

TEFL Kuwait Spring Conference 2025
21st Century Language Teaching: Challenges, Opportunities and Solutions



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Message from the President:



Ms. Rana Khan, Assistant Professor, Canadian College Kuwait, Kuwait

My dear TEFL Kuwait members and conference participants,

We are pleased to welcome you to the fourth international spring conference of the TEFL Kuwait Association. I am delighted to have the opportunity to greet you at this event. This event will serve as a great platform to connect with others from around the world, providing opportunities for networking and learning from peers. With over 1500 members worldwide, we are proud to be the largest organization of our kind. Our community is made up of educators from a wide variety of backgrounds, creating a truly international and diverse group that represents a wide range of pedagogical perspectives.

We extend our deepest gratitude to our esteemed colleagues at IATEFL and TESOL International for their unwavering support throughout this journey. We firmly believe that collaboration and teamwork are key to fostering a platform for meaningful knowledge exchange. We would also like to acknowledge the exceptional efforts of the individuals who worked tirelessly to bring this event to fruition. Our heartfelt appreciation goes to Ms. Alison Koushki, President Elect; Ms. Oshin Danish and Ms. Reem Alenezi, Conference Chairs; Ms. Shannon Parks, Membership Chair; Mr. Abdulrahman Sulaiman, Membership Chair Elect; Mr. Albert Kurtishi, Treasurer and Sponsorship Chair; Dr. Nawal Mebitil, Newsletter Editor; Dr. Azzam Alobaid, Tech Advisor; and our Members at Large, Ms. Selma AlQasri, Ms. Laya Moghadam, Dr. Mansor Ali Darazi, and Ms. Shopboo Maktoobi. Additionally, we express our sincere gratitude to our SIG Chairs for their invaluable contributions in shaping the content of this conference. We look forward to an engaging and dynamic conference! See you on the 15th of February, Our warmest and heartfelt thanks to all of you for your support.

With best regards,

Rana Khan

President, TEFL Kuwait

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Message from the President Elect:



**Ms. Alison Larkin Koushki, English through Arts Leader
Kadir Has University School of Foreign Languages- Istanbul**

Dear educators,

Great to see you all again....***this time in person. Welcome to Kuwait!*** Welcome to the TEFL Kuwait Spring Conference 2025: **‘21st Century Language Teaching: Challenges, Opportunities, and Solutions.** While our International Fall Conference was ‘All Virtual,’ here we are on the flip side with an ‘All In Person’ event. We have cycled back to pre-pandemic times.

It was in this season 5 years ago that life as we knew it turned inside out and upside down. Normal human contact had vanished by February 2020. Yet education continued after a fashion, filtered by screens and masks. As the chill of isolation set in, teachers and students wondered: Would we ever meet again? 5 years later, in February 2025, the TEFL Kuwait Conference is ‘All In Person.’ We have come full circle and are ***much the wiser.*** Our in-person event features a star-studded line-up of regional, local, and international experts in the latest trends in language teaching, from content development to educational psychology to educational innovation, business studies, EAP, and blended learning.

TEFL Kuwait SIGs – Special Interest Groups – are still ‘on fire.’ Chat with SIG facilitators at their tables today as you stroll through the Conference venue in person. a journey to the center of SIG creativity, where new ideas are shaped and shared. One thing I love about TEFL Kuwait is that it’s free, right in step with futurist predictions that education itself is going that way. Founded on the eve of the pandemic, this was all a dream: global and Kuwait-based educators joining hearts and minds in TEFL Kuwait at a time when education was in a global tailspin. We took the risk and ventured into the storm, a fledgling organization flying against the elements with zero visibility. Glad we did! And now we are back where we started, face to face, but with new power tools to share as we

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enlighten our students, our colleagues, and ourselves, in person. Heartfelt thanks to presenters, participants, and the visionary TEFL Kuwait leaders who have made the dream real. Best wishes for a wonderful Spring Conference!

Peace and light,

Alison Larkin Koushki,
President-Elect, TEFL Kuwait

Message from the Membership Chair:



Ms. Shannon Parks, Instructor, American University of Kuwait, Kuwait

Dear TEFL Kuwait Members,

Welcome to our annual spring conference 21st Century Language Teaching: Challenges, Opportunities, and Solutions! As TEFL Kuwait's Membership Chair, I am deeply inspired to see this collective energy and expertise gathered in one location. Our profession faces continual transformation as we encounter technological advances and the growing diversity of students' needs. There is no doubt that the challenges we face are huge, but they give us a distinct opportunity to collaborate and creatively evolve.

Your ongoing participation to TEFL is necessary as we synergistically meet these challenges that would otherwise be too daunting to face alone. We encourage you to let your voice be heard as you engage with the various workshops, sessions, and discussions offered today. We value your experiences and solutions that enable us to grow and adapt to the quickly changing landscape of teaching in the 21st-century. Thank you for your continued commitment to advancing the field of education and for being an integral part of our shared journey.

We hope you will enjoy the conference and carry a valuable experience with you.

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Best wishes,
Shannon Parks
Membership Chair - TEFL Kuwait

Message from the Conference Chair:



Ms. Oshin Danish, Senior Lecturer, AlYamama University, Riyadh, KSA

Greetings from Saudi Arabia!

On behalf of TEFL Kuwait, I am honored and delighted to welcome you to TEFL Kuwait's Spring Conference 2025 – ***21st Century Language Teaching: Challenges Opportunities and Solutions***

We are delighted that you are here, enlightening us with your presence. At this year's conference we look forward to hearing your view on 21st century trends, challenges, opportunities and solutions. We are glad that our annual in-person conference is here to provide with a plethora of knowledge, encouraging us to think outside the box. Addressing challenges and finding solutions – as educators and life long learners. Your interests, presence and participation means we're one step closer.

It has been a pleasure been given the opportunity by Madam President – Ms. Rana, to be a part of the TEFL Kuwait Committee and serving as the Conference Chair.

As proud partners of IATEFL, we at TEFL Kuwait welcome you.

Best wishes,
Oshin Danish

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TFFL Kuwait Board Members, Special Interest Groups & Conference Organizers

Board Members:

President: Ms. Rana Khan

President Elect: Ms. Alison Larkin Koushki

Membership Chair: Ms. Shannon Parks

Conference Chair: Ms. Oshin Danish

Treasurer: Mr. Albert Kurtishi

Newsletter Editor: Dr. Nawal Mebitil

Technical Advisor: Dr. Azzam Esam Alobaid

Member At Large: Ms. Laya Moghadam

Member At Large: Dr. Mansoor Ali Darazi

Member At Large: Ms. Selma AlQasri

Member At Large: Ms. Shoboo Maktoobi

Special Interest Group Chairs:

Blended Learning SIG: Dr. Chadia Mansour

ESP (English for Specific Purposes SIG: Dr. Anastasia Khawaja

NNEST (Non-Native English Speakers in TESOL) SIG: Ms. Rana Khan

REALL (Read English Actively for Language and Life Skills) :

Special Education SIG: Mr. Thomas Santo

Neurolinguistics SIG: Ms. Anna Machura

Language learning with Generative AI SIG: Ms. Laya Moghadam

ELT Through Films SIG: Mr. Fayyaz Malik

Mathematics SIG: Dr. Fatma AlMuwaiziri

Conference Committee:

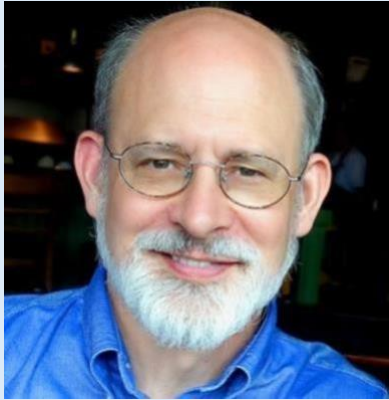
Conference Chair: Ms. Oshin Danish

Co Conference Chairs: Ms. Reem Alenezi

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Our Plenary Speakers:



Mr. Joe McVeigh:
Consultant, Teacher Trainer, Author
Oxford University Press,
Middlebury College, Vermont, USA

Session Title: Challenges, Opportunities, and Solutions in 21st Century Language Teaching

Abstract: Today we find ourselves in complicated times with both daunting challenges and exciting opportunities for language teachers. In this session we will explore the challenges, consider the opportunities, and examine solutions that will help us further develop our teachings practices for the coming decades and beyond. At a time of increasing technological advances and disruptions, many of us feel unsettled by the possibilities that the future holds for us. At the same time, changing educational policies complicate our lives, but at the same time offer us new possibilities. While the world appears to be transforming around us, by focusing on some of the fundamental tenets of language teaching and human interaction, we can aim to provide the best possible instruction for our students and connect with them in ways that will challenge and develop their abilities, while maintaining our own well-being.

Bio: Joe McVeigh is an author and independent educational consultant based in Middlebury, Vermont, in the northeastern part of the United States. He is a co-author of the *Q: Skills for Success* series from Oxford University Press. He is an active member of the TESOL International Association and has worked as an English language specialist delivering professional development workshops for the U.S. Department of State in a variety of countries including Bahrain, Oman, and U.A.E. In the U.S. he has taught at California State University, Los Angeles, the California Institute of Technology, the

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University of Southern California, and at Middlebury College, and Saint Michael's College in Vermont. He is also an expert in the field of English language program accreditation and frequently travels coordinating the work of peer reviewers for the Commission on English Language Program Accreditation (CEA).

Our Plenary Speakers:



Prof. Dr. Christina Gitsaki:
Research Coordinator,
Center for Educational Innovation,
Zayed University, UAE

Session Title: AI and the Challenges and Opportunities it Presents to the Field of TESOL

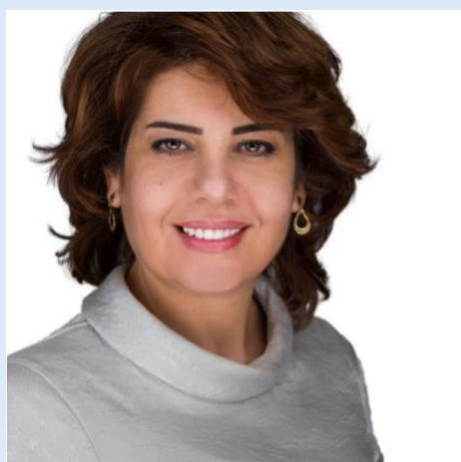
Abstract: In an era where artificial intelligence (AI) is revolutionizing education, English language teaching stands at the forefront of transformative change. This keynote address will explore the integration of AI tools in language instruction, assessment, and research, highlighting how these technologies can enhance learner engagement, personalize learning pathways, and evolve assessment processes. The session will critically examine the opportunities AI presents, including adaptive learning platforms, automated feedback systems, and advanced analytics for tracking learner progress. It will also address significant challenges, such as ethical considerations, data privacy, equity of access, and the potential for over-reliance on technology at the expense of human interaction. Drawing on current research and practical examples, this talk will provide a roadmap for educators, policymakers, and researchers. Key recommendations will focus on fostering teacher training in AI literacy, developing frameworks for ethical use, and promoting interdisciplinary collaboration to align AI advancements with pedagogical goals. The session will conclude by envisioning a future where AI and educators work in tandem, empowering learners and redefining the possibilities of English language education.

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Bio: Prof. Dr. Christina Gitsaki is the Research Coordinator and Acting Director at the Center for Educational Innovation, Zayed University, UAE. In the past, she served as the UNESCO Chair in Applied Research in Education in the UAE and later as the Associate Dean of the Foundations program at the Higher Colleges of Technology, UAE. Before coming to the UAE, she worked at The University of Queensland (UQ) in Australia, where she educated pre-service teachers and supervised Master's and Ph.D. students in educational research. She has worked with Education Queensland and The Learning Federation of the Curriculum Corporation, Australia on state and federal education projects such as the creation of digital Learning Objects for K-12 ESL students. At the CEI she oversees the Scholarship of Teaching and Learning course, the development of resources for research and she provides advice and mentorship to faculty who are interested in engaging in research on teaching and learning.

Our Plenary Speakers:



Dr Huda Shaaban:

Licensed Educational Psychologist,

Professional Certified ADHD Coach

Founder & CEO Learning Difficulties Professional Association, Kuwait

Session Title: Unlocking Potential: Meeting Neurodiversity Needs in Inclusive Classrooms

Abstract: In today's diverse world, creating inclusive classrooms that support all learners is more critical than ever. In addition to the challenges that all educators must face, addressing the unique needs of neurodiverse students—those with ADHD, autism spectrum disorder (ASD), dyslexia, and other learning differences—requires a shift from traditional teaching approaches to innovative, student-centered strategies.

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This talk will explore neurodiversity, emphasizing the importance of recognizing and valuing neurological differences as natural variations rather than deficits. Participants will gain practical insights into managing classroom dynamics and implement measures that will allow neurodiverse learners to thrive alongside their peers.

Through examples and interactive discussions, educators will explore how to tailor learning to increase engagement, reduce barriers, and build meaningful connections with neurodiverse students. Special attention will be given to increasing executive function, a sensory-friendly environment, and peer-led collaboration to develop an inclusive classroom culture.

By the end of the session, attendees will leave equipped with strategies to unlock the potential of every student, ensuring that inclusive classrooms are truly empowering spaces for all. This session is ideal for English language educators, school leaders, and education professionals seeking to understand better and teach neurodiverse learners. Participants will come away from the session with practical tools and practices to make every student possible so that inclusive classrooms are truly empowered spaces.

Bio: As a Licensed Educational Psychologist and an expert in learning disabilities, Dr. Huda Shaaban brings over 27 years of professional experience in educational psychology to her work. Her extensive career includes various roles such as high school instructor, educational specialist, senior consultant, researcher, lecturer, school director, and professional coach. With a PhD in Educational Psychology, specializing in Learning Disabilities, she has extensive knowledge and experience in educational leadership, Learning Disabilities, Dyslexia, ADHD, Teaching Strategies, Classroom Practices, Differentiation Instructions, Curriculum Accommodations and Modifications, Behavior and School Management, Social Emotional Learning, Emotions and Motivations, Multiple Intelligence, Learning Styles, Brain Based Learning and Executive Functions.

As a renowned regional expert, Dr. Shaaban has presented at many professional events in the MENA region including Kuwait, Amman, Bahrain, Dubai, Lebanon and Qatar, and internationally in the US, Germany and Australia. Her scope of expertise spread out to chairing and coordinating many national and international professional development conferences, forums, training sessions, and public awareness campaigns. As a passionate and collaborative educational leader, Dr. Shaaban has worked with the United Nations Development Program (UNDP) as a learning disabilities (LD) & attention deficit hyperactivity disorder (ADHD) expert consultant to support the Kuwait Association for Learning Differences (KALD). She is a founding member and CEO of the Learning Difficulties Professional Association (LDPA); an organization established in 2002 to work with and support teachers and specialists across private schools.

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Dr. Shaaban completed her graduate and post-graduate education at the Lebanese University in Beirut, where she earned a Bachelor's degree in Clinical Psychology, a Master degree and Ph.D in Psychology with a specialization in Learning Disabilities. She is a Professional Certified ADHD Coach (PCC) from the International Coach Federation (ICF) and author of two books: "Harnessing the Power of ADHD- My Recipe for Success" and the "Integrative Therapeutic Approach for Individuals with ADHD" She is the creator of the Integrative Therapeutic Model for Individuals with ADHD/ LD – "DECISION-DEAR 2 ME"- A research-based model that received the First Paper Award at the ARICEL Conference – King's College, London in 2019. The model was also presented at the Applied Research International Conference at Harvard University in Boston in 2022 and played a significant role in the development of Dr. Shaaban's 'Self -Sustained Theory'."

Our Featured Speakers:



Prof. Ahmed Al-Hunaiyyan

Deputy Director, Academics and Research, PAAET

Member of the Founding Administrative Board,

Abdullah Al Salem University, Kuwait

Session Title: Introducing a Competency Model for Digital Instructors: Towards Innovative Teaching and Learning in the Digital Era

Abstract: Educational institutions are largely responsible for maintaining a positive environment for the effective use of technology in teaching and learning. The presenter will introduce a "Digital Instructor Model within the context of innovative and virtual learning". The new digital era has vastly improved citizens' access to information. In the context of online learning delivery, instructors with digital skills play a crucial role in creating immersive learning spaces that offer students new ways to learn and play a pivotal role in guiding students to become ethical and responsible digital citizens. The model consists of five aspects: strategic; pedagogical; technical skills; soft skills; and

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technological readiness. The objective is to assist in the development of digital instructor skills and to meet the needs of digital-age students.

Bio: Dr. Al-Hunaiyyan is the founding board member at Abdullah Salem University and the Deputy Director for Academics and Research at the Public Authority for Applied Education and Training, PAAET, Kuwait. He earned his PhD. Degree in the field of Computer Science, specializing in Multimedia interface design, from Hertfordshire University, United Kingdom. As of working experience, he participated in various academic institutions, Al-Ain University, U.A.E., Wabounsi College, USA, Hertfordshire University, UK, Public Authority for Applied Education and Training (PAAET), Kuwait, Gulf University for Science and Technology (GUST), and Kuwait University. Dr. Al-hunaiyyan participated in many conferences, workshops, training programs, academic visits, also supervised Master and PhD. students. His research interests include usability, interface design, cultural interfaces, social media issues, multimedia design for learning, computer based learning, and management information systems and technology. Additionally, Dr. Al-hunaiyyan was elected by faculty members as the vice president for Faculty association which is the voice of about 1500 faculty of the 5 colleges at PAAET.



Dr. Plamen Kushkiev:
Professor,
English for Academic Purposes,
George Brown College,
TESL Toronto Member At Large, Canada

Session Title: Harnessing Positive Emotions: Empowering ELT Teachers in AI-Mediated Instruction

Abstract: Teacher and learner emotions are at the heart of English language classrooms. The subjective experience of emotions can facilitate the learning process and enhance teaching realizations. In this session, the speaker will highlight the facilitative role of discrete positive emotions in leveraging artificial intelligence (AI) tools in ELT settings.

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The talk will feature important implications and critical reflections from the literature on AI-mediated instruction, as well as the presenter's pedagogical practice in the Canadian tertiary context. The presentation will encourage the participants to reflect on their perceptions of positive emotions' role in integrating AI tools to enhance their pedagogical realizations.

Bio: Dr. Plamen Kushkiev, EdD, is a professor at the School of ESL and Immigrant Education at George Brown College, Toronto, Ontario, where he facilitates adult education courses for a diverse body of adult learners. The recipient of George Brown College's Scholarship of Teaching and Learning Scholar Award (2024), Plamen currently serves on the Teaching and Learning Community of Practice in ELT committee as well as on the TESL Toronto board as Member-at-Large. He has also served in a variety of teaching, academic leadership, and communities of practice roles and maintains an active research agenda in the areas of ELT teacher identity, teacher emotions, and AI in ELT. Plamen regularly presents at national and international conferences and is passionate about teacher development and continuous learning.



Dr Christine Coombe
Professor of GARD,
Higher Colleges of Technology,
Dubai Men's College, UAE

Session Title: Becoming a Teacher Researcher: From Finding Your Niche to Getting Published

Abstract: At a time where education has undergone so much change, it is a necessity to explore how to move forward and learn and/or acquire the skills needed to navigate the classrooms of tomorrow. For me, the classroom of tomorrow is not just a physical space; it is a mindset that values continuous learning, adaptability, and the empowerment of students to shape their own educational journeys. Such a classroom will see traditional

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classroom instruction transition into a digital space, where students can connect with teachers and other students from around the world to collaborate on hands-on projects connected to their daily lessons and lives. With this shift, the list of skills that teachers must have or develop might seem endless. In this session, we explore the essential skills for modern teaching in the classrooms of tomorrow. From the hard skills like proficiency in educational technology/AI and differentiated instruction to the soft skills of collaboration, self-care and wellbeing and increased global awareness, we discuss these skills and offer strategies on how to develop them.

Bio: Christine Coombe has a Ph.D in Foreign/Second Language Education from The Ohio State University. She is currently an Associate Professor of General Studies at the Higher Colleges of Technology. Christine has published over 60 books in various topics in TESOL/ELT. Dr Coombe serves as the editor of *Language Teaching Research Quarterly* (2017 to present) and as the Editor of the Scopus-indexed Q1 Brief Reports section of the *Asia TEFL Journal* (2016 to present).

During her 32-year tenure in the Middle East, she has won many awards: the 2002 Spaan Fellowship for Research in Second/Foreign Language Assessment; 2002-03 TOEFL Outstanding Young Scholar Award; TOEFL Board Grant for 2003-04, 2005-06, 2007-08 and 2009-10 for delivering assessment literacy training in developing countries. She served on the TESOL Board of Directors as Convention Chair for Tampa 2006 and was the recipient of the Chancellor's Teacher of the Year Award for 2003-04. She served as TESOL International Association President (2011-2012).

Christine received the British Council's International Assessment Award for 2013 and was named to TESOL's 50@50 which "recognizes professionals who have made significant contributions to the TESOL profession within the past 50 years." Dr Coombe is the 2018 recipient of the James E. Alatis Award which recognizes exemplary service to TESOL. Her most recent honor was being named to the US Department of State's 30@30 English language specialists in 2021. This list recognizes ElSpecs who have made an impact on the teaching and training of English language teachers around the world in the last 30 years. In 2024 she was elected to the TIRF Board of Trustees and is the current President of the English Language Testing Society.

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Dr. Shaikhah Alainati:
Head of the Business Department,
College of Business Studies,
Public Authority for Applied Education and Training, Kuwait

Session Title: Developing Education Using Twenty-First-Century Skills

Abstract: The shift to a knowledge economy compels one to rethink educational roles and equip oneself with twenty-first-century competencies to increase productivity. This study investigates the organization of essential skills (critical thinking, creativity, collaboration, and digital technologies) globally and regionally. The denote results draw attention to the need for a transformation in the direction of rethinking the whole educational framework with specific emphasis on curriculum development, teacher training, and adaptable policies. A few have made progress on the journey of the GCC countries; however, much remains to be done regarding fully integrating the skills into an educational system for the countries.

Bio: Dr. Shaikhah Alainati is the head of the Business Department at the College of Business Studies at the Public Authority for Applied Education and Training. She is an associate professor and educator with more than 20 years of experience in Business and Human Resource Management. She holds PhD from Brunel University. Her work is focused on research, writing books, and developing training programs. She has more than 20 journal publications and 10 conference participations. In addition to her professional achievements, Dr. Shaikhah Alainati is an advocate for outcome- based education and is currently involved in developing and implementing new curricula not only for her Department of Business Studies but also for other departments at the College of Business Studies.

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Dr. Agnieszka Palalas:
Former President, IABL - International Association for Blended Learning,
Associate Professor, Faculty of Humanities and Social Sciences
Athabasca University, Canada

Session Title: Fostering Digital Wellness in Language Education

Abstract: Dr. Aga's session will focus on digital wellness—leveraging digital technologies, including AI, to enhance language learning and promote learners' well-being. I will address the potential harmful effects of technology misuse, such as burnout, cognitive overwhelm, and work-life imbalance. I will also introduce the Digital Wellness Framework for Online Learning (DW-FOLD), which emphasizes the need for practices that support holistic well-being rather than just cognitive outcomes. Additionally, I will weave in the concept of attentional literacy, empowering students to navigate the distractions of the digital landscape effectively. This talk aims to equip educators with strategies to create a balanced and meaningful language learning environment and a positive learning experience.

Bio: Dr. Agnieszka (Aga) Palalas is an Associate Professor in Open, Digital, and Distance Education at Athabasca University, where she also served as the Program Director for the Doctor of Distance Education and Master of Open, Digital, and Distance Education programs. With over three decades of experience as an educator, instructional designer, and language instructor, Aga specializes in technology-assisted learning and innovative pedagogy that prioritizes human-centered approaches. Her research focuses on digital wellness, mindfulness in online learning, language learning and holistic digital learning design that nurtures the intellect, body, mind, and spirit of individuals and communities. Aga has been actively involved in local and international professional associations and has served as the Founding Directors and the Past-President of the International Association for Blended Learning (IABL) and the Past-President of the International Association for Mobile Learning (IAMLearn). In those roles, she interacted and collaborated with scholars, learning and training experts around the globe across diverse educational and cultural contexts. Aga has published numerous articles and book chapters as well as edited books pertaining to mobile and blended learning and language

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learning. She has presented keynote speeches, papers, and workshops worldwide. She also contributes to the academic community as a member of editorial review boards for several journals in mobile learning, language learning, distance education, and educational technology.



Mr. Bader Alessa:
Chief Executive Officer, MyULearning, Kuwait

Session Title: The Evolution of AI and its Impact on Education
Affiliation: CEO MYU Interacting Learning

Abstract:

During the session, we will explore the history of AI, its various applications, why it became prominent today, and its effects in shaping the future of education.

Bio: Bader W. Alessa is the CEO and founder of MyU, a leading education technology platform that revolutionizes communication and learning in schools.

Today, MyU has become a trusted tool helping hundreds of students streamline their educational journey while empowering educators with user-friendly, flexible, and interactive solutions. Driven by a passion for innovation, Bader is committed to enhancing school operations and fostering a connected and efficient learning environment.

KCST In-Person Schedule - Saturday, February 15th

8:30 AM - 5:30 PM

<p>8:00 AM - 9:00 AM Registration</p>	<p>Registration and Check-In at the lobby.</p>							
<p>9:00 AM - 9:30 AM Welcome</p>	<p>Welcome: Hall C Opening Ceremony - TEFL Kuwait President - Ms. Rana Khan, President Kuwait College of Science and Technology - Professor Khaled Al-Begain Guest of Honor – Dr. Ahmed Al-Hunaiyyan Welcome Address by Board Members - Membership Chair - Ms. Shannon Parks Conference Chair - Ms. Oshin Danish</p>							
<p>9:30 AM - 10:30 AM Keynote Speaker</p>	<p><i>Challenges, Opportunities, and Solutions in 21st Century Language Teaching.</i> Dr. Joe McVeigh – Hall C</p>							
<p>10:30 AM - 11:00 AM Presentations</p>	<p><i>EFL Teachers' Lived Experiences with Intercultural Communicative Competence in English Language Teaching</i></p>	<p><i>Innovation in Teaching Writing: Towards 5.0 Digital and AI Era</i></p>	<p><i>Language Learning Strategies: Prospects in Flipped Learning</i></p>	<p><i>Game-Based Learning - Adapt Games for Your Classroom</i></p>	<p><i>What does it take to be a Business English Trainer?</i></p>	<p><i>Developing English-as-Additional-Language Learner's Communicative Skills Through Curricular Activities</i></p>	<p><i>Charting ChatGPT's Trailblazing Influence in Evolving Higher Education Beyond Textbooks</i></p>	<p><i>Fostering Lifelong Learning Strategies in ESL Classrooms</i></p>
	<p><i>Mrs. Adoracion Josol</i></p> <p><i>F-102</i></p>	<p><i>Dr. Chadia Mansoor</i></p> <p><i>F-103</i></p>	<p><i>Mr. Hamoudi Benarba</i></p> <p><i>F-104</i></p>	<p><i>Mr. Mikolaj Sobocinski</i></p> <p><i>F-106</i></p>	<p><i>Mr. Ben Dobb</i></p> <p><i>F-110</i></p>	<p><i>Dr Shamsuddin Abikar</i></p> <p><i>F-111</i></p>	<p><i>Mr. Kashif Ali Sabiri</i></p> <p><i>YouTube</i></p>	<p><i>Ms. Rasha Mansour</i></p> <p><i>YouTube</i></p>

11:00 AM - 11:15 AM Coffee Break	Coffee Break (Between E1 & F1)							
11:15 AM - 11:45 AM Presentations	<i>Moving Students' Learning Beyond Teaching and Test-taking</i>	<i>HOTSing Instruction: Multimodal English Language Teaching and Learning</i>	<i>Reflect, Grow, Succeed: Leveraging a Critical Friend in Professional Life</i>	<i>How To Teach as No One Did Before</i>	<i>“Entrepreneurial Education in Business English for Gulf Region University Students”</i>	<i>Faculty Reading Groups: Transforming Learning Through Collaboration</i>	<i>The Art of the Ask- How to Enlist Support from a Position of Partnership</i>	<i>Fostering Lifelong Learning Strategies in ESL Classrooms</i>
	<i>Ms. Fawzia AlGhamdi</i> <i>F--102</i>	<i>Mr. Faisal Marrouki</i> <i>F-103</i>	<i>Mr. Ramy Rashad Abderraheem</i> <i>F-104</i>	<i>Ms. Heba Bassem Mohammed Saeed</i> <i>F-106</i>	<i>Mr. Conan Kmiciek</i> <i>F-110</i>	<i>Dr. Wafa Zoghor</i> <i>F-111</i>	<i>Prof. Leila Kubesch</i> <i>YouTube</i>	<i>Ms. Rasha Osman</i> <i>YouTube</i>
11:45 AM - 12:15 PM Featured Speaker	<i>Harnessing Positive Emotions: Empowering ELT Teachers in AI Mediated Instruction.</i> Dr. Plamen Kushkiev – Hall C							
	<i>Introducing a Competency Model for Digital Instructors: Towards Innovative Teaching and Learning in the Digital Era.</i> Dr. Ahmed Al-Hunaiyyan – Hall E							
	<i>Becoming a Teacher Researcher: From Finding Your Niche to Getting Published.</i> Dr. Christine Coombe – F-104							
12:15 PM - 12:45PM Presentations	<i>Getting Gamification Right: Training Teachers to Gamify</i>	<i>The Teacher's Role in AI Integration in English Language Teaching</i>	<i>Teachers and Students' Views on the Effects of the Medium of Instruction on Comprehending the Subject Matter</i>	<i>Enhancing Language Proficiency and Content Learning Through CLIL</i>	<i>Happy Brains Learn Better: The Biochemistry Behind Student mental Health & Academic Thriving</i>	<i>WhatsApp and EFL Pragmatic Competence: Implications and Innovations</i>	<i>Artificial Intelligence: Adapt, Transform and Use</i>	<i>The Impact of Assessment on the Teaching and Learning Process</i>
	<i>Mr. Ben Dobbs</i> <i>F-102</i>	<i>Ms. Jumana AlAmir</i> <i>F-103</i>	<i>Mrs. Munira Al Siyabi</i> <i>F-104</i>	<i>Mr. Blerim Sherifi</i> <i>F-106</i>	<i>Dr. Marwa Mohammed Adel Salama</i> <i>F-110</i>	<i>Ms. Nourein AlShaer</i> <i>F-111</i>	<i>Dr. Doris Younes</i> <i>YouTube</i>	<i>Mr. Mahmud Sultan Nafa</i> <i>YouTube</i>

12:45 PM - 1:30PM Lunch Break	Lunch Break (Between A1 and B1)							
1:30PM -2:30 PM Keynote Speaker	<i>AI and the Challenges and Opportunities it Presents to the Field of TESOL</i> Dr. Christina Gitsaki – Hall C							
2:30 PM - 3:00 PM Panel Discussion	<i>Empowering Educators in the AI Era: Collaboration for Upskilling Programs</i> Panel Discussion – Hall C - Prof. Ahmed Al-Hunaiyyan, Prof. Christina Gkitsaki, Dr. Shaikha Alainati, and Dr. Plamen Kushkiev							
3:00 PM - 3:15 PM Coffee Break	Coffee Break (Between E1 and F1)							
3:15 PM -3:45PM Presentations	<i>Intercultural Grammar and Intercultural Awareness in English Language Education</i>	<i>Teaching English Through Visual Arts in an English Foundation Program</i>	<i>Corpus-Based Analysis of Agreement Errors in Arab EFL Learners</i>	<i>Boosting Reading Comprehension Skills Using AI: Practical Classroom Strategies</i>	<i>ESL for sustainable development: Capacity building and knowledge sharing</i>	<i>The Engagement of Students' Individual Differences in Learning</i>	<i>Challenging Stereotypes: Expat Teaching Experience in China</i>	<i>Self-Assessment to Improve Language Learning and Teaching</i>
	Mr. Samir Ahmad Elgedawy <i>F-102</i>	Mrs. Wafa Al Dhahli <i>F-103</i>	Mr. Cem Can <i>F-104</i>	Ms. Heba Mahmoud <i>F-106</i>	Ms. Sosil Somakian <i>F-110</i>	Dr. Moza Abdullah AlMaliki <i>YouTube</i>	Mr. Feroze Akbarov <i>YouTube</i>	Dr. Maria Rosanna Ramirez <i>YouTube</i>
3:45 PM - 4:15 PM Featured Speaker	<i>Fostering Digital Wellness in Language Education</i> Dr. Aga Palalas – Hall C							
	<i>The Evolution of AI and its Impact on Education Affiliation: CEO MYU Interacting Learning</i> Mr. Bader Aleissa – F-104							

	<i>Developing Education Using Twenty-First-Century Skills</i> Dr. Shaikha Alainati – Hall E	
4:15 PM - 5:15 PM Keynote Speaker	<i>Unlocking Potential: Meeting Neurodiversity Needs in Inclusive Classrooms</i> Dr. Huda Shaaban – Hall C	
5:15 PM – 5:30 PM Closing	Closing Remarks & Vote of Thanks – Hall C	
16th February - Virtual Recorded Sessions – Available Through QR Code to Conference Attendees		
Full name	Session Title	Country
Mr. Mahmoud Sultan Nafa	The Impact of Assessment on the Teaching and Learning Process	Ajman/ The UAE
Professor Leila Kubesh	The Art of the Ask- How to Enlist Support from a Position of Partnership	USA
Mr. Feruz Akbarov	Challenging Stereotypes: Expat Teaching Experience in China	Heze, Shandong, China
Dr. María Rossana Ramírez Ávila	Self-Assessment to Improve Language Learning and Teaching	Guayaquil, Ecuador
Dr. Doris Younes	Artificial Intelligence: Adapt, Transform and Use	Lebanon
Ms. Rasha Osman	Student-Centered Assessment and 21st Century Skills	Egypt
Mrs. Rasha Mansour	Fostering Lifelong Learning Strategies in ESL Classrooms	Iraq-Erbil
Dr. Moza Abdullah AlMaliki	The Engagement of Students' Individual Differences in Learning Environment	Rustaq, Oman
Mr. Kashif Ali Sabri	Charting ChatGPT's Trailblazing Influence in Evolving Higher Education Beyond Textbooks	Buraimi, Oman
Ms. Manal Kabesh	Fostering Kindergarten Students' Critical Thinking Skills Using Social-	Egypt

	Emotional Learning	
Ms. Nada Sheif	Inclusive Assessment Approaches	Egypt
Ms. Salma Niazi	Bloom's Taxonomy in the Context of English Language Teaching	Pakistan
Mrs. Rajaa Laghrissi	Prompt Engineering to Effectively Use AI as a Teacher Assistant & Critical Friend	UAE

Concurrent Speakers – In Person

Saturday, 15th February (10:30 AM -11:00 AM)

Mrs. Ma. Adoracion Josol

EFL Teachers' Lived Experiences with Intercultural Communicative Competence in English Language Teaching

Room (F-102)

This descriptive phenomenological research design aims to investigate the lived experiences of English as a Foreign Language (EFL) teachers in teaching English in multicultural classrooms. Grounded in constructionism as an epistemological framework and interpretivism as a theoretical perspective, the study seeks to uncover the subjective realities constructed by EFL teachers. Informed by Byram's Model of Intercultural Communicative Competence, the research also aims to derive pedagogical insights for promoting effective intercultural communication and understanding in diverse educational settings. The research will utilize Crotty's Framework (1998) to guide the study's design, data collection, and analysis. Semi-structured interviews, based on a researcher-made questionnaire, will be conducted to capture the essence of teachers' experiences and identify key themes and implications for pedagogical practice.

Affiliation: Independent, Kuwait

Email: adora.josol123@gmail.com

Dr. Chadia Mansour

Innovation in Teaching Writing: Towards 5.0 Digital and AI Era

Room (F-103)

There has been a paradigm shift in teaching and learning including teaching writing. In this session, the speaker addresses innovation in teaching writing, in 5.0 digital and AI era. She provides concrete examples that showcase innovative multimodal approaches for teaching writing from her classroom practice and research.

Affiliation: Independent, Riyadh, KSA

Email: cxmans@gmail.com

Mr. Hamoudi Benarba

Language Learning Strategies: Prospects in Flipped Learning

Room (F-104)

This presentation navigates the potential benefits of flipped learning in language classrooms on language learning strategies. It investigates the overlap between indirect language learning strategies and the flipped learning framework through an intentional reversal of classwork and homework offering more opportunities for active and autonomous learning.

Affiliation: Mohammed Tahri University of Bechar, Constantine, Algeria

Email: benarba.hamoudi@univ-bechar.dz

Mr. Mikolaj Sobocinski

Game-Based Learning - Adapt Games for Your Classroom

Room (F-106)

Attendees will be presented with games easily adjusted to their classroom. A selection of game mechanics, types, and win conditions will be explained. Later, participants will have 30 minutes to adapt commercial games to their own needs. Finally, participants will gain a better understanding of games and how to adapt them for efficient game-based learning classroom.

Affiliation: American University of the Middle East, Kuwait

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Mr. Ben Dobbs

What does it take to be a Business English Trainer?

Room (F-110)

This talk will clarify the competences required from anyone aiming to move into business English training and who is curious about what they need in order to perform effectively in this field. This will include consideration of business knowledge, training skills, functions, managing the training cycle, language systems and more.

Affiliation: Distance Cert, York, UK

Email: Ben@distance-cert.com

Dr. Shamsudin Abikar

Developing English-as Additional- Language Learner's Communicative Skills Through Curricular Activities

Room (F-111)

This study explores ways to promote the communicative skills of a Year 5 boy in a primary school in England by using Vygotsky's Zone of Proximal Development (ZPD) theory. The Subject, from Somalia, with no prior English knowledge was involved in a scaffolding activity with three more capable pupils.

Affiliation: Independent, Bristol, UK

Email: nur2000us@yahoo.com

Mr. Kashif Ali Sabiri

Charting ChatGPT's Trailblazing Influence in Evolving Higher Education Beyond Textbooks

Room (Shifted to YouTube Virtual Session)

The study analyzed higher education faculty globally on integrating ChatGPT, contextualizing its positive and negative perceptions to increase creativity and personalized teaching and learning. Using a quantitative approach, and SPSS and excel for data analysis, the results and findings highlight the challenges and potential benefits of AI in modern education

Affiliation: University of Buraimi, Buraimi, Oman

Email: kashifalisabiri@gmail.com

Prof. Mohamed El Zerk

The Application of the Guttman Chart to Language Test Scores Analysis

Room (Shifted to YouTube Virtual Session)

The Session explores a practical method for analyzing test scores by using the Guttman chart to analyze objective language tests meant to identify students' Zone of Proximal Development. This analysis informs the development of remedial work interventions and evaluates the functionality of the test items at both general and item-specific levels.

Affiliation: Abdelhadi Boutaleb High School, Sale, Morocco

Email: mohamed.elzerk@um5r.ac.ma

Saturday, 15th February (11:15 AM - 11:45 AM)

Ms. Fawzia Alghamdi

Moving Students' Learning Beyond Teaching and Test-taking

Room (F-102)

Teachers will be introduced to three ways of looking at thinking: Exploring ideas, organizing ideas, and digging deeper into ideas. In this workshop, they will be introduced to thinking strategies they can use for developing and fostering critical thinking and creating a more engaging and thought-provoking learning environment for students.

Affiliation: Independent, Jeddah, KSA

Email: fawz_rd@hotmail.com

Ms. Gulnoza Kamilova

AI in Academia: How University Students are Embracing Technology

Room (Shifted to YouTube Virtual Session)

This research investigates the use of AI tools among 200 university students for reading comprehension, summarization, and academic writing. Findings highlight how tools like ChatGPT enhance efficiency and reveal limitations in feedback and accuracy. The study calls for further exploration of AI's long-term impact on academic integrity and skill development.

Affiliation: Westminster International University in Tashkent, Tashkent, Uzbekistan

Email: gulnoza.kamilova@hotmail.com

Mr. Ramy Rashad Abdel Reheem

Reflect, Grow, Succeed: Leveraging a Critical Friend in Professional Life

Room (F-104)

Discover the transformative power of 'Critical Friends' in professional development. This session explores the role of critical friends in enhancing reflective practice, providing constructive feedback, and fostering continuous growth, ultimately leading to improved teaching outcomes and professional excellence.

Affiliation: Cambridge University, Dubai, UAE

Email: rashadramy691@gmail.com

Ms. Heba Bassem Mohammed Saeed

How To Teach as No One Did Before

Room (F-106)

Teaching English today demands a fresh, innovative approach that goes beyond traditional methods. In this session, I'll share modern techniques and technology-driven tools to engage students deeply, making language learning intuitive and relevant. Together, we'll explore how to make English dynamic, interactive, and unforgettable in today's ever-evolving world.

Affiliation: KAF Academy, Riyadh, KSA

Email: sunshine464@hotmail.com

Mr. Conan Kmiecik

Entrepreneurial Education in Business English for Gulf Region University Students

Room (F-110)

This presentation explores the integration of entrepreneurial education into an EFL university business English course, highlighting an experiential learning project that combines English communication, entrepreneurial thinking, and business skills. The session covers the project design, assessments, and future considerations, providing recommendations for those interested in developing a similar course.

Affiliation: Qatar University, Doha, Qatar

Email: ckmiecik@qu.edu.qa

Dr. Wafa Zoghbor

Faculty Reading Groups: Transforming Learning Through Collaboration

Room (F-111)

This presentation highlights the experience of Zayed University in establishing and facilitating reading groups for faculty members teaching general education courses. It explores the purpose behind forming these groups, the structured process of organizing and conducting them, and the mechanisms employed to ensure their effective operation. Furthermore, the presentation reports on the impact of these reading groups on faculty members' professional development and educational growth, showcasing how such initiatives foster collaboration, enhance engagement, and promote a culture of continuous learning within higher education in the Gulf States.

Affiliation: Center for Educational Innovation (CEI), Zayed University, UAE,

Kuwait Email: Wafa.Zoghbor@zu.ac.ae

Mr. Faisal Marrouki

Hosting Instruction: Multimodal English Language Teaching and Learning.

Room (F-103)

The workshop introduces the multimodal concepts of ‘reading and viewing’, ‘listening and viewing’, ‘writing and representing’, and ‘speaking and representing’. It uses several teaching sequences (receptive and productive skills lessons) to show the transformative power of multimodal learning and its potential for hosting instruction, i.e. developing higher-order thinking skills.

Affiliation: AlKhaleej Training and Education at King Saud University, Riyadh, KSA

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Saturday, 15th February (12:15 PM -12:45 PM)

Mr. Ben Dobbs

Getting Gamification Right: Training Teachers to Gamify

Room (F-102)

Gamification is an often-misunderstood concept. This workshop will look at the true meaning of gamification, help teachers identify opportunities to gamify tasks, and put forward the case that all teachers need to be trained in gamification for improved classroom management, better task design, higher motivation and better results.

Affiliation: Distance Cert, York, UK

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Ms. Jumana AlAmir

The Teacher's Role in AI Integration in English Language Teaching

Room (F-103)

This presentation explores the teacher’s essential role in guiding AI integration in English Language Teaching (ELT). It highlights teachers’ role as facilitators, quality controllers, and evaluators. Attendees will gain strategies for aligning AI with lesson goals, fostering engagement, and assessing AI’s impact.

Affiliation: Box Hill College, Kuwait

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Mrs. Munira Al Siyabi

Teachers' and Students' Views on Effects of Medium of Instruction on Comprehending the Subject Matter

Room (F-104)

This comparative study aims to compare the MI of the science education effect on students' comprehension of subject matter in two different institutions: Sultan Qaboos University (SQU) utilizing English as a medium of Instruction (EMI) and University of Applied Sciences-Rustaq (UTAS-ALRustaq) utilizing Arabic as the medium of instructions (AMI).

Affiliation: University of Technology and Applied Sciences, Rustaq, Oman Email: Munira.alsiyabi@utas.edu.om

Mr. Belrim Sherifi

Enhancing Language Proficiency and Content Learning Through CLIL

Room (F-106)

CLIL (Content and Language Integrated Learning) is an educational approach to teaching and learning where subjects are taught through a foreign or second language, the language and subject learning are aims of CLIL. The primary and main focus of teaching is the subject not the language. Language is used as the medium for learning subject content and subject content is used as a resource for learning the subject. CLIL promotes language learning and linguistic diversity and it helps to break down the traditional separation between language learning and subject. CLIL prepares students for the real world situations as well as supports multicultural understanding and integration of the critical thinking skills. It's an approach to language learning that involves teaching subjects such as science, history, or mathematics through a foreign or second language.

Affiliation: Independent, Kosovo

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Dr. Marwa Mohammed Adel Salama

Happy Brains Learn Better: The Biochemistry Behind Student mental Health & Academic Thriving

Room (F-110)

This session explores the biochemical foundations of student mental health and its impact on academic achievement. Drawing from neuroscience and psychology, we'll examine how stress hormones and neurotransmitters affect learning. Educators will gain practical, science-based strategies to enhance student well-being and academic performance through targeted psychobiological interventions and classroom techniques.

Affiliation: Al-Ruya Bilingual School, Kuwait

Email: sci.habs@gmail.com

Ms. Nourein AlShaer

WhatsApp and EFL Pragmatic Competence: Implications and Innovations.

Room (F-111)

In this presentation, the presenter will delve into the findings of her MA research, exploring how online written chats impact the way English refusals of invitations are produced in the Egyptian EFL context. Attendees will have the opportunity to engage with the study's results and implications considering different interactive activities, in addition to WhatsApp, that can be employed in the EFL setting to improve learner's' refusal strategies, compared to the traditional face-to-face mode of interaction.

Affiliation: The American University in Cairo (AUC) (Senior EFL instructor and IELTS Trainer)

Email: nourein.alshaer@gmail.com

Mrs. Fariha Abbas Bhutta

Speaking Trasks to Foster Real Life Communication

Room (Shifted to YouTube Virtual Session)

This workshop aims at enriching your teaching with innovative and engaging speaking activities. Effective communication skills are more crucial than ever in today's fast-paced world. As English language educators, we have the privilege and responsibility to equip our students with the tools they need to thrive in an interconnected community.

Affiliation: Beaconhouse School, Oman

Email: fariha.abbas@beaconhouse.edu.om

Mr. Nuwan Theekshana Liyanage

Assessing English Language Skills Through Drama Activities

Room (Shifted to YouTube Virtual Session)

This session explores how drama can effectively assess students' English-speaking skills. It focuses on how teachers can use drama to encourage interaction, authenticity, and the application of real-life scenarios, making assessment more engaging and practical for learners. Key takeaways include adaptable strategies for classroom practice.

Affiliation: Private International English School, Abu Dhabi, UAE

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Saturday, 15th February (3:15 PM - 3:45 PM)

Mr. Samir Ahmad Elgedawy

Intercultural Grammar and Intercultural Awareness in English Language Education

Room (F-102)

Teachers of English are facing a problem because they cannot ignore the linguistic competence in their grammar lessons while scholars of interculturality (Álvarez, 2020; Tryzna, 2023) want the teachers to place less emphasis on correcting students' grammar accuracy on one hand and on the other, give more importance to intercultural communicative competence instead. The aim is to measure the effectiveness of such pedagogic intervention that helps close the gap between school and real life to examine both standard and non-standard varieties with a non-biased attitude. As a result, that will ensure students' inclusion and emphasize tolerance and respect towards diverse cultures and identity in ELT. According to Tryzna (2023), The secondary stage students are exposed to less intercultural contexts in EFL course books in Kuwait. On the other hand, grammar was excluded in Tryzna's review of the textbooks which leaves a gap that the current study will try to fill. After analyzing these textbooks, it seems that there is no reference to any other variations of non-standard grammatical features in all grammar lessons.

Affiliation: Complutense of Madrid University, Kuwait

Email: samahmed@ucm.es

Mrs. Wafa Aldhahli

Teaching English Through Visual Arts in an English Foundation Program

Room (F-103)

Using visual images in the English classroom as a hook or to enhance students' learning is a common practice. However, there are deeper levels of art integration in the English classroom which will be explored in this interactive presentation using a sample unit developed for this purpose.

Affiliation: Sultan Qaboos University, Muscat, Oman

Email: s18985@student.squ.edu.om

Mr. Cem Can

Corpus-Based Analysis of Agreement Errors in Arab EFL Learners

Room (F-104)

This study examines agreement errors in English by Arab EFL learners, using a corpus-driven approach. It categorizes and analyzes errors in subject-verb and noun-quantifier agreement to uncover patterns specific to Arabic speakers, offering pedagogical insights for targeted instruction.

Affiliation: Cukurova University, Adana, Turkey

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Ms. Sosil Somakian

ESL for Sustainable Development: Capacity Building and Knowledge Sharing

Room (F-110)

Universities face challenges in integrating sustainable development goals (SDG's) into their programs. ESL curricula (interdisciplinary content and student-centered approach) lend themselves to incorporating SDGs into their objectives. The paper proposes capacity-building strategies for integrating SDGs, through teacher education and forming learning communities to share the best experiences, knowledge and know-how.

Affiliation: Box Hill College, Kuwait

Email: sosil2@yahoo.com

Mrs. Heba Mahmoud Mohammed Ali

Boosting Reading Skills Using AI: Practical Classroom Strategies

Room (F-106)

This workshop will show how to use AI tools to improve ESL reading skills. Participants will learn about programs that adapt to student levels, help with vocabulary, and make reading more interactive. Attendees will gain hands-on experience to make reading more engaging and effective for their students.

Affiliation: Independent

Email: heba_mahmoud92@yahoo.com

Dr. Muhammad Imran

AI Digital Competencies of Language Teachers in 21st-Century Education

Room (Shifted to YouTube Virtual Session)

This study will discuss AI digital competencies essential for language teachers in 21st-century education, emphasizing the integration of AI tools in language pedagogy. It will also highlight the opportunities, challenges, and skills required to enhance teaching effectiveness, foster learner engagement, and prepare educators for the evolving demands of AI-driven educational environments.

Affiliation: Prince Sultan University, Riyadh, KSA

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Dr. Durдона Pulatova

Technology of Using Sketchengine to Design Corpus-based Materials

Room (Shifted to YouTube Virtual Session)

This research examines the use of SketchEngine technologies in developing corpus-based didactic tools. By analyzing authentic language data, this study aims to create adaptive and data-driven teaching materials tailored to linguistic patterns and learner needs. This approach promises more effective and engaging language instruction through corpus-based insights. The technology of using Sketchengine to design corpus-based materials.

Affiliation: Post Doctorate Researcher at TSPU, Tashkent, Uzbekistan

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Dr. Moza Al Malki

The Engagement of Students Individual Differences in Learning Environment

Room (Shifted to YouTube Virtual Session)

The study aims to investigate pre-service teachers' perceptions and practices in accommodating students' individual differences. The findings indicated that they cater for students' individual differences and provide ways to engage them in tasks suitable to their levels and vary their teaching approaches. Some implications can be drawn from the study.

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Virtual Recorded Sessions – Available Through QR Code to Conference Attendees

Sunday - February 16, 2025

TEFL Kuwait Spring Conference

Professor Leila Kubesch

The Art of the Ask - How to Enlist Support from a Position of Partnership

"The Art of the Ask" equips educators with a practical 7-step strategy to gain support for project-based learning initiatives in TEFL classrooms. Learn how to transform challenges into opportunities by fostering collaboration, engaging stakeholders, and enhancing student outcomes. Real stories and actionable steps to elevate English learning through meaningful projects.

Affiliation: Kubesch & Associates, LLC, USA

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Ms. Salma Niazi

Bloom's Taxonomy in the Context of English Language Teaching

The purpose of this study was to critically analyze the effectiveness of Bloom's taxonomy of educational objectives, in teaching English language at university level in Karachi, Pakistan. The conceptual framework of the study, included the results of two groups of English language learners that were independent and controlled group. For the current study quantitative research design was used. The population was English language teachers and students . Stratified sampling was used to extract the research sample. A well-designed test containing twenty-five marks was constructed, to get the achieved outcome of language teaching and learning. It was concluded that incorporating Blooms objectives of teaching would be able to improve English language learning among students at tertiary level. It was recommended that teachers training workshops should be arranged for English language teachers, so that they may enhance their knowledge about teaching critical thinking while incorporating Bloom's objectives of teaching methodology, that may be benefitted both language learners and research in the field of English language learning in Pakistan. Keywords Critical Thinking skills , Effective pedagogical approaches, Bloom's taxonomy.

Affiliation: Jinnah University for Women, Karachi, Pakistan

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Mr. Feruz Akbarov

Challenging Stereotypes: Expat Teaching Experience in China

In this engaging session, we delve into the transformative journey of breaking stereotypes in English language teaching as an expat educator in China. Drawing from over a decade of firsthand experience navigating the intricacies of the Chinese education system, we explore how non-native English teachers can thrive in one of the world's most prominent English teaching destinations.

Affiliation: Heze No.1 High School, Heze, Shandong, China

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Ms. Nada Sheif

Inclusive Assessment Approaches

This presentation examines inclusive assessment approaches for learners with special educational needs and disabilities (SEND). It explores identifying diverse needs, the distinction between assessment of and for learning, and offers strategies and alternative methods to ensure fair inclusion and active participation. Tools for supporting SEND learners in assessments are introduced.

Affiliation: IELTS with Sara, Egypt

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Dr. Doris Younes

Artificial Intelligence: Adapt, Transform and Use

This paper explores the impact of Artificial Intelligence(AI) on higher education, highlighting both opportunities and ethical concerns. It examines AI's role in teaching, learning, and research, with a focus on ChatGPT. A survey of English teachers and strategies for integrating AI into language skill lessons are presented.

Affiliation: Lebanese University Deanship, Dekwaneh, Beirut, Lebanon

Email: dorisyounes4@gmail.com

Mrs. Rajaa Laghrissi

Prompt Engineering to Effectively Use AI as a Teacher Assistant & Critical Friend

The session explores practical ways to integrate AI as a supportive tool in lesson planning, student differentiation, and providing feedback. Participants will discover methods to engineer prompts, reduce workload, generate innovative teaching strategies, and foster a critical friendship with AI to enhance educational practices.

Affiliation: Al Durrah International School, Sharjah, UAE

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Mrs. Rasha Mansour

Fostering Lifelong Learning Strategies in ESL Classrooms

This workshop explores practical strategies for fostering lifelong learning in ESL classrooms. Participants will engage in interactive activities focused on cultivating student agency, reflective teaching practices, and utilizing digital tools to promote continuous language development. The session empowers educators to inspire self-directed, lifelong learners in diverse ESL contexts.

Affiliation: International Maarif School, Irbil, Iraq

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Ms. Rasha Osman

Student-Centered Assessment and 21st Century Skills (TEFL Kuwait)

This presentation aims at introducing teachers to some student-centered assessment methods that enforce student's practice of 21st century skills. The presenter explains different types of alternative assessment techniques that can be integrated in the ESL curriculum to enhance the teaching and learning processes. For better achieving the session purpose, group discussion, questions and sharing views are encouraged.

Affiliation: Higher Technological Institute, Egypt

Email: rashaosman77777@gmail.com

Mr. Mahmoud Sultan Nafa

The Impact of Assessment on the Teaching and Learning Process

The presentation defines assessment and probes its role in teaching and learning. Moreover, it explores profoundly the types of assessments in terms assessment for learning, learning and of learning through practical examples. Furthermore, it focuses on the characteristics of academic exams and on phrasing, diversifying and evaluating MCQs due to their extensive usage.

Affiliation: City University Ajman, Ajman, UAE

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Dr. María Rossana Ramírez Ávila

Self-Assessment to Improve Language Learning and Teaching

Self-assessment has been extensively researched. In this study, it was apply for two purposes: to impact students learning and to improve in-service teacher's practices. Results indicate SA is a mean for both objectives. There are some implications and recommendations that will be discussed for better results.

Affiliation: Casa Grande, Guayaquil, Ecuador

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Ms. Manal Kabesh

Fostering Kindergarten Students' Critical Thinking Skills Using Social-Emotional Learning

SEL taps into all modalities of learning and can appeal to all learning styles. Critical thinking activities based on SEL are challenging and motivating. Implementing the SEL approach relieves students' anxiety and encourages young learners to have fun. Knowledgeable, Responsible, Caring: Behind each word lies an educational challenge enhanced by thoughtful attention to children's (SEL).

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