتطبيق نظريات اكتساب اللغة في بيئات التعلم في العالم الواقعي. سيعزز الذكاء الاصطناعي تجارب التعلم الشخصية في رياض الأطفال، مما يمكن أن يؤثر بشكل إيجابي على التطور اللغوي. ومع ذلك، فإنه يحذر أيضًا من المخاطر مثل اتساع الفجوة الرقمية، مع التأكيد على الحاجة إلى منهج يواكب ثقافيًا التطور الهائل للتخفيف من هذه الآثار.
- 0197 Lalla Mariem Belghita** الكتابة الأكاديمية " والذكاء الاصطناعي في التعليم العالي بين الرفض والاعتراف: نحو مشروع مقترح للتوظيف المسؤول والتقنين التربوي الواعي."
- يشهد التعليم الجامعي في العصر الرقمي تحولًا غير مسبوق بفعل التطور السريع في تقنيات الذكاء الاصطناعي، وخاصة في مجال الكتابة الأكاديمية. وبينما يُنظر إلى أدوات الذكاء الاصطناعي بوصفها آلية فعالة لتحسين مهارات الكتابة، تُقابل هذه التقنيات في بعض الأوساط الجامعية بالرفض والريبة، خشية الوقوع في شبهة الغش الأكاديمي أو فقدان مهارات التعبير الذاتي. يهدف هذا البحث إلى استكشاف موقف المؤسسات الجامعية من توظيف الذكاء الاصطناعي في الكتابة، وتحليل أسباب التوجس من اعتماده، مقابل الاعتراف المتنامي بأهميته وفعالته. كما يسعى إلى تقديم مشروع مقترح يوازن بين الاستفادة من هذه التقنيات وتحديد ضوابط واضحة لاستخدامها، بما يضمن عدم المساس بأخلاقيات البحث الأكاديمي. ويرتكز المشروع المقترح على وضع معايير تربوية وتقنية وأخلاقية تعتمدها الجامعات لشرعنة استخدام أدوات الذكاء الاصطناعي، وتوظيفها كمكمل تعليمي يساهم في تطوير مهارات الكتابة لدى الطلبة بدلًا من أن يُنظر إليها كأداة للغش. تستند هذه الدراسة إلى منهج وصفي تحليلي، وتوظف أدوات البحث الكيفي والمقارن من خلال تحليل سياسات جامعية مختارة، واستطلاع آراء أساتذة وطلبة بشأن استخدام الذكاء الاصطناعي في الكتابة. ويخلص البحث إلى أن الإشكالية لا تكمن في الأداة ذاتها، بل في غياب إطار قانوني وتربوي واضح يحكم استخدامها. ويؤكد على ضرورة الاعتراف بتقنيات الذكاء الاصطناعي كشرية تربوية فاعلة، لا يمكن تجاهله، مع وضع ميثاق تعليمي خاص يحدد ضوابط الاستخدام وآلياته.
- 0198 Dima Farhat** Teacher Education Programmes Through AI
- Teacher preparation programs are designed to qualify newcomers for the teaching profession and equip them with the necessary skills to teach in the 21st century. Despite the importance of the knowledge and skill development offered in these programs, the short-term practicum may not be sufficient to prepare teachers for emerging practice-oriented challenges in the classroom. This paper reports on an investigation of in-service teachers' experiences of professional learning while practicing teaching in various parts of the UAE and Oman. In professional development research, teachers' perspectives tend to be underscored with a focus on the effectiveness of professional development programs in preparing teachers for improved student learning outcomes (Haug and Mork, 2021). Qualitative focus group interviews were conducted with in-service teachers who completed their Postgraduate Professional Diploma in Teaching qualification. The findings of the qualitative study revealed a

growing interest in more informal ways of professional learning through reflection, networking, and exchanging field experiences, which subsequently necessitates the development of professional learning communities and practitioner research through the use of AI to enhance pedagogical beliefs and skills. Implications include the integration of Artificial Intelligence (AI) in teacher preparation programs, which can significantly enhance the professional learning experiences and the development of strong professional identities for in-service teachers.

0199 ANAR
ALRUWAIE

**AI-Powered
Language Learning:
Impact on English-
Speaking Accuracy
and Fluency in
Kuwaiti EFL
Students**

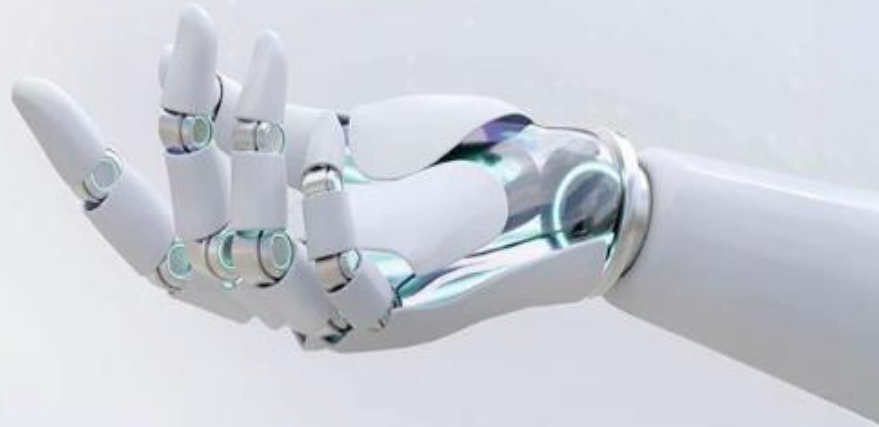
This presentation, based on a PhD thesis, explores the challenges faced by Kuwaiti EFL students in developing spoken English skills, particularly due to limited opportunities for meaningful conversation. It examines traditional teaching approaches and their constraints in fostering conversational abilities. The study investigates the potential role of Artificial Intelligence (AI) technologies, such as generative platforms and chatbots, to enhance language learning through personalized feedback and interactive practice. Employing a mixed-methods approach, the study gathers both quantitative and qualitative data through surveys and semi-structured interviews to evaluate the experiences of Kuwaiti EFL learners using an AI-based language platform. Findings indicate that students observed noticeable improvements in their English-speaking skills after engaging with the AI tool, with many benefiting from increased fluency, confidence, and opportunities for self-correction. While some learners reported challenges, including over-reliance on technology and insufficient personalized feedback, these issues were outweighed by the overall positive impact on speaking proficiency and motivation. The study demonstrates the potential benefits of AI in enhancing EFL speaking abilities in Kuwait and underscores the importance of more engaging content and comprehensive teacher support to maximize the effectiveness of AI in language education. The implications point to the value of AI in fostering speaking skills, while highlighting the need for targeted teacher training to ensure successful integration into classrooms.

0200	Rana Zein	Practical Guide to Using AI in Research	<p>This workshop explores the transformative role of AI in academic research and writing, focusing on its applications in education. Participants will gain hands-on experience with cutting-edge AI tools that streamline literature reviews, data analysis, and manuscript preparation.</p> <p>Key Focus Areas:</p> <p>Enhancing Academic Writing: Learn to use AI for grammar checks, improving clarity, and drafting literature reviews.</p> <p>Data Analysis: Explore AI tools for data analysis to uncover deeper insights.</p> <p>Innovative Research Approaches: Discover how AI can identify research gaps and predict trends in learning and teaching.</p> <p>Ethical Considerations: Address crucial issues of authorship, plagiarism, and data privacy when using AI in research.</p> <p>The workshop combines presentations, activities, and hands-on exercises to provide practical skills for integrating AI into research workflows.</p> <p>By the end of the workshop, researchers, educators, and professionals will be equipped to leverage AI responsibly, enhancing their productivity and innovation in academic pursuits while navigating ethical challenges.</p>
0185	Tania Santana, Abedalmajeed, & Samantha Ismaile	World Englishes and Language Teaching in Health Fields for Non-Native Speakers: A Scoping Review	<p>Background: English is the primary language in health-related education, facilitating global collaboration and knowledge exchange. However, the emergence of World Englishes challenges traditional teaching models emphasizing native-speaker norms in grammar, pronunciation, and usage. In multilingual classrooms, strict adherence to these norms can limit non-native speakers' academic engagement and communication skills, potentially affecting clinical competence. This highlights the significant need for inclusive language approaches that prioritize intelligibility and effective communication.</p> <p>Objective: Examining the influence of World Englishes on language teaching in health-related education and identifies strategies to address linguistic diversity and improve educational outcomes for non-native speakers.</p> <p>Methods: A scoping review of studies published between 2000 and 2025 was conducted across PubMed, ERIC, and Scopus, focusing on English language instruction in multilingual health-related education settings.</p> <p>Results: Fifteen randomized control or longitudinal studies were included. Findings show that strict adherence to native-speaker norms marginalizes non-native speakers, limiting academic performance and participation. In contrast, using AI-driven tools alongside a World-Englishes approach enhances language proficiency, academic outcomes, cultural responsiveness. Key strategies include translanguaging, localized teaching materials, professional development in multilingual pedagogy, multimedia integration, and dual-language immersion, complemented by traditional supports like sheltered instruction and peer collaboration.</p> <p>Conclusion: This review underscores the significant need for a shift in health-related education away from native-speaker norms toward</p>

World-Englishes-informed practices. Integrating AI-driven tools with this approach could represent a powerful paradigm for enhancing language proficiency, academic performance, and cultural responsiveness, ultimately better preparing linguistically diverse healthcare professionals for global practice.

7TH APPLIED LINGUISTICS AND LANGUAGE TEACHING INTERNATIONAL CONFERENCE

AI-Driven Innovations
and Emerging Trends in
Applied Linguistics and
Language Education



FRI

02 MAY 2025

SAT

03 MAY 2025

ZAYED UNIVERISTY | DUBAI, UAE



www.allt-uae.org

FOLLOW US ON SOCIAL MEDIA:

