



Qatar University Foundation Program 6th Annual International Conference

ABSTRACTS BOOKLET

November 6-8, 2021

DOHA, QATAR

QU 6th Annual International Conference (Virtual) on English Language Teaching

Changing Roles and Expanding Responsibilities of ELT Teachers in Post-Covid Era

6 - 8 November 2021







Conference Organizing Committee

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Plenary

Scott Thornbury: Ed Tech: Hype or Hope

Despite a shortage of evidence to show that digital technology enhances language learning, the fever for new tools and apps continues unabated, creating a continuous cycle of 'hype, hope, and disappointment'. The uncritical embrace of digital solutions has, of course, been fuelled recently by the global pandemic and the rush towards online or remote learning. To guard against the hype and to avoid disappointment, vigilant teachers need to ask: What is the problem for which this technology is the solution? In this talk I reduce language learning to six 'problems' and evaluate the solutions that technology offers.

Featured

Christine Coombe & Kashif Reza: Characteristics of Effective TESOL Teachers

Have you considered how your effectiveness as an English language teacher with diverse student populations can be improved? Our research identifies the characteristics and the competencies required for an effective TESOL teacher and discusses ways to improve educational outcomes, teaching standards, and equity.

Amira Salama: Expanding Roles to Improve Academic Writing Feedback for L2 Learners

Due to the COVID-19 pandemic, teachers had to take on more roles to keep students engaged. This talk will outline a group conference method that helps to improve L2 learners' writing. Specifically, as teacher and student roles expand, written feedback improves writing and increases student engagement.

Mick King: COVID as Game Changer: What We Were, and What We Are

This featured session first summarizes findings and recommendations from a previously co-researched case study into teacher response to online teaching. Then, new research outcomes from ELT teachers in various contexts will be discussed, which highlight how COVID era has affected their practice pedagogically, technically, and emotionally.

Gabriela Kleckova: Post-Covid Collaboration: Empowering Language Teachers Through Professional Partnerships

Collaboration is often talked about as one of the essential skills of 21st century. Although as language teaching professionals we understand the value of collaborative learning, we may not embrace it exactly the same in our own professional lives. This talk explores the elements of collaboration that lead to effective and respectful partnerships, which consequently lead to professional success.

Aymen Elsheikh: The Role of Language Teacher Associations in Supporting Teachers During COVID-

19

Language teacher associations (LTAs) play a vital role in teachers' professional development. During the pandemic, many LTAs have responded to the need for supporting teachers during these uncertain times. This presentation highlights the different activities conducted by Africa English Language Teaching Association to help teachers in Africa and beyond cope with classroom challenges, expanding roles, and added responsibilities.

DAY 1 - Saturday November 6, 2021

Saturday 10.00 -10.30		
Inauguration - HE Dr. Hassan Al Derham , President, Qatar University Welcome – Dr. Hezam Al Awah , Director of Foundation Program		
Saturday 10.30 -11.30	PLENARY	
	Ed Tech: Hype or Hope	
	Scott Thornbury	
	<p><i>Despite a shortage of evidence to show that digital technology enhances language learning, the fever for new tools and apps continues unabated, creating a continuous cycle of 'hype, hope, and disappointment'. The uncritical embrace of digital solutions has, of course, been fuelled recently by the global pandemic and the rush towards online or remote learning. To guard against the hype and to avoid disappointment, vigilant teachers need to ask: What is the problem for which this technology is the solution? In this talk I reduce language learning to six 'problems' and evaluate the solutions that technology offers</i></p>	
Saturday 12.00 -12.30	Room 1	Featured Session
	Characteristics of Effective TESOL Teachers	
	Christine Coombe & Kashif Reza	
	<p><i>Have you considered how your effectiveness as an English language teacher with diverse student populations can be improved? Our research identifies the characteristics and the competencies required for an effective TESOL teacher and discusses ways to improve educational outcomes, teaching standards, and equity.</i></p>	
Saturday 12.00 -12.30	Room 2	
	Online Language Assessment and Learner Anxiety During the Pandemic	
	Ferit Kılıçkaya	
	<p><i>This presentation delineates pre-service EFL teachers' anxiety regarding online assessment practices. The findings demonstrate that the participants' debilitating anxiety was more related to the possible technical difficulties that they might face and/or faced during online assessments, especially with certain time limitations and formats such as multiple-choice questions.</i></p>	
Saturday 12.00 -12.30	Room 3	
	Keep Calm and Carry On: Stoicism for Teachers	
	Bob Ashcroft	
	<p><i>The presenter will discuss the results of a year-long action research study of EFL university teachers working in Japan during the Covid-19 pandemic. Participants practiced several techniques inspired by ancient Stoic philosophy adapted specifically for teachers. The presenter will also demonstrate how to use these techniques in one's own teaching context.</i></p>	



Saturday 12.00 -12.30	Room 4 ESL Writing During the Hectic Days of Covid-19 Abbas Sultan <i>This paper investigates the pedagogical method used in teaching ESL writing skills at the university level in Iraq during Covid-19. It indicates that students' poor linguistic competence and/or poor knowledge of cohesion and coherence in English results in the inappropriate use of transitional devices.</i>
Saturday 12.00 -12.30	Room 5 Integrating Technology in English for Academic Purposes Panagiota Tzanni <i>This workshop will explore how to integrate technology into your teaching practice. It will show practical tips, websites and web applications along with the results of a small survey distributed at the University of Nottingham Ningbo China. Survey results indicate student satisfaction and motivation when technology is integrated in the learning process.</i>
Saturday 13.00 -13.30	Room 1 Creating Virtual Events Using Google Sites for Project-based Language Assessments Conan Kmiecik <i>During the pandemic, the English for Business Communication course at Qatar University adapted an in-person poster event to a web-based virtual event using Google Sites. This presentation will discuss how using Google Sites to create virtual events is an effective online learning tool.</i>
Saturday 13.00 -13.30	Room 2 Evaluating Learners' Autonomy in Virtual Learning During Covid – 19 Sara Zouaoui <i>This study investigates the effect of online learning on learners' autonomy. A questionnaire was used with 200 students from the University of Bejaia. The results reveal that students do not have the skills to practice autonomy in virtual classrooms and in many cases, they were not ready to be virtual autonomous learners.</i>
Saturday 13.00 -13.30	Room 3 Digital Game Tools Abir Ahmed <i>Using online games is beneficial for learners. Online games not only engage learners but also consolidate their learning. This interactive session offers participants various digital game tools that can be used both inside and outside the classroom.</i>



Saturday 13.00 -13.30

Room 5

University Students' Multidimensional State of Boredom: Strategies to Cope

Mehdi Solhi

This study sought to examine how the dimensions of university students' state of boredom (i.e. disengagement, high arousal, low arousal, inattention, and time perception) and their boredom coping strategies (i.e. cognitive approach, behavioral approach, cognitive avoidance, and behavioral avoidance) in the classroom are mediated in relation to gender and academic year.

Saturday 14.00 -14.30

Room 1

Featured Session

Expanding Roles to improve Academic Writing Feedback for L2 Learners

Amira Salama

Due to the COVID-19 pandemic, teachers had to take on more roles to keep students engaged. This talk will outline a group conference method that helps to improve L2 learners' writing. Specifically, as teacher and student roles expand, written feedback improves writing and increases student engagement.

Saturday 14.00 -14.30

Room 2

Ways to Foster Independent Learning Skills

Fasil Yitbarek

For various reasons, it is impossible to teach students everything that they need to learn. This is why equipping them with independent learning skills is essential. For students, learning on their own with minimal guidance from the teacher is often a more effective and satisfying path to acquiring knowledge. This presentation will discuss various ways to foster independent learning skills in students.

Saturday 14.00 -14.30

Room 3

Feedback-driven Learning Space in Online EFL Classrooms

Afsaneh Allami

Due to the significance of learning spaces in the classroom, the current study was conducted to investigate EFL teachers' beliefs regarding the creation of learning space from their corrective feedback. Results and practical implications will be discussed.

Saturday 14.00 -14.30

Room 4

Miro as a Tool for Peer Review Feedback

Baktiyarova Ainur

The sense of belonging to a specific community or group, constructive feedback and application of various digital instruments and interactive platforms play a vital role in online learning motivation. Thus, arrangement of CARES peer review feedback with MIRO platform will be presented as one of the tools to address the abovementioned demands.



Saturday 14.00 -14.30	Room 5
Enhancing Vocabulary Development Through Flipped Teaching Approach	
Maryam Ghezlou	
<i>Flipped teaching is a novel approach that has gained prominent recognition. This study attempts to investigate the effect of the flipped teaching approach on the lexical development of university learners. Results indicate significant growth in lexical knowledge of the participants, and their positive attitudes towards this approach.</i>	
Saturday 15.00 -15.30	Room 1
Employing Higher Order Thinking Skills to Develop Students' Entrepreneurial Capacity	
Mohammad Manasreh & Naima Sarfraz	
<i>Teaching soft skills can enhance the entrepreneurial capacity of students through lessons that target higher-order thinking skills. The presenter will share how she employs three key soft skills of communication, autonomy, and problem solving in her lessons to expand students' capacity to succeed in an increasingly entrepreneurial world.</i>	
Saturday 15.00 -15.30	Room 2
Reconsidering Teachers' Roles in Fostering Learner Autonomy	
Lamkhanter Fouzia	
<i>The importance of teachers' role in autonomous language learning cannot be ignored (Benson, 1997; Little, 1991). The study at hand is a reflection on 'how university English teachers foster learner autonomy' and 'how teaching English at university and motivating autonomous behaviors in classrooms can be attained in an integrated way'.</i>	
Saturday 15.00 -15.30	Room 3
Using Social Media to Improve Academic Performance	
Heshmi Hamadi	
<i>Social media and technology create a massive impact on a variety of fields, including engineering, and education. According to a study, more than 60% of people who are over 16 years are active social media users. The majority of these people are students who are regularly using social media websites for various purposes. The session will explore how this can promote language learning.</i>	
Saturday 15.00 -15.30	Room 4
Language Learning Anxiety in Asynchronous Mode of E-Learning	
Ayesha Perveen	
<i>Learning a second language in an asynchronous e-learning mode can be challenging. One such challenge is increased second language learning anxiety. This study aims at exploring which factors in asynchronous modes of e-learning enhance the anxiety of pre/in service student-teachers of a teacher education program.</i>	



Saturday 15.00 -15.30	Room 5
Learning Made Easy with Online Teaching Tools	
Hanan Darwish	
<i>The session will shed light on four different online teaching tools that can help in creating more interactive and engaging classes. The primary aim of the session is to examine these tools and give tips on how to implement them during blended and fully online classes.</i>	
Saturday 16.00 -16.30	Room 1
The Impact of Self-efficacy on Second Language Teaching	
Enita Barrett	
<i>Studies have shown that in education, stakeholders' beliefs in their abilities greatly influence their general perspectives and attitude towards their roles as teachers and students. In the language teaching classroom, this phenomenon plays out on a daily basis when their perceived abilities inadvertently influence maximal achievement of stated learning outcomes.</i>	
Saturday 16.00 -16.30	Room 2
E-Assessment in the Algerian Teacher Education Context: Reality and Perspectives	
Amel Benyahia	
<i>With Covid 19, teaching practices changed to meet the requirements of the new means of instruction. In the Algerian higher education context, e-learning has become an obligation more than a choice. Whereas teachers and students seem to be at ease with online instruction, e-assessment remains a challenging task.</i>	
Saturday 16.00 -16.30	Room 3
Pandemics, Problems and Panadol: EFL Teachers' Experiences	
Sabah Shafique & Ansa Hameed	
<i>The study aims to probe into the experiences of EFL teachers in Pakistan to identify the challenges they faced during e-teaching in different home settings. The findings can help revise traditional policies and practices along with the technical infrastructure to face any crisis in the upcoming waves of the post COVID-19 era.</i>	
Saturday 16.00 -16.30	Room 4
Practical Tips to Make Virtual Lessons Engaging	
El-Shimaa El-Tawab	
<i>During the hard times of the Covid pandemic, teaching and learning had many obstacles, and teachers and students found themselves facing new situations that require innovative techniques and strategies. This workshop focuses on tips to make virtual lessons engaging and effective for both teachers and learners.</i>	



Saturday 16.00 -16.30	Room 5
Building Resilience in the Face of Constant Change	
David Finrock	
<i>Change and the uncertainties that come with it are so often discouraging and tiresome. What if they could be catalysts for positive growth? This interactive session will offer keys to reframing challenging circumstances in order to maximize our potential and build resilience in our lives as professionals and beyond.</i>	
Saturday 17.00 -17.30	Room 1
Bringing English as a Lingua Franca to the Classroom	
Sedigh Mohammadi	
<i>This workshop examines English as a Lingua Franca (ELF) and how it could be taught; it focuses on pronunciation and intelligibility for international use; it explores the importance of familiarizing students with a variety of 'Englishes'; and it considers activities and materials that enable learners to become confident ELF users.</i>	
Saturday 17.00 -17.30	Room 2
Using Online Tools to Motivate Language Learners: Effects and Challenges	
Samira Khodadadi	
<i>Thirty Iranian French language learners were put into two groups in an online course. The experimental group used learningapps.org and thinglink.org websites, while the control group used Microsoft Word software. It was found that the online tools not only enhanced learners' motivation but also facilitated teachers' evaluative roles.</i>	
Saturday 17.00 -17.30	Room 3
Language Assessment Literacy and Teachers' Professional Development	
Sabah Al Akbari	
<i>This workshop presents an overview of what teachers need to know about assessing EFL learners in the online teaching and learning environment.</i>	
Saturday 17.00 -17.30	Room 4
Enhancing Critical Thinking Skills Through Media Literacy	
Raisa Gladushyna	
<i>This case study explores critical thinking skills as the crucial skill in navigating the 21st century social media landscape. This qualitative research with a case study design sought to examine media literacy strategies that enable would-be teachers of English to recognize disinformation and manipulation, thus making reasonable decisions.</i>	



Saturday 17.00 -17.30	Room 5	Enhancing Learner Autonomy Through Discovery-Based Instruction Aali Ouzzine, Reddad Erguig & Abdelaziz Boudlal
<i>The Coronavirus pandemic has had significant repercussions for educational systems both nationwide and worldwide. Because of students' diverse needs and expectations, schools must ensure that they continue to offer teaching methods which result in autonomous learning as a learning mode during after this unprecedented crisis.</i>		
DAY 2 - Sunday November 7, 2021		
Sunday 11.00 – 11.30	Room 1	Featured Session COVID as Game Changer: What We Were, and What We Are Mick King
<i>This featured session first summarizes findings and recommendations from a previously co-researched case study into teacher response to online teaching. Then, new research outcomes from ELT teachers in various contexts will be discussed, which highlight how COVID era has affected their practice pedagogically, technically, and emotionally.</i>		
Sunday 11.00 – 11.30	Room 2	Visible Thinking Routines in the English Language Classroom Alex Warren
<i>As well as being English language teachers we also have a responsibility to develop our students' cognitive thinking skills. This session will showcase how we can incorporate visible thinking routines in our lessons to drive both deeper thinking and communication skills.</i>		
Sunday 11.00 – 11.30	Room 3	Active Learning in the Online Environment - Strategies and Tools Alaeddin Halwani
<i>This presentation will examine active learning in the online environment, highlighting the main strategies and techniques used, like minute paper, think – pair – share, flipping classes, and a few others. The presentation will also explore the online tools for implementing these strategies.</i>		
Sunday 11.00 – 11.30	Room 4	Enhancing Online Students' Motivation during the COVID-19 era Sabah Sabbah
<i>Motivating online students to learn English as a second language is of concern during Covid 19. What causes their withdrawal and demotivation? To what extent can teachers interfere to enhance their online students' motivation? This session will relate theory to practice and discuss these issues with authentic examples from the classroom.</i>		



Sunday 11.00 – 11.30	Room 5	
Fully Online or Blended Learning? The Preferred Mode of Education in Times of Crises from the Experience of Students		
Fatima Mahrez		
<i>The purpose of this paper is to explore the validity of new methods of e-learning from the Moroccan English Department students' perspective and to achieve a better understanding of the new educational situation. The research also aims to examine the most effective mode of learning; either fully online or blended courses in times of crises.</i>		
Sunday 12.00 – 13.30	Room 1	Featured
Panel Discussion		
Challenges and Opportunities Presented to ELT Community in a Global Pandemic from Teachers' and Managers' Perspectives		
Nara Avtandilyan, Masroor Hassan, Kevin Anderson, Abdalnassir Al-Tamimi, Krista Jack & Mohammad Manasrah		
Sunday 12.00 – 12.30	Room 2	
Practical Ways to Present and Practise Word and Sentence Stress		
Justin Kernot		
<i>This workshop aims to provide participants with a fundamental understanding of word stress placement and sentence stress use. It will incorporate segregated and integrated activities for learners of low level of proficiency as well as advanced students.</i>		
Sunday 12.00 – 12.30	Room 3	
Online Assessment Using Safe Exam Browser		
Asima Naseer		
<i>COVID-19 has pushed several schools to teach and learn from a distance, but it is not easy to know if and how students learn. This session will demonstrate how digital communication tools, such as Edmodo have made digital formative evaluation a viable immediate and long-term solution for more extensive learning.</i>		
Sunday 12.00 – 12.30	Room 4	
Creating Online Escape Rooms: A Way to Gamify the Learning Process		
Mauren García		
<i>This workshop is about using the tool Genially to create videos, presentations, self-regulated modules, and formative assessment activities. Genially is an attractive, user friendly tool that can be used for synchronous or asynchronous sessions. Overall, this workshop is about creating awesome material using just one tool.</i>		



Sunday 12.00 – 12.30	Room 5 Effective Practices for Remote Teaching Ozgu Ozturk <i>This study aims to demonstrate that English as a Foreign Language (EFL) teachers need to change their teaching activities according to the needs and interests of adolescent students for an improvement in building effective practices. The study was conducted with adolescents but can be adapted to all levels.</i>
Sunday 13.00 – 13.30	Room 2 Creating Interactive Videos with H5P John Allan <i>Interactivity can include answering questions, reacting to prompts, clicking on hyperlinks or choosing learning paths. Interactivity ensures that your students are engaged with educational videos. In this demonstration, a complete step-by-step guide will be shared with teachers to build an H5P (creating and sharing HTML5 content) interactive video.</i>
Sunday 13.00 – 13.30	Room 3 Investigating the Visual Elements of the English Language Course Books at Turkish Public Elementary Schools Belkis Benlioğlu & Mehdi Solhi <i>In this course book analysis study, we examined the visual elements of the English language course books in Turkey. The picture types were taken into scrutiny to see what they illustrate. Finally, the pictures were analyzed to identify whether they are used in any activities, or they are only for decoration.</i>
Sunday 13.00 – 13.30	Room 4 Social and Emotional Learning Competencies and Skills Raeesa Ali & Rouba Saba <i>The workshop will tackle the Social and Emotional Learning (SEL) that equips our students with different competencies and skills. These skills are critical to learning, collaborating, and achieving in the emerging economically competitive and globally connected world.</i>
Sunday 13.00 – 13.30	Room 5 The Impact of Teacher Self-efficacy on The Learners' Critical Thinking and Willingness to Communicate Narges Seidi <i>In order to investigate the possible relationship between teacher self-efficacy and critical thinking and willingness to communicate, three questionnaires were utilized to collect data from 120 EFL advanced learners and 10 teachers. The correlational analysis showed that teacher self-efficacy had a significant positive relationship with the learners' critical thinking and willingness to communicate.</i>



Sunday 14.00 – 14.30	Room 1 Simple yet Effective
Ahlam Allouh	
<i>No one can learn everything in every textbook, let alone in a single subject. The brain is structured so that most of us will forget more than we remember about most topics. Teachers should decide what is essential for learners to recall, understand, and be able to do in each domain.</i>	
Sunday 14.00 – 14.30	Room 2 Digital Portfolios in Emergency Remote Teaching Scenarios
Hebelyn Caro & Erika Torres	
<i>This work presents the versatility of digital portfolios as a teaching strategy to enhance autonomous learning and self-regulated study processes. In remote teaching scenarios that require meaningful spaces to improve the productive and receptive language communicative skills, English language students of both distance and face-to-face educational settings benefit from such processes.</i>	
Sunday 14.00 – 14.30	Room 3 ESP Learners' Attitudes towards Literacy and Translingualism in the Moroccan Higher Education
Youssef Naciri & Toufik El Ajraoui	
<i>This study investigates Moroccan ESP learners' literacy development in terms of translanguaging between mother tongues, French and English. There are 63 participants from different Moroccan universities. The results about the attitudes reveal that ESP learners have challenges in translanguaging, which also affect their literacy development.</i>	
Sunday 14.00 – 14.30	Room 4 Using Questioning to create a Dynamic Learning Environment
Naglaa Mahmoud	
<i>This workshop aims to discuss the efficacy of questioning techniques in the classroom. It describes some of the questioning techniques that a teacher needs to possess to enhance student motivation and promote critical and creative thinking among students.</i>	
Sunday 14.00 – 14.30	Room 5 towards Teacher Electronic Feedback
Souad En-nda	
<i>The purpose of this study is to explore the attitudes of Moroccan ESP learners towards their experience with electronic feedback. The data of the study were collected using a five Likert scale questionnaire. The results demonstrated that the respondents have positive attitudes towards the use of electronic feedback.</i>	



Sunday 15.00 – 15.30	Room 1 Assessment in Time of Corona: Practical Ideas Maaouia Mabrouk <i>The coronavirus pandemic has brought about an unprecedented transformation to the field of education. In the absence of face-to-face encounters, the roles of the teachers and learners have changed, as well as assessment modalities. This presentation will provide practical, user-friendly ways of keeping track of the learners' progress.</i>
Sunday 15.00 – 15.30	Room 2 Classroom Management Strategies in Online Environment Abdolrahman Ghateolbahr <i>The purpose of this study was to investigate the problems of online classroom management and the methods and strategies used by novice and experienced teachers. The results of this study showed that the professional development of online education, especially in the field of classroom management, requires a set of practical strategies.</i>
Sunday 15.00 – 15.30	Room 3 Unleashing the Potentials of Reflective Journal Prompts Naima Sahli <i>Journal prompts are effective tools that can advance university students' active learning in post-COVID era. Teachers can initiate journal prompts to help their students reflect on their learning and study habits outside the classroom. The obtained information can be a milestone to respond to their needs and self-regulation skills.</i>
Sunday 15.00 – 15.30	Room 4 Online Language Assessment: An Epitome of Teachers' Practical Challenges Omayma Saihi & Ahmed Chaouki Hoadjli <i>During the Covid-19 crisis, teachers' online language assessment practices and knowledge became paramount for not only teachers' development but also learners' progress. Recognizing challenges that hinder teachers' language assessment paves the way to gain insights into developing sound online assessment practices that promote learners' language proficiency.</i>
Sunday 15.00 – 15.30	Room 5 Learning Circles Hani Aldajani <i>The purpose of educational supervision is to provide leadership for teachers by setting performance goals and help achieve them. One of these goals is getting teachers be familiar with effectively sharing different experiences and approaches in teaching English and actively promote a spirit of understanding among different people through what is called Learning Circles.</i>



Sunday 16.00 – 16.30	Room 1 Nuts and Bolts of Humanizing Online Classrooms
Arezoo Hajimaghsoodi	
<i>Online classrooms are usually nerve-wracking for both teachers and students. Many teachers try to replicate their face-to-face classroom experience in an online one, whereas conducting online classrooms is very different. Therefore, it is necessary to learn how to optimize online classrooms. This workshop introduces practical ways to humanize online education.</i>	
Sunday 16.00 – 16.30	Room 2 Exploring EFL Learners' Autonomous Learning Readiness
Said Oussou	
<i>Learner autonomy has received some attention in ELT literature and this study explores the Moroccan EFL students' readiness for autonomy. Helping learners to be autonomous in their quest for language learning is of paramount importance. The study will therefore show that autonomy can be a prerequisite for effective learning.</i>	
Sunday 16.00 – 16.30	Room 3 Contextual Learning through Online Education
Shahala Nassim & Ameena Moideen	
<i>This study was conducted with level 3 foundation students at Arab Open University using "Google book creator" software. Based on personal experience and skills learned in class, the session will discuss students' implementation and contextualization of the language in a real context, their technical efficiency, as well as the e-books.</i>	
Sunday 16.00 – 16.30	Room 4 Situational Leadership
Nimeh Zaytoun	
<i>The situational theory in Educational Leadership says that there is no single, consistent "right way" to lead teachers. Therefore, this model suggests that the school principal, supervisor or coordinator should adopt a certain leadership style for the situation based on the teachers' competence and confidence.</i>	
Sunday 16.00 – 16.30	Room 5 Reflective Teaching
Fatima Salem	
<i>Reflective teaching is a personal tool that teachers can use to observe and evaluate the way they behave in their classroom. It can be both a private process as well as one that a teacher can discuss with colleagues. Teachers will be able to look at the underlying principles and beliefs that define the way that they work.</i>	

DAY 3 - Monday November 8, 2021

Monday 11.00 – 11.30	Room 1	Featured Session
Post-Covid collaboration: Empowering language teachers through professional partnerships		
Gabriela Kleckova		
<i>Collaboration is often talked about as one of the essential skills of 21st century. Although as language teaching professionals we understand the value of collaborative learning, we may not identically embrace it in our own professional lives. This talk explores the elements of collaboration that lead to effective and respectful partnerships and consequently professional success.</i>		
Monday 11.00 – 11.30	Room 2	
Adding Critical Thinking Value to Language Activities		
Richard Harrison		
<i>The explicit teaching of critical thinking is becoming increasingly popular. However, it is often difficult to find space in an already crowded language program. This talk looks at ways that critical thinking 'value' can be added to existing exercises and activities, in particular vocabulary, grammar/syntax, reading and writing.</i>		
Monday 11.00 – 11.30	Room 3	
Instructional Illuminators: Scoring Rubrics for Speaking Skills		
Nara Avtandilyan		
<i>Speaking skills are important in language teaching as well as assessment. However, assessing student performance can sometimes be a problem because there is no clear answer or solution. For this reason, rubrics have become increasingly popular. According to Popham (1997), rubrics have the potential to act as 'instructional illuminators'.</i>		
Monday 11.00 – 11.30	Room 4	
Students' Assessment of the Transition to Online Learning During Covid-19 Pandemic in Morocco		
Abdelfattah Laabidi		
<i>This presentation is a reflection of the highly debated topic in Morocco which is the feasibility and efficiency of online learning in emergency times. It sheds some light on the perception of Students to the transition to online learning in Morocco during Covid-19 pandemic.</i>		
Monday 11.00 – 11.30	Room 5	
Vision and Motivation: English language Teachers		
Roghayeh Pourbahram & Roghayeh Sadeghi		
<i>Vision, as one of the newly introduced concepts in the field, has been rarely studied with regard to language teacher motivation. This mixed-methods study will discuss the possible relationship between language teacher vision and motivation in public schools and private language centers in Iran.</i>		



Monday 12.00 – 12.30	Room 1
Everybody Thinks They Can't Before They Can: Tips for Teaching Online	
Daniel Morris	
<i>This session will address the new and somewhat unprecedented challenges that have arisen from teaching online. The speaker will draw upon the experiences of teachers, many of whom have entered completely uncharted territory. From their input, the session aims to discuss strategies to face the 'new normal' in ELT.</i>	
Monday 12.00 – 12.30	Room 2
Rethinking English Language Teaching in Post-Covid Pandemic	
Saihi Hanane	
<i>The present situation of the global pandemic pushed the Algerian university to rethink about the teacher professional development as well as students' awareness to use e-learning platforms adequately to fit the current needs to deliver the curriculum.</i>	
Monday 12.00 – 12.30	Room 3
Art is in Your Mind! Teaching English through Art Observation	
Oksana Kharlay	
<i>This workshop aims to give useful advice for using arts. It includes activities appropriate for learners of different ages designed to stimulate a range of skills including viewing, visual literacy, speaking, writing, and role-playing. They can trigger interactive creative thinking and responses, or a series of interrelated activities within a longer, structured educational program.</i>	
Monday 12.00 – 12.30	Room 4
Fostering Creativity through Project-based Learning	
Arisandy	
<i>Project-based learning has been part of today's learning method which focuses on student activities. It is believed that experience is the key to meaningful learning. In order to achieve that, the workshop is designed to let the participants experience, develop, and adjust the project-based activities to their classroom teaching practices.</i>	
Monday 12.00 – 12.30	Room 5
The Effects of Questioning Strategies and Presentation Practices to Strengthen Digital Discourse of B1 Learners	
Muhammed Vefa	
<i>Speaking and discourse practices are significant points to online learners. This study investigated the impact of questions and presentation-based learning to underpin the digital discourse of EFL learners. A mixed approach screened two groups of EFL learners. The findings indicated, "questioning strategies" enhanced the learners' discourse, and promoted critical thinking.</i>	



Monday 13.00 – 13.30	Room 1
University Students' Attitudes towards Distance Learning and their Motivation during COVID-19	
Zaid Hmouri & El Mostafa Biboussi	
<i>Due to Covid-19, many countries opted for distance learning. Students with no previous experience with distance learning faced motivation and interaction problems during online sessions. This study explored student perception of distance learning and its influence on their motivation and interaction during online sessions.</i>	
Monday 13.00 – 13.30	Room 2
Self-Regulation Training and EFL Learners' Writing Development in Online Education	
Parisa Abdolrezapour	
<i>This study applies self-regulation strategies in online classes and examines the possibility of improving EFL students' writing performance and self-regulation skills. Using instructions with emphasis on self-efficacy, intrinsic value, cognitive strategies, and metacognitive strategies in addition to the task-based writing instruction activities, results confirmed learners' greater achievement in writing performance.</i>	
Monday 13.00 – 13.30	Room 3
Strategies For Managing the Classroom Virtually	
Telal Khalid	
<i>Overnight, teaching and learning have been transformed virtually. The study sheds light on considerable challenges that teachers face in managing virtual classrooms. At one of the top professional needs, the presenter will discuss the reasons beyond these challenges and applicable strategies to address this issue.</i>	
Monday 13.00 – 13.30	Room 4
Coding in the Early Years and Building Language Skills	
Patti Tatum	
<i>Young children have an innate ability to understand language at an early age, which includes words not found in their daily vocabulary. Introducing coding, which is the beginning level of Computer Science, can help children learn skills of critical thinking, and problem solving and increase their vocabulary.</i>	
Monday 13.00 – 13.30	Room 5
Adapting Classroom Instruction for Online Setting: Factors to Consider	
Khedidja Chergui	
<i>Drawing on both personal teaching experiences and recent research in the area of virtual learning, this paper investigates the challenges (e.g. student passivity, lack of collaboration and time management) and factors (e.g. interactivity, asserting student motivation and instructional effectiveness), which teachers have to consider when adapting classroom instruction for online setting.</i>	



Monday 14.00 – 14.30 Multilingualism in TESOL Classrooms: Supporting Local Languages of students in English Classrooms Kashif Raza <i>This session aims to share strategies that can help teachers plan lessons and activities, which include opportunities for developing the target language (i.e. English) in collaboration with the local learners' languages (e.g. Arabic, Urdu, and Persian). It uses Raza's (2018) teaching adaptation model as a theoretical framework and shares examples from an ESL classroom.</i>	Room 1
Monday 14.00 – 14.30 Synchronous Online Teaching: A Blessing or Curse? Anisa Cheung <i>This study reports the interaction patterns of EFL primary students during online English lessons. They favored non-verbal responses such as typing and using gesture buttons. Non-verbal responses and extending wait-time also triggered elaborated verbal exchanges. The constituents of Classroom interactional competence (CIC) should be redefined to encompass synchronous online teaching.</i>	Room 2
Monday 14.00 – 14.30 Flipping English Intonation Pedagogy to Enhance Learners' Autonomy and Performance Alia Khan <i>This empirical study attempts to assess the benefit that can be derived from incorporating flipped learning in real time classroom teaching and online teaching of English intonation in the time of Covid-19.</i>	Room 3
Monday 14.00 – 14.30 Spelling: The Forgotten Skill Charles Fullerton <i>Incorporating much of the ingrained humour in the spelling of the English language, this presentation walks through the presenter's experiences abroad with the Korean and Arabic languages, before asking how bad (really, relatively) is English spelling? Finally, practical classroom activities are presented.</i>	Room 4
Monday 14.00 – 14.30 Coping with Boredom in Online Language Classes Mili Saha <i>This research explores the nature, causes, and remedies of EFL learners' boredom in online classes. Data were obtained from surveying two hundred and thirteen EFL learners studying at different universities, colleges, and schools. Results show Bangladeshi online EFL learners' boredom has several sources, which both teachers and learners should address.</i>	Room 5



Monday 15.00 – 15.30	Room 1
Online Teaching and Learning: Practices and Challenges	
Samira Moussaoui	
<i>Many academic institutions in Algeria have experienced serious delays in completing course requirements online, remotely evaluating students' work, and performing end-of-semester exams. This paper aims at analyzing the online teaching and learning practices and the challenges of university teachers and learners during lockdown periods at Bordj Bou Arreridj University.</i>	
Monday 15.00 – 15.30	Room 2
The Effect of Concordancing on Vocabulary Learning	
Nika Golabi	
<i>Vocabulary is at the heart of language learning. A useful tool for teaching this is the use of authentic examples to enhance comprehension. Concordancing software is one of these tools that enables learners to explore billions of authentic materials. Accordingly, this presentation investigates the effectiveness of online concordancing.</i>	
Monday 15.00 – 15.30	Room 3
Vocabulary Games: Boosting Students' Motivation	
Svitlana Lotoshnikova	
<i>The effectiveness of learning strongly depends on motivation. Appropriate vocabulary games and activities suggested by the teacher during on-line and face-to-face English classes help to create competitive and, at the same time, relaxing atmosphere, which in turn boosts students' motivation and facilitates learning.</i>	
Monday 15.00 – 15.30	Room 4
Writing Condition and CAF: A Study in an EFL Context	
Abdul Hakim	
<i>Adopting a quantitative research design with 80 participants, the current study aimed to determine if collaborative writing (CW) promotes higher quality written production as measured by complexity, accuracy, and fluency (CAF) dimensions. The results suggested that CW resulted in higher quality written production only in some aspects of CAF dimensions.</i>	
Monday 15.00 – 15.30	Room 5
Using Media to Motivate Students	
Irfan Ahmed	
<i>This session will show how English faculty can really motivate their students using the print media. It will tremendously increase the student self-confidence. It will enable the students to organize and present their ideas to the newspaper editors. This would also help in the development of leadership skills in students.</i>	



Monday 16.00 – 16.30 The Role of Language Teacher Associations in supporting Teachers during COVID-19	Room 1	Featured Session
Aymen Elsheikh		
<i>Language teacher associations play a vital role in teachers' professional development. During the pandemic many LTA's have responded to the need for supporting teachers during such uncertain times. This presentation highlights the different activities conducted by Africa ELTA to help teachers in Africa and beyond cope with classroom challenges and expanding roles and responsibilities.</i>		
Monday 16.00 – 16.30 Bringing the EFL Students of the World Together - The IVEProject	Room 2	
Eric Hagley		
<i>The IVEProject allows your students to use the English they study in class to interact in a safe environment and communicate with students around the world. It develops students' intercultural understanding and linguistic competence. Join the tens of thousands of other students from around the world.</i>		
Monday 16.00 – 16.30 Developing Students' Language Skills and Critical Thinking using Social Media	Room 3	
Rasha Haliem		
<i>This presentation aims at developing students' language and critical thinking skills using social media. The presenter will present some effective techniques suitable for different teaching contexts. Group discussion, questions and sharing views will be encouraged throughout the session.</i>		
Monday 16.00 – 16.30 Promoting Growth Mindset in Teachers and learners	Room 4	
Jency George		
<i>When educators approach teaching and learning with a growth mindset, they enable their students to grow and become deep learners. In this workshop, the presenter will discuss the ways to develop growth mindset among teachers and learners, which in turn results in achievement and success.</i>		
Monday 16.00 – 16.30 Blended Learning	Room 5	
Nadeya Omar Shamlan		
<i>This session aims to present some strategies that contribute to the effective integration of in-class and online learning, in a way that ensures students' active involvement in their learning process.</i>		
END		



QU FOUNDATION PROGRAM DEPARTMENT OF ENGLISH

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, the free exchange of ideas, respectful debate, and a commitment to rigorous inquiry.

QU FOUNDATION PROGRAM DEPARTMENT OF ENGLISH

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.

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Islamic Art Museum



The Villaggio Mall – for a Doha shopping experience



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