



جامعة قطر
QATAR UNIVERSITY

Qatar University 5th Annual International (Virtual) Conference of English Language Teaching

English Language Teaching and 21st Century Skills
- Communicate, Collaborate, Create



7 - 8 November 2020

Doha, Qatar

**Qatar University 5th Annual International (Virtual)
Conference on English Language Teaching.**

PROGRAM BOOK

7 – 8 November 2020



Organised by the Qatar University Foundation Programme in collaboration
with Ministry of Education & Higher Education, Qatar



البرنامج التأسيسي
Foundation Program
QATAR UNIVERSITY جامعة قطر

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Day 1 Plenary Speaker

Stephen Krashen



Three Issues in Language Acquisition and Use

1. Are some people “gifted” for languages? [No: Given “optimal input”, we are all gifted.] 2. Do some people have “an ear” for accents? [No: the perfect accent is inside us, but we don’t always use it} 3. What about writing? [Writing does not cause language acquisition but Writing can make you smarter!]

Stephen Krashen received a PhD in Linguistics from the University of California, Los Angeles in 1972. Krashen has among papers (peer-reviewed and not) and books, more than 486 publications, contributing to the fields of second-language acquisition, bilingual education, and reading. He is known for introducing various hypotheses related to second-language acquisition. Most recently, Krashen promotes the use of free voluntary reading during second-language acquisition, which he says "is the most powerful tool we have in language education, first and second."

Day 2 Plenary Speaker

Rod Ellis



Task-based language teaching: Where are we at and where are we going?

Task-based language teaching (TBLT) enshrines the three Cs of this conference – communicate, collaborate and create. In my talk, I will show how task-based language teaching (TBLT) grew out of communicative language teaching, drawing on both second language acquisition research and theories of education. I will trace its evolution and address key issues such as task classification, task sequencing, and building a complete lesson with a single task. I will also consider the use of tasks in computer-mediated language teaching and in assessment. I will emphasize that TBLT is multifarious and conclude with a set of questions that can guide the ongoing development of TBLT.

Rod Ellis is Emeritus Distinguished Professor of the University of Auckland. He has written extensively on second language acquisition and task-based language teaching. His most recent (co-authored) book is Task-based Language Teaching: Theory and Practice (2020) by Cambridge University Press.

Featured Speakers



Deborah Short

TESOL President (2020-2021)



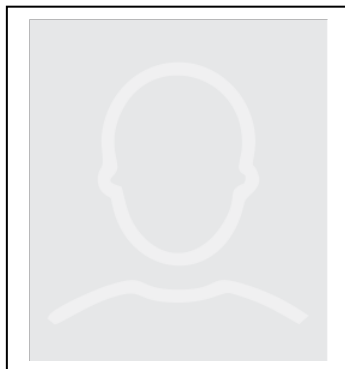
Harry Kuchah

IATEFL President (2020-2021)



Dudley Reynolds

TESOL President (2016-2017)



Shaikha Al-Remaihi

Ministry of Education, Qatar



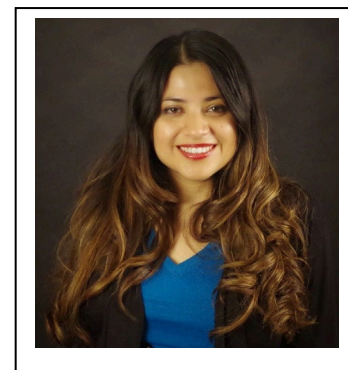
Andy Curtis

TESOL President (2015-2016)



Okon Effiong

Africa TESOL Founder/Past President
(2019-2020)



Shelly Sanchez

Education Consultant

DAY 1 – Saturday, November 7, 2020

Saturday 11.30 -12.30

PLENARY 1

Stephen Krashen

Three Issues in Language Acquisition and Use

Saturday 1.00 – 2.30

Panel Discussion

Room 1

Language Teacher Development in Qatar: Research and Pedagogy

This panel features contributions from researchers of EFL teacher development in Qatar. Panelists will provide their insights on local views regarding the importance and means of teacher development, the local availability of resources for teacher development, and opportunities for enhancing teacher development in Qatar.

Kashif Raza

Qatar University, Qatar

Dudley Reynolds

Carnegie Mellon University, Qatar

Mick King

Community College of Qatar, Qatar

Irene Theodoropoulou

Qatar University

Sara Hillman

Texas A & M University, Qatar

Saturday 1.00 – 1.30

Room 2

The Importance of Repurposing

This session will stress the importance of repurposing digital learning materials to save teachers' time and institutions' money while promoting digital materials consistency. Consistency is a precursor to building a reliable learning object repository.

John Allan

New Language Solutions, Canada

Saturday 1.00 – 1.30

Room 3

The Effectiveness of Spaced Practice: Using Technology in Learning Vocabulary

This study evaluated the effectiveness of two different time sequences (intensive versus spaced), using a vocabulary software programme (Quizlet) with low English achievers at the university level. Quizlet, under both time distributions, significantly facilitated vocabulary learning for these learners. This application in practice is one of the key contributions to knowledge.

Muna Muqaibal

Salalah College of Technology, Oman

Saturday 1.00 – 1.30

Room 4

Cognitive Styles: A Decisive Factor in Online Teaching

Field-dependent/independent cognitive styles are said to be an important factor that affects foreign language learners' achievement in face-to-face instruction. What impact is there of learners' cognitive styles on their achievement in online learning? A game whose winners are still controversial!

Sabah Sabbah

Community College of Qatar, Qatar

Saturday 1.00 – 1.30

Room 5

Engage Your students: Yes, You Can!

Every teacher dreams of engaging their students. Yet, the reality is student engagement can be one of the biggest challenges that teachers face. This interactive workshop offers participants various tools and easily adaptable activities that can engage their learners and make classes fun.

Abir Ahmed

Qatar University, Qatar

Saturday 1.00 - 1.30

Room 6

Introducing Critical Thinking into a Language Programme

Everything that students are engaged in at university or college involves critical thinking. However, critical thinking is rarely taught explicitly. This talk looks at how critical thinking can be included in existing programmes. Firstly, by planning a critical thinking syllabus and by introducing a range of practical thinking activities.

Richard Harrison

Canford Publishing, Muscat

Saturday 2.00 - 2.30

Room 2

Learning by Doing: Project-based Learning

Sometimes the process of getting there is more valuable than the final project itself. This is the idea behind project-based learning. It is not about the destination; it's about the journey, and sending your students on that type of journey can be great for their language learning.

Nara Avtandilyan

Community College of Qatar, Qatar

Saturday 2.00 - 2.30

Room 3

Alternative Assessments in Everyday Classroom Practices

This presentation focuses on assessing everyday classroom lessons with alternative techniques to measure learners' understanding of the course content informally. These strategies engage students by creating opportunities for them to state what they perceive and are able to do including obtaining, storing, retrieving, and using in appropriate ways.

Afroza Tina

Daffodil International University, Bangladesh

Saturday 2.00 – 2.30

Room 4

Strategies to Increase the Effectiveness of Virtual Learning

The problem has been the lack of interest and underemployment of students with previous language learning and English vocabulary. The content of reading texts, the effect of word classification on vocabulary learning and the role of recording two-person conversation and one-person speech are very effective in speaking fluently.

Mohsen Parvaneh

Freelance International Law and Education Consultant

Saturday 2.00 – 2.30

Room 5

Using Technology in Early Childhood to Enhance Learning

Technology has become a teaching tool in the educational setting and continues to work its way down to the youngest learners. Computers and projects have replaced television for showing information and videos to young children. Newer devices and interactive websites are being introduced in early childhood classrooms.

Patti Tatum

English Modern School, Qatar

Saturday 2.00 – 2.30

Room 6

How to Use Technology Effectively in English Classrooms

It was thought that technology could replace English teachers in the long term. However, what people never imagined was that it would actually provide both students and educators with thousands of effective tools for language teaching, involving learners in real interaction, collaborative work and autonomous learning.

Leidy Castrillon

Universidad Santo Tomas, Colombia

Saturday 3.00 – 3.30

Featured

Room 1

Caring for Language Learners in a Virtual Environment

Connection, simplicity and engagement are essential to effective online learning. Students thrive when they feel connected to their teachers, the content, and peers. In this presentation, Shelly will provide tips and resources to help teachers better support their language learners and design engaging online lessons and live classes.

Shelly Sanchez

Harmony Schools, Houston, Texas, USA

Saturday 3.00 – 3.30

Room 2

The Why and How of Using Multicultural Children's Literature

Developing cross-cultural awareness through multicultural children's literature has been our goal in South Korea. In this session, we will discuss why multicultural children's literature should be used in the classroom, and will share how to develop a practical framework for examining similarities between cultures.

Adrienne Seo & Daniel Moonasar

Gyeonggi-do Institute, Korea South

Saturday 3.00 – 3.30

Room 3

Learning Model: Learner's Voice and Choice

The proposed model recognises the strength of student agency and promotes learner autonomy as the product of the learning process. In addition, it provides a clear applicable framework for educators in creating a learning path for their learners where learning becomes independent of the teacher or classroom environment.

Saba Batool

Al Shoumoukh International Academy, Qatar

Saturday 3.00 – 3.30

Room 4

Transfer of Writing Skills across Academic Subjects

Transfer of learning is at the core of the teaching and learning processes. It refers to the use of previously acquired learning outcomes and knowledge in new contexts. The main objective of the current study is to search for evidence of transfer across academic subjects.

Mondher Chaabane

Qatar University, Qatar

Saturday 3.00 – 3.30

Room 5

Assessing Online English Language Teaching Using Google Meet

This work presents our experience in teaching English to students using Google Meet during the Coronavirus pandemic. We try to assess to what extent the pedagogical goals of teaching have been met and what are the different difficulties teachers have encountered before and during teaching.

Fethi Guerid

Annaba Higher School of Management Sciences, Algeria

Saturday 3.00 – 3.30

Room 6

Student Orientation Materials for Successful Virtual Learning

According to reports, a large number of students experience difficulty using online learning tools and accessing online learning materials. This presentation shows how to create Student Orientation materials- a series of online, interactive and engaging success training videos for supporting learners in virtual classes.

Nisreen Anati

Community College of Qatar, Qatar

Saturday 4.00 – 4.30

Featured

Room 1

From Standards to Competencies: A Steady Shift Towards Implementing 21st Century Skills in our English Classrooms

My talk will outline how Qatar has prepared learners to navigate the real world of the 21st century. The particular focus will be on: (a) the new English language standards and the integration of the four Cs in our English textbooks, (b) the challenges that our English classrooms face and (c) the empowerment of teachers to help them instil targeted skills that help learners delve deeper into the language. This ultimately plays a meaningful role in society.

Shaikha Al Remaihi

Head of English at the Educational Supervision Department of the Ministry of Education & Higher Education, Qatar

Saturday 4.00 – 4.30

Room 2

Alternative Techniques in Language Teaching and Assessment

Language assessment has been the subject of investigation for many studies. Yet, it is still unclear whether learners are aware of their progress. This study aims at raising EFL Learners' awareness of effective assessment techniques to enhance their language skills through a collaborative online course.

Samira Moussaoui

University of Science and Technology Houari Boumediene, Algeria

Saturday 4.00 – 4.30

Room 3

Leadership Skills: A Tool for Team Building

The mutual relationship between leadership and teamwork can hardly be overstated. In an increasingly knowledge-intensive world, the most competent leader could be gazing at the face of failure if the team that is led fails to measure up to the leader's objectives and gets overturned.

Shivender Rahul

Amity University –Noida -Uttar Pradesh, India

Purnima Sugandha

Vasant Kanya Mahavidyalaya, Banaras Hindu University - Varanasi, India

Saturday 4.00 – 4.30

Room 4

Creative EAP

Active learning methodologies for EFL have been widely researched; nonetheless, teaching practices in schools with traditional approaches make it hard to implement changes that placed students as the center of a class. The global contingency has led schools to virtual environments where active learning is the key to success in learning.

Jeremy Phillips

Institute for Tourism Studies, Macau

Saturday 4.00 – 4.30

Room 5

Developing Communicative Language Competence

It is widely considered that the goal of language teaching is to help learners develop 'communicative competence'. In this session, we will discuss how achieving this goal inside the classroom requires a combination of linguistic knowledge, sociolinguistic understanding and strategic and discourse competence for effective performance of real-world tasks or activities.

Daniel Morris

Express Publishing, UK

Saturday 4.00 – 4.30

Room 6

Technology-Enhanced Peer Feedback in the EAP Classroom

Peer feedback is mainly conducted in face-to-face classes and aims to reinforce learner autonomy and students' awareness of their writing. This session will show you how to conduct peer feedback online both in synchronous and asynchronous modes. The practical tools and software presented in this workshop can also be used when classes go back to normal.

Panagiota Tzanni

University College London, UK

Saturday 5.00 – 5.30

Featured

Room 1

How to Integrate Academic Language Learning with Subject Area Topics

The global COVID-19 pandemic changed everything, including education. Hundreds of millions of students and their teachers went from traditional, physical, bricks-and-mortar classrooms to online teaching and learning environments, virtually overnight. In this brief talk, we will consider how we can communicate, collaborate and create while being so far removed from each other.

Andy Curtis

Anaheim University, USA

Saturday 5.00 – 5.30

Room 2

Refocusing Our Teaching Efforts in the Age of COVID-19

Since the beginning of the COVID-19 pandemic many teachers have had to adapt to online teaching. This session will focus on the problems and opportunities presented by the classroom elements of presentation, in-class activities, and assessments within the online teaching context.

Matthew Carey

Cornell University, Qatar

Saturday 5.00 – 5.30

Room 3

Collaborative Support Networks for Professional Development in Latin America

In a new scenario for education caused by COVID-19, the development and application of a COL (Collaborative Online Learning) may offer EL teachers a proper ground to stay active and motivated. Despite the shortage of resources, we analyse the factors that contribute to attaining these goals.

Sonia Díaz

Ministry of Education of the Province of Salta, Argentina

Saturday 5.00 – 5.30

Room 4

Assessing EFL College Students' Achievement in Two Vocabulary Learning Methods

Vocabulary is one of the key elements in learning English, mainly at a low level of communicating meanings. Though vocabulary is of high importance, EFL learners face difficulties in acquiring it. One of the major problems is that those EFL learners do not know how to learn vocabulary effectively.

Islam Fadhil Abdulsahib

Al-Ma'moun College University, Iraq

Saturday 5.00 – 5.30

Room 5

Enjoy Creating the Thinking Classroom

To prepare students for this ever-changing and unpredictable world, we need to empower them to become independent learners. This workshop will investigate the rationale for creating a thinking classroom. The participants will become familiar with individual and group thinking strategies related to specific questions and activities in the language classroom.

Naglaa Mahmoud Mazeed Abdelmaugood

Ministry of Education and Higher Education, Qatar

Saturday 5.00 – 5.30

Room 6

Formative Assessment Tools for Online Classes

This presentation will examine the most effective online assessment tools, like online quizzes, polls, and game-type activities: Quizlet, Kahoot, Socrative, Padlet, Quizziz, and Trivia. These tools will help students gear up for success by challenging them to reflect, interact, and apply their knowledge to answer questions and solve problems.

Alaeddin Halwani

Qatar University, Qatar

Saturday 6.00 – 6.30

Featured

Room 1

How to Integrate Academic Language Learning with Subject Area Topics

Communicating proficiently in a new language for academic/specific purposes requires learners to apply language skills to subject area knowledge. This session describes how teachers collaborate with subject area colleagues to identify relevant academic language goals and use techniques that make subject topics comprehensible to learners while simultaneously developing their reading, writing, listening, and speaking skills.

Deborah Short

President at TESOL International Association, USA

Saturday 6.00 – 6.30

Room 2

Reality Pedagogy and the English Language Classroom

This talk discusses reality pedagogy (Emdin, 2011) as an ecologically and culturally oriented approach to language teaching. This approach can be linked to the social turn (Block, 2003) and the affective turn (Benson & Cooker, 2013) in applied linguistics. This talk highlights what it offers to the new realities facing classrooms nowadays.

Khawla Badwan

Manchester Metropolitan University, UK

Saturday 6.00 – 6.30

Room 3

Managing Learner Needs on a Virtual Platform

English language educators have been faced with the challenging situation of online learning unexpectedly. Therefore, managing virtual classes needs an organized and systematic approach. The target audience will benefit from useful tips on managing students and systematic presentation of content for inclusivity of diverse learners on a virtual platform.

Rana Khan

Algonquin College, Kuwait

Saturday 6.00 – 6.30

Room 4

A Corpus Driven Pattern Grammar Analysis of COVID-19 Keywords

Pattern Grammar (Hunston and Francis, 2000) is a model for describing the syntactic environments of individual lexical items through the analyses of their occurrences in authentic linguistic corpora. With the use of The Guardian articles comprising a mini corpus and SKETCHENGINE, the model's application will be demonstrated.

Roy Randy Briones

Qatar University, Qatar

Saturday 6.00 – 6.30

Room 5

Online Vocabulary Logs in EFL Classrooms

This classroom-based study compares the effects of using a teacher-designed vocabulary log in the traditional hard copy and online Google Spreadsheets formats. Before and after engaging in six collaborative tasks, 57 learners took a constructed-response vocabulary test. Comparisons indicated a clear advantage for digital logs. Moreover, learners' responses to a post-study questionnaire revealed the benefits and issues of the employed tools.

Azar Tajabadi

Arak University, Iran

Saturday 6.00 – 6.30

Room 6

Using Google Sites for Creating E-Portfolios in the EAP Classroom

This workshop targets the use of Google sites for creating e-portfolios in the EAP classroom. The presentation shows how the application of Google sites and an online carbon footprint calculator helps students develop understanding of such widely used (and at times overused) concepts, such as globalization, sustainability and carbon footprint.

Iryna Lenchuk & Amer Ahmed

Dhofar University, Oman

DAY 2 – SUNDAY, November 8, 2020

Sunday 10.00 -11.00	PLENARY 2 Rod Ellis Task-based language teaching: Where are we at and where are we going?
Sunday 11.30 - 12.00 Room 1 Stone in My Shoe: A Research Autobiography Following five stages of ignorance, obligation, transformation, dissemination and recognition, this auto ethnographic reflection highlights the presenter's research journey, proposing a blueprint for early career researchers and a call to reflect for experienced researchers to ensure that we conduct and disseminate research for the meaningful and mutual benefit of our profession. Mick King Community College of Qatar, Qatar	
Sunday 11.30 – 12.00 Room 2 Cultural Signifiers: Codes to Unlock Literacy Learning Children's language learning is steeped in their cultural context and it is essential we understand that when selecting teaching materials. Applying semiotic analysis and the role of signifiers in language learning demands that we find texts that are more accessible to the students we are teaching. Carolyn Newall We Teach Well, Australia	
Sunday 11.30 – 12.00 Room 3 Writing Better E-Mails This presentation explores the principles of effective and appropriate e-mail communication. The talk focuses on writing e-mails to colleagues. Clear and appropriate e-mails are crucial to avoid tension, confusion, or other negative consequences. The session focuses on consideration of formatting and authoring professional, clear, and courteous content. Justin Kernot Community College of Qatar, Qatar	
Sunday 11.30 – 12.00 Room 4 Online Learning to Spark Engagement As most schools moved to online classes, teachers continuously are looking for new ways to capture students' attention and increase their engagement. The session provides some ready-to-use ideas to engage and motivate students. Mouza Almannaei Ministry of Education and Higher Education, Qatar	

Sunday 11.30 – 12.00

Room 5

Teaching Online Forum Writing Tasks

One of the most common forms of digital literacy on the Internet is online forums. Whether it is for online classes or media forums, ESL students must learn how to read then respond in online platforms. This presentation introduces how to teach online forum writing and discusses the benefits of similar task repetition.

Peter Kim

Columbia University, USA

Sunday 11.30 – 12.00

Room 6

Domain for Enhancing Digital Literacy: Experiences from India

Mapping the cognitive domain for enhancing digital literacy: Experiences from India. Today's life and work environments require far more than thinking skills and content knowledge. In India, 24% of students are pursuing online education. We have tried to rectify this digital divide by adopting rural digital literacy centres that will enhance cognitive skills learning outcomes.

Sanjayan Suseelan

Dr. Dada Vaidya College of Education, India

Sunday 12.30 – 1.00

Featured

Room 1

Collaborating with Learners to Create Meaningful Learning Opportunities

In this session, I build on examples from my practice and research to suggest that collaborative teacher inquiry, involving students in both the generation of content and the design of learning activities, provides us with opportunities to enrich ourselves, and our students' understanding of the world they navigate through English language.

Harry Kuchah

University of Leeds, UK

Sunday 12.30 – 1.00

Room 2

Teacher Wellbeing in a Virtual Learning Environment

This presentation highlights the challenges of shifting to a virtual learning environment for English language teaching after the Covid-19 outbreak and its effects on teacher wellbeing. Drawing on insights from positive psychology, the presentation will discuss ways in which teacher education programs could expand to develop teachers' positive wellbeing.

Mehvish Saleem

Institute of Business Management, Karachi, Pakistan

Sunday 12.30 – 1.00

Room 3

Promoting Autonomy through Innovative Teaching Approaches

Currently, a developing area of interest for both teachers and researchers is how to allow students to develop their autonomous learning abilities in order to control their learning. The learning/teaching context ought to allow the growth of its learners and help them to sustain their motivation to continue learning.

Lamkhanter Fouzia

Hassan 2 University, Morocco

Sunday 12.30 – 1.00

Room 4

Steps Towards Creativity in the Classroom

The integration of critical thinking in the classroom needs to have divergent thinking (thinking outside the box), which leads to the use of imagination and generating new ideas in addition to convergent thinking (thinking inside the box) where students have to develop critical thinking.

Soumia Makouf & Kheira Yahiaoui

University of Oran, Algeria

Sunday 12.30 – 1.00

Room 5

Enhancing Competencies in the Curriculum

The aim of enhancing competencies in curriculum centres on student's ability to employ the knowledge, skills and attitudes acquired through education to enable them to develop life and professional skill. As well as, competencies to empower students with the skills to cope with the challenges, they might face in broader social contexts.

Nimeh Zaytoun & Bushra Khalifa

Ministry of Education and Higher Education, Qatar

Sunday 12.30 – 1.00

Room 6

Poetry Writing: A Magic Instrument for Boosting Students' Writing Skills

Poetry is of paramount importance because it helps us understand ourselves, and the world around us. Poetry writing, a much-neglected component in EFL curricula is so important when it comes to polishing up EFL students' skills. Writing simple-form poems can be a platform for strengthening students' fluency, creativity, as well as the motivational background for reading and writing activities.

Rafik Massoudi

Arab Open University, Oman

Sunday 1.30 – 2.00

Room 1

Theoretical Foundations of Effective Feedback in Academic Writing

An ongoing controversy exists on the type and the focus of written corrective feedback; however, it is still as an indispensable component of ESP and EAP classes to improve the quality and accuracy of writing. This talk includes the basis of effective written corrective feedback in academic writing courses.

Mehmet Orkun

Qatar University, Qatar

Sunday 1.30 – 2.00

Room 2

Adopting Collaborative Online International Learning to Build the 21st Century Core Skills (3 Cs)

Classroom-oriented studies show that teachers in today's open digital era cannot transform successfully these methods into feasible practices for language learners. This is a call for post-method. Post-method could include procedures and practices which are integrative of collaborative online international learning to construct the 21st century core skills -- 3Cs:

Mohammed Guamguami

Mohammed Premier University, Oujda, Morocco

Sunday 1.30 – 2.00

Room 3

Exploring the Potential of a Critical Pedagogy Perspective in Transforming Learners' Social Action

Do the contents involved and the social relations illuminated in English textbooks enable learners to become critically aware of their social conditions? An evaluation a critical pedagogy perspective has shown that Algerian secondary school textbooks lack the potential to foster in learners a critical awareness about their social reality.

Mohammed Boukezzoula

Mohamed Seddik Benyahia University i Jijel, Algeria

Loubna Kouira

University of Constantine 1, Algeria

Sunday 1.30 – 2.00

Room 4

Research and Approaches to Teaching

Active learning methodologies for EFL have been widely researched; nonetheless, teaching practices in schools with traditional approaches make it hard to implement changes that place students as the center of a class. The global contingency has led schools to operate in virtual environments where active learning is the key to success in learning.

Jenny Huertas Chacon

Aspaen Gimnasio Iragua, Colombia

Sunday 1.30 – 2.00

Room 5

The Emotional Intelligent Leader!

The workshop will tackle emotional leadership that can have a positive impact on one's team and organisation performance based on five major competencies such as self-awareness, self-regulation, motivation, empathy and social skills.

Rouba Georges Saba & Raeesa Mohammed Ali

Ministry of Education and Higher Education, Qatar

Sunday 1.30 – 2.00

Room 6

Mentoring Learning Skills Using Project Based Learning

Teaching Millennial learners is a challenging task in this digital revolution. Project-Based Learning makes the teaching-learning process interesting on both sides. It makes the students think out of the box and creates an autonomous learning environment. Along with academic progress, it enhances the learning skills and creativity of the student.

Vidhya P

SRSMN Government First Grade College, Barkur, Karnataka, India

Sunday 2.30 – 3.00

Room 1

Global Connections Through International Virtual Exchange

L2 students around the world can interact with each other using English as the lingua franca via the International Virtual Exchange. Sponsored by a Japanese government grant, it is free for participants and easy for teachers to join. The session will outline the project with an invitation to join from 2021.

Matthew Cotter

Hokusei Gakuen University Junior College, Japan

Sunday 2.30 – 3.00

Room 2

Exploring Mobile Learning in Algerian EFL Context

Currently, Mobile -Assisted Language Learning (MALL) is witnessing a rapid advance. The study explores Algerian EFL learners and teachers' attitudes towards the effectiveness of MALL. The questionnaire results unveiled that they have positive attitudes. However, they reported that infrastructure and guidance are necessary to implement the method.

Mokhtaria Lahmer

Ibn Khaldoun University of Tiaret, Algeria

Sunday 2.30 – 3.00

Room 3

Project-Based Learning as a Tool to Develop Learners' Autonomy

Autonomy in learning is a crucial skill needed for keeping with the pace of the new demands. Thereby, project-based learning serves as a tool that reflects learners' involvement and autonomy. The present study is an attempt to contribute to promoting language learning autonomy through appropriate incorporation of project work in EFL contexts at secondary school education.

Narimane Miloudi

Ahmed Zabana University, Algeria

Sunday 2.30 – 3.00

Room 4

Integrating Values in Teaching English

The purpose of educational supervision is to provide leadership for teachers and other school members by setting performance goals and helping to achieve them. One of these goals is getting teachers to be familiar with incorporating values in teaching English and actively promoting a spirit of inter-cultural understanding among different people and cultures.

Hani Aldajani

Ministry of Education and Higher Education, Qatar

Saturday 2.30 – 3.00

Room 5

Making Poetry Accessible to Junior School Students

Teaching English poetry to second language speakers of English is a difficult task that most teachers try to flip aside. This is because of the technicalities involved in the teaching process. This paper examines making poetry accessible to students using local resources.

Kennedy Edegbe

College of Education Ekiadolor-Benin, Nigeria

Esther Iorwa

Kaduna Polytechnic, Kaduna, Nigeria

Sunday 2.30 – 3.00

Room 6

Curating Teachers' Digital Learning: Going 'Full Teams'

Combining rapidly developing digitalization and large faculties with diverse teaching staff means there is often no one-size-fits-all training. This session investigates the role of 'trainer as curator', reflecting on a series of digital facilitation sessions created by Microsoft Teams for a Foundation Year Department.

Lauren Ruth Knowles

University of Nottingham Ningbo China

Sunday 3.30 – 4.00

Room 1

Online Teaching: Reflections of a Virtual Teacher

The COVID-19 pandemic while creating various professional and instructional challenges for educators has afforded novel opportunities for learning and development. Based on personal experience in remote teaching, the presenter will share what worked well, highlighting the use of reflective activities and poster presentations for assessment.

Naima Sarfaz

Qatar University, Qatar

Sunday 3.30 – 4.00

Room 2

University Language Lecturers' Use of Internet Resources for Preparing EFL Listening Materials

This study aims to present the results of a survey designed to collect data on how university lecturers use Internet resources for preparing EFL listening materials. The results of the study found that the participants used the Internet mainly for preparing extra materials that included different topics and speakers.

Ferit Kilickaya

Burdur Mehmet Akif Ersoy University, Turkey

Joanna Kic-Drgas

Adam Mickiewicz University, Turkey

Marek Krawiec

Wielkopolska University, Poland

Sunday 3.30 – 4.00

Room 3

Social and Emotional Learning

Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. When you help a child, you help a family, a school, a community and ultimately the world.

Ahlam Allouh

Ministry of Education and Higher Education, Qatar

Sunday 3.30 – 4.00

Room 4

21st Century Skills -Problem Solving: Coaching Students in Dealing with Everyday Conflicts

Today, both teachers and learners are in need of how to resolve issues taking place both inside and outside the classroom. The workshop will tackle one of the 21st century skills: critical thinking. The presenter will provide the audience with both the strategies and techniques that will help learners.

Lhoussine Qasserras

Global Bus Foundation, Morocco

Sunday 3.30 – 4.00

Room 5

To Art Or Not To Art?

The aim of this presentation is to justify the use of Art in the English classroom with two goals in mind: the improvement of language production and the enhancement of visual literacy skills. The session will present the relevant theoretical background along with useful examples.

Georgia Deliimpanidou

Ionian University, Greece

Sunday 3.30 – 4.00

Room 6

Activity Based Practices for English Language Proficiency

Critical and creative thinking provides an essential outlook not only to review literary work but also in problem-solving tasks. This interactive session will share various practical activities to promote critical thinking in the classroom. The activities will not only make teaching fun but also improve English language proficiency.

Saish Nayak Dalal

Dr. Dada Vaidya College of Education, Goa, India

Sunday 4.30 – 5.00

Featured

Room 1

Combating Cheating in the Virtual Classroom

Migrating to the virtual classroom has amplified the potential for students to cheat during assessment. Following an informal discussion in myTESOL Lounge Live, this session will share the Whys, Hows, and possible mitigating factors. It will be an interactive session where participants will share their experiences in different classroom situations.

Okon Effiong

Qatar University, Qatar

Sunday 4.30 – 5.00

Room 2

Self-Care for Educators

Do you feel overwhelmed by information overload? Are you facing a lack of work/life balance? If the answer is yes, you would benefit from this session. It would provide you with the tools to lead a stress-free and positive life to optimize your potential and enhance creativity.

Anjum Karimi

Polycultural Immigrant and Community Services, Canada

Sunday 4.30 – 5.00

Room 3

Omani EFL Teachers' Perspectives on Digital Literacy

This presentation undertakes EFL teachers' views on digital literacy in Omani basic schools. Interview was the data collection method. The preliminary findings showed that teachers have mixed views about digital literacy. Moreover, findings indicated that teachers need training in key digital skills to handle challenges posed by the COVID-19 pandemic.

Holi Ibrahim Ali & Qasim Al Washahi

University of Technology and Applied Sciences, Oman

Sunday 4.30 – 5.00

Room 4

Online Learning in the Era of Coronavirus Pandemic

In response to the COVID-19 pandemic, the Algerian higher education suggests online courses for students using different programs. An exploratory research unveils the notion of virtual learning in the Algerian context and examines its strengths and limitations. Therefore, results obtained confirm its efficiency and adequacy.

Khadidja Samira Zitouni

Si El-Haoués Barika University, Algeria

Sunday 4.30 – 5.00

Room 5

Stop & Think – A Pathway to Academic Success

How often do our students actually stop and think in the fast-paced digital world in which we live? Not as often as we would hope. In this session we will explore how, by using real world content and appropriate activities, we can weave critical thinking activities into our everyday teaching.

Alex Warren

National Geographic Learning, UK

Sunday 4.30 – 5.00

Room 6

Digital Technologies for Teaching Languages

I would like to share some practical ideas regarding Digital Technologies for language teaching that I have been taking advantage of for over 7 years. These would include creating one's own digital resources and using podcasting to teach languages.

Evgenii Golubev

American United School of Kuwait

Sunday 5.30 – 6.00

Room 1

The Feasibility of Online Academic Writing Classes

This talk covers the immediate transition into online teaching of Academic Writing classes at tertiary education. The online practices followed during this period had its own strengths and weaknesses. The panellists will discuss their experiences on the feasibility of online Academic Writing classes and the integration of two plagiarism detection platforms: SafeAssign and Turnitin.

Aaron Monroe & Mehmet Orkun Canbay

Qatar University, Qatar

Sunday 5.30 – 6.00

Room 2

The Current Innovative English Language Teaching Skills

Nowadays, teaching the English language requires an explicit integration of learning strategies, digital competencies and educational skills. English teaching needs to supply learners with activities and processes focused on learning and developing, among other things, creativity, critical thinking, self-orientation, collaboration, and cross-cultural skills.

Belghoul Hadjer

Abdelhamid Ibn-Badis University, Algeria

Sunday 5.30 – 6.00

Room 3

Views of Virtual Learning at Shanghai University

This study examines the views of students and teachers at the SILC-Business School at Shanghai University about the effectiveness of Zoom, WeChat, and pre-recorded videos for virtual classes during the COVID-19 epidemic. Findings indicate each have their strengths and weaknesses but could be used synchronously to achieve the best outcomes.

Mitchell Bradford Jr.

Xi'an Jiaotong-Liverpool University

Sunday 5.30 – 6.00

Room 4

What Makes Feedback Effective in the Virtual Classroom?

Teachers often say that the process of giving feedback and grading papers is time-consuming and mentally draining. Students, on the other hand, may unfortunately, find the feedback they receive less effective. Therefore, it is essential to examine what crucial principles are needed to conduct feedback successfully, how feedback could make a difference in the students' performance and how technology can help.

Zakaria Mahmoud

Saudi Petroleum Services Polytechnic, Saudi Arabia

Sunday 5.30 – 6.00

Room 5

The Effect of Attitude on Moroccan EFL Speaking Proficiency: A Correlational Study

This study investigates the correlation between Moroccan EFL learners' attitudes towards speaking and their speaking proficiency. It investigates the assumption that positive attitudes towards a language fuel its acquisition. The findings show that while the majority have a positive emotional and cognitive attitude towards speaking, they have a negative behavioral attitude towards it in the classroom.

Boutaina Guebba

Ibn Tofail University, Morocco

Sunday 5.30 – 6.00

Room 6

Distance Learning in Algerian Universities: Perceptions /Expectations

This descriptive research is an important attempt to inspect the effectiveness of adopting online teaching in the Algerian higher educational level during the lockdown caused by the COVID-19 pandemic. To gain empirical data, the researcher emailed questionnaire to 60 lecturers from different Algerian universities/institutions. The session will discuss its findings.

Asma Rahmani

Batna 1 University, Algeria

Sunday 6.30 – 7.00

Featured

Room 1

Fostering Creativity through Multilingual Communication and Collaboration

Teaching for the 21st century means accepting what Aronin and Singleton refer to as the “new linguistic dispensation” (2008, p. 12), the reality that most communities around the world are multilingual spaces comprised of multilingual individuals. Envisioning ELT as the teaching of multilingualism opens up exciting possibilities for encouraging student creativity. It encourages teachers and students alike to see language as a repertoire of resources, building blocks for communication. Developing students' abilities to go between languages and facilitate collaboration teaches empathy and perspective-taking

Dudley Reynolds

Carnegie Mellon University, Qatar

Sunday 6.30 – 7.00

Room 2

Formative Assessment Solutions for E-Learning with Focus on the ESL Context

This session focuses on how to provide formative assessment using a variety of online tools. It includes practical steps that teachers can make use of to provide formative assessment for ESL students in a more engaging way.

Anwar Alfetlawi

Qatar University, Qatar

Sunday 6.30 – 7.00

Room 3

Learners' Mindset and Success in English Learning

Learners' mindsets toward language learning undoubtedly affect their academic success. This paper will present recent research findings on the relationship between mindset and affective variables of L2 learning and examine the effects of a growth mindset on language learning. Educators' roles in shaping students' mindsets will also be analyzed.

Laiyin Lao

Irvine Valley College, USA

Sunday 6.30 – 7.00

Room 4

Developing 4Cs through Films in EFL Setting

This paper investigates developing 21st C. Learning Skills through films. Findings are gained from a mixed-method study involving teachers and students through a semi-structured interview and a film's activity. The results motivate EFL teachers to incorporate stimulating techs allowing students to understand complex perspectives, use multiple media, and collaborate creatively.

Zeyneb Khaldi

PhD student, UMMTO, Algeria

Sunday 6.30 – 7.00

Room 5

Potential Benefits of Online Learning

Educators and students are tapping into a wide range of technological tools and services to enhance their teaching/learning, and add relevance and context to their studies. This session will discuss the shift from print to digital mode, the transformation of formal education and spreading many informal (online) learning opportunities with limitless benefits.

Heshmi Hamadi

Qatar University, Qatar

Sunday 6.30 – 7.00

Room 6

The Effect of Praat on Improving Suprasegmental

Using traditional method to teach English pronunciation through drills hinges on teachers' feedback on learners' errors. This study proposes Praat as a pedagogical tool to teaching suprasegmentals, explores its enhancement through visual feedback. The findings show that using Praat has a positive effect on EFL learners' pronunciation.

Mohamed Smirkou

Ministry of Education, Morocco

QATAR UNIVERSITY



Founded in 1973, Qatar University is the national and only state-funded university of the State of Qatar. Qatar University is a model national university that offers high-quality, learner-centered education to its students and the wider community. Located in Doha, the thriving, cosmopolitan capital city of Qatar, the university serves as an intellectual and scholarly community characterized by open discussion, free exchange of ideas, respectful debate, and a commitment to rigorous inquiry.

QU FOUNDATION PROGRAM DEPARTMENT OF ENGLISH

Picture of QU Students

The Foundation Program Department of English is committed to developing students' English language proficiency to a level that will allow them to succeed in the academic programs of Qatar University. Through innovative, research-based educational practices, the program aims to help students achieve academic readiness by fostering their intellectual curiosity. As they develop their knowledge through study skills and critical thinking, students will integrate independent and collaborative learning with the appropriate use of information technology.

Doha, Qatar



Traditional Market (Souq Waqif)



Dhow rides off the Corniche



Islamic Art Museum



The Villagio Mall



Katara Cultural Village

