



Qatar University 7th Annual International Conference (virtual) on English Language Teaching

Hybrid Learning in ELT: Motivation, Challenges and Opportunities

Conference Schedule

Day 1: Saturday 8 October

11:00-12:15 Password:	11:00	Plenary Session				
	11:05	Catering for Individual Learner Differences in Actual and Virtual Learning Environments: An SLA Perspective				
	11:15	<p>Rod Ellis This talk will examine how popular teacher guides (e.g. Ur, 1996; Hedge, 2000) propose teachers should take account of individual differences (IDs) in language learners. I will then evaluate these proposals in terms of what researchers have found out about the role of IDs in language learning in general. I suggest a number of general principles that can guide teachers in deciding how to accommodate individual differences in their real or virtual classes.</p> <p>Bio Professor Emeritus Rod Ellis is a Kenneth W. Mildener Prize-winning British linguist. He is currently a Research Professor in the School of Education, at Curtin University in Perth, Australia. He is also a Professor at Anaheim University, where he serves as the Vice President of Academic Affairs. Ellis is a Visiting Professor at Shanghai International Studies University as part of China’s Chang Jiang Scholars Program and an Emeritus Professor of the University of Auckland. He has also been elected as a Fellow of the Royal Society of New Zealand. He has published many textbooks and journal articles on Second Language Learning and Acquisition.</p>				
	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6
1:00 – 1:30	<p>Featured Session New Learning Scenarios: A Brave Hybrid World</p> <p>Gabriel Maggioli Hybrid learning and teaching are emerging as the new paradigms for education, particularly at the tertiary level. But what do we really know about the teacher and student experience in this medium? In this presentation, we will explore this and other related questions.</p> <p>Bio Dr Gabriel Díaz Maggioli is a teacher who applies</p>	<p>Flip to Engage: The ELT Flipped Classroom</p> <p>Daniel Morris This session will explore strategies and benefits associated with the flipped classroom in ELT and how it can be successfully implemented in the face-to-face or online lesson. Our aim is to engage students in effective asynchronous and synchronous learning as we help them take greater control of their</p>	<p>Coaching: Reframe Situations to Gain Results</p> <p>Mouza Almannaei How to build a coaching practice to improve the ability to work with teachers? Reframing situations to achieve desired outcomes is a crucial skill for teachers to use. As a result, they can go from perceiving a half-empty cup to seeing one that is half-full. This session will address the approach that can sustain practices.</p> <p>Bio An English Language Supervisor who is currently</p>	<p>E-portfolio – Yet Another Tool for Enhancing Student Engagement</p> <p>Lubna Shaiq This session aims to help teachers understand what their well-being is and how it affects their teaching and their interaction with learners. It also offers some strategies for teacher wellbeing.</p> <p>Bio Mrs Lubna Shaiq is an English Lecturer at Qatar University with an MA English Language Teaching and Applied Linguistics from King’s College London (UK). Previously, she served as an ESL/ EFL Lecturer</p>	<p>Maximizing Learning and Engagement with Digital Tools</p> <p>Alex Warren With a move to online or blended learning now the norm for many, the value of the digitalized course book has never been higher. In this session, we will look at the advantages of using classroom presentation tools and how they can be used to not only modify lesson delivery, but to transform it.</p> <p>Bio Alex is a DELTA trained teacher trainer with over 18 years’ experience of working</p>	<p>Feedback Made Easier Through Technology</p> <p>Liliana Waicekawsy & Florencia Yuvero This work explains how we used a Google extension “Talk and Comment” with undergraduate students of Universidad Nacional de San Luis (Argentina). This digital resource allowed us to give formative feedback to our students on their performance after instruction on a discipline-specific task.</p>

	<p>the lessons learned in the classroom to his roles as teacher educator, researcher, and writer. He is Academic Advisor to the Institute of Education at Universidad ORT Uruguay. Gabriel is President of IATEFL and a former member of the Board of TESOL.</p>	<p>learning.</p> <p>Bio Daniel Morris holds a BA (Hons) degree in Hispanic Studies and a Cambridge CELTA. Before joining Express Publishing as an ELT Consultant in 2018, he worked as an EFL teacher and British Council Language Assistant in Spain. He has delivered teacher training sessions and presentations at international ELT conferences worldwide.</p>	<p>working at the Ministry of Education and Higher Education, Qatar (Educational Supervision Office). Mouza has 12 years of practical experience in training and mentoring. She holds a Certified Trainer Certificate from the Qatar Academy of Finance and Business.</p>	<p>in Saudi Arabia, UK and Pakistan. Her areas of interest include motivation, teacher well-being, and second language learning.</p>	<p>in ELT as a teacher, teacher trainer and academic director. He has presented in over 50 countries throughout Europe, Africa, the Middle East and Latin America. Alex is currently the Senior ELT Academic Consultant for National Geographic Learning.</p>	<p>Bio Liliana Waicekawsy holds a position as an Adjunct Professor at the Institute of Foreign Languages at Universidad Nacional de San Luis (Argentina), where she teaches English for Specific Purposes. She is also a translator and an EFL specialist, and holds a Master's degree in Applied Linguistics.</p> <p>Bio Florencia Silvia Yuvero holds a position as an Assistant Professor at the Institute of Foreign Languages at Universidad Nacional de San Luis (Argentina), where she teaches English for Specific Purposes. She is also a translator and a Scientific and Technical Specialist.</p>
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<p>2:00 – 2:30</p>	<p>Featured Session Redefining Effective Learner Engagement in the Language Classroom</p> <p>Mehmet Orkun Learner engagement is an indispensable component</p>	<p>Building Teacher Capacity through Neuro-Linguistic Programming</p> <p>Raisa Gladushyna This qualitative research explores the Neuro-Linguistic Programming</p>	<p>Motivation: The key for Student Success</p> <p>Ahlam Allouh The workshop will tackle “motivation” as a key factor in the success of students at all stages of their</p>	<p>Make your Classroom an International Forum</p> <p>Eric Hagley, Almonzer Salah & Matthew Cotter This workshop will show you how you and your students can join an international</p>	<p>Correlating Motivation, Amotivation and IELTS Test-Takers’ Learning</p> <p>Anjana Krishna & V.K. Karthika This study investigates factors that motivate or demotivate</p>	<p>Feedback on Learner Writing and Learner Development</p> <p>Jeremy Phillips & Lei Chan This study investigated the effectiveness of</p>

<p>of successful language classes. This session will discuss the disparities in defining learner engagement and learner motivation. For this purpose, a logical basis for effective learner engagement in hybrid language instruction will be elucidated in the light of the current developments in language teaching. Additionally, techniques to create an engaging learning environment and to harvest the benefits of learner motivation and learner engagement will be discussed.</p> <p>Bio Dr Mehmet Orkun Canbay received his Ph.D. in Language Teaching. He is a Lecturer in English at Qatar University in the Foundation Program, where he also serves as the Chair of the Academic Excellence and Professional Development Committee. He has presented his research and given workshops at international conferences. His main research interests are based on L2 Writing, Written Corrective Feedback, Learner Engagement, and Memory Systems. In his</p>	<p>(NLP) strategy that enhances professional development of would-be teachers of English. The impact evaluation revealed that participants were enabled to deal effectively with NLP techniques, which include anchoring, visualization, rapport building, sensory acuity, behavioral flexibility, and others. The NLP empowers teachers and students to have fruitful goal-oriented communication.</p> <p>Bio Raisa Gladushyna received her PhD in Psychology, and is currently an Associate Professor at the Department of English Language and Communication at Borys Grinchenko Kyiv University, Ukraine. Her research interests include psycholinguistics, bilingual and multilingual education. She was also a Fulbright Visiting Scholar at State University of New York, 2021-2022.</p>	<p>educational journey. Importance of motivation will be highlighted as a crucial factor of self-regulated learning that enables people to steer their own learning.</p> <p>Bio Ahlam has 22 years of experience in the field of education. She is an English supervisor who is currently working at the Educational Supervision Office (MOE). She worked as an English coordinator for four years and as an English teacher for ten years.</p>	<p>community as part of your English language learning. The community is called the IVEProject and has thousands of students from more than 20 countries participating in online English and intercultural learning. Participation in the project is free of charge and has been shown in research to be very beneficial.</p> <p>Bio Eric Hagley is a PhD student at Griffith University. He worked many years in Japan, and developed projects internationally. He created the IVEProject, which has had over 35,000 students from 25 countries participating in Virtual Exchange. He has written on VE extensively. He is also Co-chair and President of APVEA.</p> <p>Bio Almonzer Salah is a Lecturer and Head of the E-learning Department at Alfajr College and the International University of Africa. He implemented and supervised the E-Examination at the International University of Africa, Sudan International University, and Alfajr College,</p> <p>Bio Matt Cotter teaches at Hokusei Gakuen University Junior College in the north of Japan.</p>	<p>IELTS test-takers in achieving successful learning outcomes. Conceptualised as a mixed-method study in the paradigm of self-determination theory, interviews and the Academic Motivation Scale (AMS) were used as data collection tools. The findings will recommend specific pedagogical and learning approaches that facilitate efficient language output.</p> <p>Bio Anjana Krishna S is currently pursuing a PhD at the National Institute of Technology, Tiruchirappalli, India. She holds a Bachelor in English Language & a Master's in English Language & Literature, as well as a Master's in Sociology. She presently works in the area of English language education.</p> <p>Bio V.K. Karthika obtained her doctorate in English Language Education from the English and Foreign Languages University Hyderabad, India. Her teaching philosophy is deeply rooted in her belief that education must be an agent of transformation by enabling its stakeholders to activate social and emotional learning, thus building a better humanity.</p>	<p>comprehensive written corrective feedback (WCF) on L2 learners' writing and its effects of writing improvement in subsequent drafts. Three WCF formats were compared: comprehensive feedback only (CFO), comprehensive feedback combined with audio-recorded feedback (CFA) and comprehensive feedback combined with student – teacher meetings.</p> <p>Bio Jeremy Phillips is from Toronto, Canada. He has taught English in S. Korea, the Czech Republic, Toronto, Turkey, Japan and Macau, China. He Holds an MA from The University of Reading and a DELTA. His research interests include teacher-training, materials design and academic writing.</p> <p>Bio Lei Chan (Vicky) is an English Lecturer at the Macao Institute for Tourism Studies. She received her MA in applied linguistics and her TESOL graduate certificate from Boston</p>
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	<p>most recent research study, he examines the use of Artificial Intelligence Writing Assistants in text production in Higher Education.</p>			<p>He has been involved in the IVEProject for the last 4 years and it is part of his intercultural communication class syllabus. He is also a member of the research team for this IVE program.</p>		<p>University, and she has published in language perception and assessment. Her research interests include language acquisition, multilingualism, and English teaching and learning.</p>
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<p>3:30 – 4:00</p>	<p>Mitigating Student Motivation and Teacher Beliefs</p> <p>Mick King</p> <p>Anchoring this session on motivation theory and self-determination theory, both of which remain relevant to this day, this session will first map my own changing teacher beliefs over my career with those of the various students I taught. Attendees should take away from the session a personal blueprint for potential change to their teaching philosophy and approach, which can improve the socio-emotional engagement between themselves and their students.</p> <p>Bio Dr Mick King is Assistant Professor at the Community College of Qatar. He holds</p>	<p>Instructional Strategies that Promote Innovative and Creative Literacy</p> <p>Arwa Darweesh</p> <p>Innovative literacy is reading, writing, speaking and listening to do a complex task, solve a complex problem, invent a unique product or process, or create something new or influential. Innovative literacy helps learners develop adaptability and a practical orientation to their work and their lives both inside and outside the classroom and school setting. This is the key to their learning. Join the session to hear more.</p> <p>Bio Arwa is a secondary English language teacher with a BA in English literature from</p>	<p>Perceptions of Critical Thinking Skills and their Application in Writing</p> <p>Mondher Chaabane</p> <p>Critical thinking (CT) is the intellectual activity of reasoning that leads to balanced and rational judgements. Within this context, the current research seeks to identify second-year university students' perceptions of CT skills in writing and evaluate the extent to which they apply these CT skills in their argumentative essays.</p> <p>Bio Dr Mondher Chaabane is a Lecturer in the Foundation Program Department of English at Qatar University. He holds a PhD in Applied Linguistics and his research interests include second language learning, writing across the curriculum,</p>	<p>Setting the Stage for More Extramural Learning</p> <p>Noureddine Azmi</p> <p>Hybrid learning has recently been widely implemented to ensure more social distancing, and allow students to continue their learning during the Covid-19 pandemic. A post-hybrid course interview was conducted with a sample of students at the ENCG Business School-Marrakech to investigate the challenges and potential benefits of going hybrid, and the promotion of autonomous learning.</p> <p>Bio Dr Noureddine Azmi is an Associate Professor at the ENCG Business School, Cadi Ayyad University, Marrakesh. He holds a Ph.D. in TEFL and also a TESOL Certificate in Educational Technology. His research interests include ELT, educational technology, and intercultural</p>	<p>Emotional Intelligence and EFL Learners' Productive Skills</p> <p>Asma Rahmani & Samira Zitouni</p> <p>The present study attempts to investigate the impact of Emotional Intelligence (EI) on the enhancement of English Foreign language Learners' productive skills. To gain empirical data, a questionnaire was administered to the study's sample. The main findings denote that EI affects learners' productive skills and boosts their soft skills.</p> <p>Bio Dr Asma Rahmani holds a PhD in TEFL and is an Assistant Professor at the department of Media and Communication, Batna-1 University, Algeria. She has published several articles and organized various training days and conferences. She has also received academic</p>	<p>Exploring Hybrid Teaching-Challenges with Young Students</p> <p>Patti Tatum</p> <p>Hybrid teaching has added a new dimension to the delivery of information to learners including the youngest in school settings. Within hybrid teaching, educators, students, and families may face various challenges in utilizing this approach. This session will discuss the possible solutions, likely success in the delivery or access to the information.</p> <p>Bio Patti Tatum has been working in Qatar for the past ten years with young children. She is a lifelong learner who has over 33 years in education. She is</p>



	<p>postgraduate qualifications in both teaching and educational management. His 31-year career has encompassed academic and administrative roles, teacher association service, and research dissemination on eclectic topics.</p>	<p>the university of Jordan with 15 years of teaching experience. She focuses on providing engaging, robust, and differentiated learning experiences for my students and the educational community, and has handled different ages and different levels.</p>	<p>critical thinking and transfer of learning.</p>	<p>communication. Nouredine has presented at various conferences and has published extensively.</p>	<p>trainings and is a member in Psychology of Road User Laboratory.</p> <p>Bio Dr Samira Zitouni is a PhD researcher in the field of applied linguistics. She has published ten national and international articles, as well as she has published an international book with Cambridge Scholars. She has also completed an international training program on Research Manuscript Drafting and Publishing.</p>	<p>interested in learning more about coding and STEM to help develop her student into 21st-century learners.</p>
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<p>4:30 – 5:00</p>	<p>Featured Session Exploring EMI Lecturers' Teaching Experiences</p> <p>Joyce Kling</p> <p>What are the levels of EMI lecturers' oral English for teaching university content courses? And what teacher training or English language training experiences do EMI lecturers have? From a teacher cognition perspective, this talk will address these concerns link FL English-speaking lecturers' proficiency to their teaching practices and experiences in Europe to provide a transnational perspective.</p> <p>Bio Dr Joyce Kling is TESOL International Association president for 2022-2023. She is a Senior Lecturer at Lund University, where she teaches second language teacher education courses to pre-service and in-service teachers. Over the course of her career, she has worked as an ESL & EFL teacher, program director and administrator, teacher trainer, researcher, materials developer, author, and consultant. She received</p>	<p>Post-pandemic Challenges for Schools</p> <p>Hechmi Hamadi</p> <p>COVID-19 pandemic required faculty and students to adapt to an unprecedented challenge and rapidly transition from traditional face-to-face instruction to distance learning. While most campuses trained faculty to ensure quality and maintenance of curriculum, students, however, faced numerous challenges in adapting to this abrupt change in their education</p> <p>Bio Heshmi Hamadi is a Lecturer in the English Foundation Program at Qatar University with an MA in Applied Linguistics from the University of Southern Queensland, Australia. He has taught ESL in his home country, Tunisia, Oman and Qatar, has attended numerous professional development workshops and conferences, and has presented at various conferences.</p>	<p>Ideas to Differentiate Effectively in Classroom.</p> <p>El-Shimaa Tarek</p> <p>Every learner has his/her unique learning style and methodology. As teachers, we must always work on creating the atmosphere that helps these learners be positive as group members and practise their unique identity at the same time. This can be achieved by applying differentiation in classrooms.</p> <p>Bio El-Shimaa is a teacher of English who aims at developing learners' minds and abilities.</p>	<p>Human-Computer Interaction in Computer-Mediated Corrective Feedback on L2 Writing</p> <p>Hadiseh Fallahpour</p> <p>This study highlights computer-mediated feedback on writing for IELTS candidates, which has proven to develop significant interaction with IELTS learners. Infusing computer-mediated feedback into writings can have effect on candidates who lack formal training.</p> <p>Bio Hadiseh Fallahpour is an Iranian-born graduate student of TEFL with extensive publication record, as well as an IELTS instructor with more than 12 years of experience as a teacher, teacher trainer, materials developer, interpreter, and course designer. Recently, her IELTS speaking book was published too.</p>	<p>Local Culture as a Point of Departure in Creating Creative Classrooms</p> <p>Abutaleb Iranmehr & Hossein Davari</p> <p>Target culture has been used as a source of content for many English coursebooks. From a critical standpoint, due to the scope of English application both geographically and communicatively, it should not be merely confined to target culture. In this paper, the rationale for applying local culture in developing creativity in classrooms is elaborated.</p> <p>Bio Dr Abutaleb Iranmehr has a PhD in TEF. He is an Assistant Professor of TEFL at Shahrood University of Technology, Iran. His research areas include EAP, materials development and psycholinguistics.</p> <p>Bio Dr Hossein Davari has a PhD in linguistics. He is an Associate Professor of applied linguistics at Damghan University, Iran. His research areas include sociolinguistics, materials development and critical pedagogy.</p>	<p>Benefits and Challenges of Using Multiple Feedback Modes</p> <p>Samira Moussaoui</p> <p>This paper will shed light on how using different modes of feedback aids learners increase their meta-cognitive awareness and develop their critical thinking skills in writing academic essays. The presentation will also highlight some benefits and challenges of providing feedback online versus traditional classroom feedback to learners with writing difficulties.</p> <p>Bio Dr Samira Moussaoui holds a PhD in the field of English language teaching and educational psychology, with a teaching experience spanning over 15 years. Her research interests include English language teaching/ learning, writing and assessment, affect, introspective research, and educational technology.</p>
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	<p>her PhD in Applied Linguistics, with a focus on English-medium instruction (EMI), from the University of Copenhagen. Her research interests include EMI, teacher cognition, and language testing and assessment.</p>					
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<p>5:30 – 6:00</p>	<p>Critical Language Awareness in Academic Writing Classes</p> <p>Zsuzsanna Munday</p> <p>Critical Language Awareness (CLA) in academic writing classes provides frameworks that</p>	<p>CreARTivity in the EFL Classroom</p> <p>Georgia Delimpanidou</p> <p>This session presents an example of a long-distance training program for the English teachers of Western</p>	<p>Blended Learning in Practice</p> <p>Sameh Marzouki</p> <p>The abrupt shift to remote and blended learning drove many educators to adapt new skills to meet their students' needs.</p>	<p>The Effect of Expectancy-Value on University Students' Level of Autonomy</p> <p>Rida Sellali</p> <p>The study carried out at the University Centre of Si-Lhaouas, Barika investigated the impact of the course-</p>	<p>Web Accessibility Considerations for Language Teachers</p> <p>John Allan</p> <p>Educational digital accessibility is often viewed as a set of practices dedicated that assist disabled</p>	<p>Technology Integration in the Language Learning Process</p> <p>Mauren García</p> <p>Integrating technology in the classroom enlivens learning and promotes students' engagement.</p>

<p>focus on students' strengths, and embrace their varied views, cultures, and languages in the classroom. CLA presents writing instructors with the tools to offer students a place of growth and motivation especially in culturally diverse educational institutions.</p> <p>Bio Zsuzsanna Mikecz Munday is an Assistant Professor at the Department of English at the American University of Sharjah. She has been teaching academic writing and professional communication courses for over 25 years.</p>	<p>Thessaloniki, Greece, organized by the S.E.E.* for EFL teachers during the past school year. The program focused on visual literacy and the development of critical thinking skills through the use of art. *S.E.E. – Senior Education Executive</p> <p>Bio Georgia Delimpanidou is a Senior Education Executive for EFL teachers in Western Thessaloniki, Greece. She holds two Bachelor Degrees (English Language and Literature, and History of Art), a Master's Degree in EFL teaching, and she is also a PhD candidate at the Ionian University of Corfu. She speaks English, French and Italian.</p>	<p>This presentation will unpack a variety of techniques and strategies that have been developed during blended learning to empower learners and enhance their motivation as well as to boost their autonomy and active engagement.</p> <p>Bio Sameh Marzouki is a Tunisian Senior Teacher and trained Cambridge DELTA Teacher Trainer, who has been practicing TEFL and TEYL for fifteen years in Tunisia and abroad. She is an active member in Tunisia TESOL, TATE, Africa ELTA, and IATEFL YL SIG, and has delivered various workshops and presentations worldwide.</p>	<p>values and graduation expectancy on student's level of autonomy. The findings revealed that course-value and success expectancy are significant predictors of autonomous-learning beliefs and practices.</p> <p>Bio Rida Sellali is a PhD candidate at the department of English Language and Literature at the University of Mostapha Stambouli, Algeria, and teaches EFL reading, writing and academic writing at the University Centre of Si-Lhaouas – Barika. His research interests include educational psychology, assessment and testing, autonomous learning, and second-language acquisition.</p>	<p>individuals with challenges to participate in online and blended courses. In fact, accessibility practices endeavor to more than eliminate barriers to education; they ensure that digital content is enhanced for everyone. This session discusses ways that educators can support digital accessibility within their professional networks.</p> <p>Bio John Allan is an educator who works in the technology enhanced language learning field. He creates online learning opportunities and mentors instructors on the Avenue project. He holds an MSc in Computer Assisted Language learning, a M.Ed. in Distance Education, and a B.Ed. in TESL.</p>	<p>Most of the time, teachers believe it is about knowing how to use different tools, however, technology integration is about boosting innovation and transforming learning experiences making them more interactive and student-centered.</p> <p>Bio Mauren Guevara García is a Professor at Universidad Técnica Nacional, Costa Rica. She holds a Master's degree in English, Business Administration and Project Management, and has 17 years of experience in higher education by teaching English in different majors, teaching training, and designing and implementing hybrid and virtual courses.</p>
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Day 2: Sunday 9 October

10:00-11:00	<p>Plenary Session</p> <p>What we Do is what we Choose to Do. But what <i>Should</i> we Choose?</p> <p>It sometimes feels as if teachers have no choice, hemmed in as we are by organisations, syllabuses and exams. But if we have learned anything by being forced online, we have learned that we DO have a choice, which today could be virtual, hybrid or F2F teaching. We always have a choice about how to respond to the situation we are in, however challenging it maybe: the way we teach, the topics introduced, what we ask students to do and how we make them feel.</p> <p>Bio Jeremy Harmer is a teacher, trainer and writer with many years of experience. He offers talks and training all over the world. Among his many titles are The practice of Language Teaching (Pearson), 50 Communicative Activities (Cambridge University Press), Jetstream (Helbling), and three graded readers for Cambridge. Away from ELT, Jeremy is a practising musician and singer songwriter.</p>					
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11:30 -12:00	<p>Featured Session</p> <p>Assessing Current Practices and Future Perspectives</p> <p>Ahmed Al Rahbi</p> <p>The presentation intends to shed light on the implementation of Foucault's model of disciplinary power in the educational system. It will also discuss how examinations can yield positive results. However, there could be negative outcomes at both the personal and community levels.</p>	<p>From Dependence to Autonomy</p> <p>Rouba Saba & Raeesa Ali</p> <p>The workshop will tackle autonomous learning, its importance, and the characteristics of autonomous learners. The attendees need to demonstrate understanding of the role of effective teachers in moving dependent learners into independent ones by applying some of the cognitive and metacognitive strategies.</p>	<p>Moroccan Teachers' Assessment Practices and Attitudes toward Alternative Assessment"</p> <p>Abdelfattah Laabidi & Hicham Kasmi</p> <p>This presentation presents the findings of a study conducted about the use of alternative assessment by teachers at high school.</p> <p>Bio Dr Abdelfattah Laabidi has been an English teacher for 10 years, with a PhD in English studies from Sidi Mohamed Ben Abdellah</p>	<p>Lessons within Lessons: Developing Critical Thinking</p> <p>David Finrock</p> <p>Our brains follow the path of least resistance. Consequently, our "thinking" is mostly reacting according past experience and assumptions. This produces interference when trying to achieve new goals. Cognitive distortion refers to these counterproductive patterns. This session will address managing these with students to build rapport and develop critical thinking.</p>	<p>Using Mentimeter in Hybrid and Online Lessons</p> <p>Panagiota Tzanni</p> <p>This interactive workshop will introduce Mentimeter, a platform that allows teachers to create interactive presentations, interactive polls, quizzes and word clouds, engaging their students in an innovative way. Mentimeter can be used in face-to-face, online and hybrid settings with similar success without a steep learning curve for the teacher or the students.</p> <p>Bio</p>	<p>Vocabulary Learning for Low-proficiency L2 Learners Using Quizlet</p> <p>Muna Muqaibal</p> <p>This study evaluated the effectiveness of a CALL program (Quizlet) under two different time distributions (1-Day spacing and 7-day spacing between learning sessions) to accelerate L2 vocabulary learning for low-proficiency L2 learners at the university level. Additionally, the study explored teachers' and students' perceptions of using and implementing Quizlet.</p>

	<p>Bio Ahmed Al Rahbi is an Assistant Professor and the Director of the Foundation Institute, University of Nizwa, Oman. He is also the Chair of the Foundation Institute Board, member of the Academic Council Board, Executive Board, and the Convener of the Foundation Program Board. He has more than 30 years' experience in Teaching English in Omani Public Schools, and Higher Education Institutions in Oman and abroad. He is an external reviewer for Foundation Programs at Oman Academic Accreditation Authority (OAAA) and internal and external supervisor for MA TESOL program thesis. Other important positions include Training Specialist at Ministry of Education (MoE) and member at The Cambridge Higher Education Consortium.</p>	<p>Bio Rouba Saba has been an English supervisor at the Ministry of Education and Higher Education, Supervision Office since 2012, and holds a Bachelor in English Language and Literature. At MOE, she is currently in charge of monitoring teachers' and coordinators' performance in order to improve the teaching and learning process.</p> <p>Bio Raeesa Ali is an English supervisor who has been working at the Ministry of Education and Higher Education, Supervision Office since 2015 until now. She is also a Certified Trainer holding a Bachelor degree in Education.</p>	<p>University. He has worked as a teacher in the English department at the Faculty of Arts and Human Sciences in Meknes, has published extensively, and has also participated in many conferences.</p> <p>Bio Kasmi Hicham is a high school English teacher in Sale, and he has been teaching English for 9 years. He received his B.A. in 2001 and his M.A. in 2014 at Moulay Ismail University. Currently, he is a 2nd year PhD student at the Ibn Tofail University.</p>	<p>Bio David Finrock is a Course Lead and Head of ASIST in the Foundation Program at Qatar University. He has lived in the GCC for the last 10 years both in Oman and Qatar. He is a certified professional coach, and he initiated a professional coaching service for faculty at Qatar University.</p>	<p>Panagiota (Penny) Tzanni is currently an EAP Lecturer and Course Designer at the University of Nottingham Ningbo China. Prior to that, she worked at UCL, Coventry University, and elsewhere. She is currently also doing her PhD at Lancaster University on technology-enhanced learning. Her interests include technology in language learning and in higher education in general.</p>	<p>Bio Muna Muqaibal is the Head of the Quality Assurance Department and an English Language Lecturer at the University of Technology and Applied Sciences – Salalah. Her current research looks to evaluate the effectiveness of CALL programs and time distribution in practice when used for L2 vocabulary learning among low-proficiency L2 learners.</p>
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<p>12:30 – 1:00</p>	<p>Featured Session Has Hybrid Learning Transformed Our Perspective on Future Education?</p> <p>Rana Khan In the wake of the pandemic, different formats have been incorporated into hybrid education. This presentation outlines hybrid learning and differentiates it from online and blended learning. Attendees will learn how hybrid learning can be a powerful motivator for our ELT students in diverse situations where conventional education cannot keep up. Due to hybrid learning, our perspective on education has changed forever. To conclude, the session identifies challenges and recommends practical solutions.</p> <p>Bio Rana Khan holds a Master's degree in English Literature and Business Administration. She has extensive teaching experience and has also served on the Conferences Professional Council, TESOL International Association</p>	<p>What Lies behind the Success of CLIL Learners?</p> <p>Agnieszka Borowiak This session presents the results of a study, which focuses on CLIL learners' and non-CLIL learners' motivation. The study was conducted during one school term. The sample comprised 91 participants attending two secondary schools in Poland. This discussion will finish with pedagogical implications.</p> <p>Bio Dr Agnieszka Borowiak holds a Ph.D. in Linguistics and is an Assistant Professor at the University of Humanities and Economics in Łódź and WBK University in Poznań. Her scholarly interests include CLIL and individual differences. She is a member of PTN, IATEFL, and COST.</p>	<p>Reading on Screen Vs Print: An Investigation into the Attitudes of EFL Undergraduates</p> <p>Omar Taky-Eddine This study explored university students' attitudes toward onscreen reading and the factors affecting their attitudes. Overall, this study revealed five positive and negative factors affecting students' attitudes toward onscreen and print reading. These include practical factors, psychological factors, economic factors, cognitive factors, and health factors.</p> <p>Bio Omar Taky-Eddine is a high school EFL Teacher in Morocco. He holds a bachelor degree in applied linguistics and TEFL from the Faculty of Education, a Master's of Education in TEFL & ICT, and he is also currently a doctoral student in English.</p>	<p>Managing Unseen Disabilities at Tertiary Level</p> <p>Enita Barrett Participants will examine types of unseen disabilities and discuss strategies and best practices for managing unseen disabilities in tertiary classrooms,</p> <p>Bio Enita Elecia Barrett is a lecturer and Special needs Co-lead at Qatar University FPDE. She holds M.Ed degrees in Educational leadership, TESOL, Special Ed and instructional leadership and Ed.D in Educational leadership.</p>	<p>Mapping the Road to Personalized Learning</p> <p>Naglaa Mahmoud Personalized learning takes into account the specific strengths, interests, and needs of each student and creates a unique learning experience based on those individual traits. This workshop aims to give an in-depth look at personalized learning; what it is, why it is important, and how participants can effectively implement it.</p> <p>Bio Naglaa Mahmoud is an English specialist in the Ministry of Education in Qatar. She graduated from the College of Education with a degree in English, and she also has a diploma in teaching English as a second language. She has a long experience of teaching English in Egypt and Qatar.</p>	<p>Flipped Learning's role in Promoting Learners' Autonomy</p> <p>Amal Eissa & Hyder Al-Mughrabi Flipped learning is more learner-centered as students need to depend more on themselves in their learning. The study investigated the role of flipped classroom in promoting the students' learning autonomy in the foundation level at Dhofar University and the role of teachers in helping students to be responsible for their learning.</p> <p>Bio Amal Eissa holds a CELTA and an MA in Curriculum and English Instruction, has been an English Lecturer for 28 years, and is currently an Advance HE Fellow too. He has papers on peer tutoring, critical thinking and flipped learning, and is the Committee Chair of Muraje'a (Revision) Center to help all students including students-at- risk.</p> <p>Bio Hyder Al-Mughrabi has an MA in Translation, a CELTA, and more than 20 years of experience in the field of ELT. He strives to bring a</p>
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	as Chair (2021). Rana is currently the president of TEFL Kuwait and is working as Academic Coordinator to the Intensive English Program, Algonquin College, Kuwait.					unique perspective to the classroom in that he also has a background in translation and simultaneous interpretation.
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1:30 – 2:00	<p>Featured Session</p> <p>Teaching L2 Reading and Viewing in Changing Times</p> <p>Lawrence Zhang</p> <p>Reading is a key component in many L2 curricula for different age groups, and so is viewing in recent decades. In this presentation, I introduce a pedagogical framework that teachers might want to consider for developing students' language skills and strategies for further development of these skills through reading and viewing.</p> <p>Bio</p> <p>Professor Lawrence Jun Zhang, PhD, is Professor of Applied Linguistics/TESOL and Associate Dean of the Faculty of Education and Social Work, University of Auckland, New Zealand. His teaching mainly</p>	<p>Effective Techniques to Improve English Oral Communication Skills</p> <p>Lana Shahata</p> <p>The session highlights some techniques that can influence students' language performance, and help them to develop positive attitudes towards learning the English language. The paper offers four recommendations concerning the training of students to transform their positive attitudes into action and the training of teachers to employ techniques effectively to match the needs and expectations of the students.</p> <p>Bio</p> <p>Dr Lana Shahata has been working in Saudi Arabia since 2015 as an English Lecturer in many different Saudi</p>	<p>The Role of Native Speakers in Developing Students' Speaking Skills</p> <p>Blerim Sherifi</p> <p>This presentation highlights the role of native speakers in improving speaking skills. It will discuss the approaches for breaking ice for our students to start speaking with native speakers. Our students have a good chance to build the confidence of speaking English with native speakers in their classes. My presentation will be about teaching English to the armed forces who learn English for Special Purposes.</p> <p>Bio</p> <p>Blerim Sherifi comes from from Kosovo and holds a BA and an MA in English Language Teaching. He has been working for Kosovo Armed Forces as</p>	<p>Further Than a Good Student!</p> <p>Yumn Soufi</p> <p>In an increasingly unpredictable world, our learners need the skill to be able to work independently and regulate their own learning. Now, more than ever, learner autonomy can play a crucial role in students' academic and personal success. But what exactly is learner autonomy, and how can learners develop it?</p> <p>Bio</p> <p>Yumn Soufi is an English Coordinator at Moza Bint Mohamed Primary school for Girls. She holds post-graduate qualifications in teaching. Her 15-year career has encompassed academic roles and research dissemination on teaching and learning topics.</p>	<p>Top Two Tech Tools to Support Reading and Writing</p> <p>Alaeddin Halwani</p> <p>This presentation will focus on two of the best tech tools to help students gain confidence with reading, writing, studying and research: Read & Write and Actively Learn. They are both designed to engage everyone with digital content in a way that suits his/her abilities and learning styles.</p> <p>Bio</p> <p>Alaeddin Halwani is a Lecturer in the Foundation Program, Department of English in Qatar University. He has a Master's degree in Linguistics & ELT from Leeds University in Britain. He has given many workshops, locally, regionally, and internationally on the use</p>	<p>Padlet: An Effective CALL Integrated Tool in Developing Learners' Autonomy</p> <p>Sabah Shafique & Aisha Bhatti</p> <p>Technology integration is a Hybrid Learning Approach (HLA) which is not a new idea, instead it has evolved from Blended Learning Theory (BLT). HLA has introduced numerous online tools including Padlet. This study investigated the usefulness of Padlet in an ESL classroom for writing. The results highlight Padlet as an effective CALL integrated tool in developing learners' autonomy for writing skills.</p> <p>Bio</p> <p>Sabah Shafique has been teaching at the post of Lecturer at National University of Modern Languages since 2018. She is also an examiner of MA TEFL dissertation at Allama</p>



<p>involves supervising 18 fulltime PhD students in Education (Applied Linguistics/ TESOL) and delivering courses in systemic functional linguistics in language education. His major interests are in learner metacognition and teacher education, with particular reference to L2 reading/writing and ESP/EAP. He has published extensively along these lines in leading SSCI-indexed international journals. He is also a popular plenary/keynote speaker at over 20 conferences around the world.</p>	<p>universities. She received a Ph.D. in applied linguistics from Omdurman Islamic University in 2019.</p>	<p>an English instructor for 8 years, and has participated and presented in many national and international conferences, such as IATEFL, TESOL, ELTA, etc.</p>			<p>of technology in language learning.</p>	<p>Iqbal Open University. She has been teaching English for last 8 years and her area of interest is ELT and technology.</p> <p>Bio Dr Aisha Bhatti holds a PhD in Linguistics from the University Teknologi Malaysia. She has a long teaching experience in various universities in Pakistan and Saudi Arabia, such as Imam Abdulrahman Bin Faisal University. She has also served as an English Lecturer at the National University of Modern Languages in Pakistan from 2006 to 2009.</p>
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<p>3:00 – 4:00</p>	<p>Plenary Session How Teachers do Pandemic</p> <p>Liz England</p> <p>We know well that learners who take control of their own learning do better than those who do not. We encourage students to own their English, and to consider their own approaches and gifts as their skills grow. What about teachers? It is time we start to produce research on how and to what extent we teachers change and move forward in these challenging times. Please join us for this presentation: an opportunity to re-focus, intentionalize, and re-boot for our professional futures.</p> <p>Bio With an academic career in language teacher education in the United States and on five continents, Professor England has enjoyed contributing to projects focusing on educational program design, implementation, and evaluation for universities, ministries, and private and government agencies. She has worked extensively in the Middle East and North Africa as well as on both short- and long-term assignments in over 30 countries worldwide. Author of many books, chapters, and journal articles, her recent research focuses on career path development and she has published the first book on the subject in 2019, <i>TESOL Career Path Development: Creating Professional Success</i> (Routledge). Her newest co-edited book (England, Kamhi-Stein, and Korpmpas) <i>English Language Teacher Education in Changing Times: Perspectives, Strategies, and New Ways of Teaching and Learning</i> (Routledge, 2023) focuses on our work during the global pandemic. Dr. England looks forward very much to her first virtual visit to.</p>					

<p>4:30 – 5:00</p>	<p>Designing and Conducting Effective Speaking Tests</p> <p>Sedigh Mohammadi</p> <p>This presentation explores the principles of designing and implementing speaking tests. It provides practical approaches to adapting standardised speaking exams such as A2 Key, and B1 Preliminary. Participants will examine a sample speaking test video and will have the opportunity to grade the students in the video using a rubric.</p> <p>Bio</p> <p>Sid Mohammadi is an EAP teacher at the Community College of Qatar. He is involved in syllabus design, educational technology, assessment, and teacher training. He received Professor Jack C. Richards Scholarship to complete his MA in ELT. He has taught at universities in the United Kingdom, Turkey, Iran, and Qatar.</p>	<p>Dealing with Difficult and Large Classes in TESL/TEFL</p> <p>Arisandy</p> <p>The presentation is based on my case study, and (Shamim & Kuchah, 2020). In the U.S. or Europe settings, large classes are not usually an issue. However, for English teachers in other countries, it is a dichotomy of quality or quantity. They doubt their teaching effectiveness and seek the solutions.</p> <p>Bio</p> <p>Arisandy has taught English for adolescents for 12 years in various private and public institutions. He earned his Master's degree in TESL from Kent State University, USA, and will start his PhD in Curriculum and Instruction in Fall 2023. His interests are ESL/EFL, curriculum studies, and linguistics.</p>	<p>Creativity Means Teach More while Doing Less</p> <p>Hanan Darwish</p> <p>This “Teaching Tips” workshop will provide insights into the importance of creativity in ELT. It will introduce various creative classroom practices and teaching strategies. It will also show how to adopt these practices and strategies to design activities to foster and enhance the learning of different language skills.</p> <p>Bio</p> <p>Hanan Darwish is an English language teacher holding a bachelor’s degree in English language literature. He has been teaching English for 18 years, at different stages and age groups starting with primary classes all the way up to college students.</p>	<p>Assessing in the New Normal</p> <p>María Cécica</p> <p>This research focused on developing a formative-reflexive evaluation model to strengthen the learning of English in university students in post-pandemic. It is based on Habermas and Freire's theories regarding critical-reflective orientation with a dialogical, inclusive and humanizing character. The model components were SMART goals, alternative evaluation techniques and ICT tools.</p> <p>Bio</p> <p>María Cécica holds a BA in English and Spanish, a postgraduate degree in TESOL from Anaheim University, and a MA in English Language Teaching for Self-Directed Learning from Universidad de La Sabana. She teaches English in secondary and tertiary education, and works as a Master's advisor at Umecit in Panamá.</p>	<p>How to Be a Navigator in Language Class</p> <p>Hanaa Jalal</p> <p>Flipped classroom moves instruction from the group learning space to the individual learning space. The resulting group space is transformed into a dynamic, interactive learning environment. Flipping helps students of all abilities to excel, increases student-teacher and student-student interaction. Flipping allows for real differentiation, and changes classroom management.</p> <p>Bio</p> <p>Hanaa Jalal is Coordinator of the English department at Arwa Secondary School for Girls. She has over 35 years' experience as a teacher and certified trainer. She holds a Bachelor in English, a High Diploma in special education, a High Diploma in psychology, and an MA in educational psychology.</p>	<p>Enhancing the Writing Skills of Students through Flipped Classroom Approach Using Facebook</p> <p>Arturo Palaming</p> <p>Flipped classroom is a “pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter”.</p> <p>Bio</p> <p>Dr Arturo Palaming completed an Ed.D. at Pangasinan State University, Philippines, a Ph.D. in Applied Linguistics in the UK, and a post-doctorate in Strategic Management and Leadership at the Philippine Christian University. He has published extensively, and he is currently a Senior High School Lecturer at Bautista National High School, Philippines.</p>
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5:30 – 6:00	<p>Social Justice in ELT: Navigating Educational Policy</p> <p>Anastasia Khawaja & Jennifer Killam</p> <p>In this discussion, panelists highlight the importance of DEI and the ways in which we as educators continue to work towards equity and inclusion while navigating an increasingly politicized educational landscape.</p> <p>Bio Dr Anastasia Khawaja is an Assistant Professor of instruction at INTO USF and an Adjunct Professor of English composition. Her research focuses on peace education and breaking the binary understanding of the Palestine/Israel region through language exploration. She is also chair of TESOL's Membership Professional Council.</p> <p>Bio Jennifer Killam is an Assistant Professor of English for Academic Purposes at Broward College in Fort Lauderdale, and a</p>	<p>Positive Psychology to Speak English Fluently</p> <p>Lourdes Vargas</p> <p>A classroom where a student feels safe and motivated is much easier to develop interactive lessons. Positive psychology prioritizes student over teacher duties, and removes obstacles for speaking English fluently. Eventually, it plants willingness to communicate. This session will explore these concepts.</p> <p>Bio Lourdes Vargas has been teaching general English and English for Specific Purposes for over 20 years at different institutions. She also runs six faculties at a private university teaching courses for taking international exams. Currently, she is running her own company of teaching English as a second language.</p>	<p>Concept-Mediated Instruction to Internalize New L2 Features</p> <p>Yurii Vedrashko</p> <p>Teachers can use cognitive concepts to modify the quality of current meaning-form relationships in L2 learners' actions. To enable such concepts, we would have to draw on already internalized L2 for mediation. Once enabled, we could use them as pedagogical tools to fine-tune meaning-form relationships in L2 learners' minds.</p> <p>Bio Yurii Vedrashko is an English Lecturer in FPDE at QU. After completing his graduate study in TESL, he taught English in different academic and professional settings in five countries. His professional interests have been Sociocultural theory in SLA research, development of instructional materials for adult L2 learners and Dynamic Assessment.</p>		<p>Lesson Study: A Deliberative Process to Create Collaborative Learning</p> <p>Saba Batool</p> <p>Lesson Study consists of a detailed examination of practice of teaching. The process is built on the premise that the best way to improve is for teachers to study the processes and then devise ways to improve. Engaged teachers undertake a cycle of activity together to investigate a specific aspect of classroom technique.</p> <p>Bio Saba Batool is leading a research team as Education Theme Advisor with University of Leicester, UK after having served as a School Leader in Qatar. She is a graduate of English literature, TESOL, and learning and teaching from Oxford University. She is pursuing a PhD in Education.</p>	<p>Creating Meaningful Relationships and Setting Boundaries with Your Students</p> <p>Jency George</p> <p>The relationship with students may change as they transition from adolescence. Teaching boundaries to your students is essential to their emotional development and intelligence. It helps them to become self-aware, builds confidence, and sets them up to have successful relationships. The presenter would discuss how to navigate conversations and boundaries with your students.</p> <p>Bio Jency George is currently working as an English teacher in M.E.S. Indian school, Doha, Qatar. He has completed an M.A in English, an M.Phil. in English, an M.Ed. and an M.Phil. in Education, an M.B.A. in Education Management, an M.Sc. in Psychology, and a P.G. in Parent Counselling.</p>



	doctoral candidate in Composition and Applied Linguistics at Indiana University of Pennsylvania. Her current research is focused on the intersection of language ideologies of linguistic justice.					
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