



**“Innovation, Creativity, Communication:
Facing Novel Challenges in TESOL”**



2016 CONFERENCE
PROGRAM BOOKLET

*Innovation, Creativity, Communication:
Facing Novel changes in TESOL*

Gulf University for Science and Technology

Thursday, 17 November

Friday, 18 November

Saturday, 19 November

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Conference Vendors:

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CONFERENCE REGISTRATION HOURS:

Thursday 8am-9.30 am; **Friday** 8am-9.30am; & **Saturday** 8am-9.30 am

VENDOR AND EXHIBITOR HOURS:

Thursday: 9am-3.30pm, **Friday:** 9am-3:30pm & **Saturday:** 9am-1pm

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Speakers



Keynote Speaker

Professor David Crystal

Theater: W6-500

Friday Keynote Presentation

Professor David Crystal's authored works mainly in the field of language, including several Penguin books, but he is perhaps best known for his two encyclopedias for Cambridge University Press: The Cambridge Encyclopedia of Language and The Cambridge Encyclopedia of the English Language. David Crystal has been a consultant, contributor, or presenter on several radio and television programs and series. These include The Story of English (BBC TV, 8 x 1 hour series 1986, consultant), The Story of English (radio version, 18 x 30-min series, BBC World Service, 1987, writer and presenter), several series on English for BBC Radio 4, Radio 5, and BBC Wales during the 1980s and 1990s (as writer and presenter), and The Routes of English (as consultant and contributor). David Crystal is currently patron of the International Association of Teachers of English as a Foreign Language (IATEFL) and the Association for Language Learning (ALL), president of the UK National Literacy Association, and an honorary vice-president of the Royal College of Speech and Language Therapists, the Institute of Linguists, and the Society for Editors and Proofreaders. He is a past honorary president of the National Association for Professionals concerned with Language-Impaired Children, the International Association of Forensic Phonetics, and the Society of Indexers. He was Sam Wanamaker Fellow at Shakespeare's Globe in 2003-4 and was honorary president of the Johnson Society for 2005-6. He has also been a member of the Board of the British Council and of the English-Speaking Union. He received an OBE for services to the English language in 1995, and was made a Fellow of the British Academy (FBA) in 2000. He now lives in Holyhead, where he is the director of the Ucheldre Center, a multi-purpose arts and exhibition center. He is married with four children.

ABSTRACT

The Centrality of Pragmatics

It has taken language scholars a long time to realise the centrality of pragmatics - the study of the choices we make when we use language, and of the factors governing those choices. David Crystal illustrates the way pragmatic factors enter into everything we say and write, and are a crucial factor in explaining why people use language in the way they do.



Keynote Speaker

Dr Karen Price

Thursday Keynote Presentation

Theater: W6-200

Professor Karen Price was a lecturer at the Harvard Graduate School of Education for eleven years and director of Harvard's ESL teacher-training program for twelve. She has lectured at Boston University's School of Education since 2009. While at Harvard, she obtained grants from sources including Apple, IBM, and the Exxon Educational Foundation to support research into technology use and second language acquisition, winning an Apple Classroom of the Future award, a ComputerWorld Smithsonian nomination, a CNPAG award from Harvard University, and a Joe Wyatt Challenge award from EDUCOM. She conducted the first research into the use of captioned video for language learning and also developed early prototypes of technology now commonly used, such as the lexical search of video. Her other prototyping work includes data-driven language learning projects, talking board games and card games, a MIDI-based system to record, track and analyze individual speaker behavior in a classroom, and a musical staircase in her home. She has consulted on projects for government and corporate entities including the US State Department, US Department of Defense, Microsoft, Annenberg, USAID, AmidEast, Fulbright, and Kodak and is one of three external technology advisors for the Museum of Fine Arts in Boston. She also serves as a mentor at Northeastern University's IDEA Venture Accelerator, a program offering resources to entrepreneurial initiatives. She has delivered keynotes and workshops in over a dozen countries and authored more than 20 articles and textbook chapters. Her current interests include the role of affect in second language acquisition: emotion-detecting technologies and online user responses, "Sensitive Artificial Listener" avatars, voice conversion and voice pre-processing, and real-time transfer of a user's facial expression to an avatar.

ABSTRACT

Digital Learning & Interaction: Innovation, Creativity, Communication

The desirability of "interaction" is often cited in discussions of digital learning as well as in discussions of language acquisition. How is technology evolving to provide innovative and creative interactions with digital content? What sorts of interaction does research show are most conducive to language learning? How can teachers maximize interaction with the technology they have? Interactions with digital content are usually mediated by language-based responses and the use of menus and icons, touching and clicking. However, technologies increasingly available in our laptops, smartphones and game consoles enable the simultaneous processing of a user's gaze, facial expression, speech and hand gestures. These "sensing" technologies allow the detection and logging of explicit and implicit responses from learners, providing a wealth of data pertaining to a learner's attentional, affective, and cognitive states. Detecting a user's gaze may yield empirical evidence of attentional processes (Smith, 2012; Winke, et al 2013). That can provide information about what learners are looking at when they are reading a text or watching a video and offer real-time adaptation of online material. Emotion-recognition technologies can detect a learner's emotions well enough to make inferences about his/her affect and attentional resources (Moods, 2014). For example, a "sensitive artificial listener" (SAL) can detect and process gaze and facial expression, thus enabling it to respond to the learner with more appropriate listening behavior (Schröder et al 2012) and "backchanneling" (e.g., head movement, brief vocalizations, glances and facial expressions). Bi-directional video technologies enable learners to engage in two-way conversations with onscreen characters who react and respond to a learner's replies and gestures. Some apps enable learners to manipulate objects on a screen using finger and hand movements. Other free apps offer augmented reality, enabling learners to create or enjoy digital content once a specified object is detected by their smartphone's camera. Through a variety of short video illustrations, this talk will provide a glimpse of some intriguing technology and promote reflection on the nature of meaningful online "interactivity".



Keynote Speaker

Professor Farzad Sharifian (Saturday Keynote Presentation)

Theater:W6-500

Professor Farzad Sharifian holds the Chair in Cultural Linguistics at Monash University, Australia. He is a leading linguist with a multidisciplinary background in cognitive science, anthropology and education. Sharifian is a pioneer of Cultural Linguistics who has developed a theoretical and an analytical framework of cultural cognition, cultural conceptualisations, and language, which draws on analytical tools and theoretical advancements in several disciplines, including cognitive linguistics, cognitive anthropology, anthropological linguistics, distributed cognition, complexity science, and cognitive psychology. The theoretical/analytical frameworks and their applications in the areas of intercultural communication, cross-cultural pragmatics, second language learning, and political discourse analysis are the subject of Sharifian's monograph entitled

Cultural conceptualisations and Language (John Benjamins, 2011). Sharifian completed a PhD at Edith Cowan University, Perth in 2003. Sharifian's PhD study, which develops a novel theoretical framework of cultural conceptualisations and applies it to the exploration of Aboriginal English, received multiple awards and was described in the citation for his 2002 University Research Medal as "having the potential to transform the research approach within the discipline". In 2003, he was awarded a Post-Doctoral Fellowship by the Australian Research Council, which he undertook at the University of Western Australia. He has received several awards in recognition for his work, including the Edith Cowan University's Research Medal.

Professor Sharifian is the founding Editor-in-Chief of the International Journal of Language and Culture, the Series Editor of Cultural Linguistics book series(Springer) and the editor (With Professor Ning Yu) of the book series Cognitive Linguistic Studies in Cultural Contexts at John Benjamins. He has widely published in many international journals and edited books, including articles in more than 20 leading international journals. He has been a recipient of the prestigious Humboldt Fellowship for Experienced Researchers, from the Alexander von Humboldt Foundation, Germany. He is currently the President of the Applied Linguistics Association of Australia.

ABSTRACT

Cultural Conceptualization in Language Teaching

Traditionally, many studies of second language acquisition (SLA) were based on the assumption that learning a new language mainly involves learning a set of grammatical rules, lexical items, and certain new sounds and sound combinations. However, for many second language learners, learning a second language may involve contact and interactions with new systems of conceptualizing experience. Many learners bring the conceptual system that they have developed while learning their L1 into the learning of an L2, assuming that every single unit of conceptualization in their repertoire has an equivalent in the conceptual system associated with the L2. This is never the case.



Keynote Speaker

Professor Mihaela Irimia

Friday - Keynote Presentation,

Theater: N1-012

Description:

Professor Mihaela Irimia is the Director of Studies of the British Cultural Studies MA, Director of the Centre of Excellence for the Study of Cultural Identity, and Alumna of New Europe College, whose Fellow she was in the interval 1997-2000, Fellow of St. John's College, Oxford, and Research Fellow of Yale University. She currently teaches British literature at the English Department, Faculty of Foreign Languages and Literatures, University of Bucharest, with focus on British Enlightenment and Romantic Literature. Her main research and teaching interests include literary and cultural history, critical theory, history of ideas, intellectual history, cultural identity, cultural theory, the modernity project and postmodern theory. She is a member of: the European Society for the Study of English (ESSE), the Romanian Society for English and American Studies (RSEAS), the British Society for Eighteenth-Century Studies (BSECS), Societatea de Studii de Secol Optsprezece din România (SSSOR), the American Society for Eighteenth-Century Studies (ASECS), the International Society for Eighteenth-Century Studies (ISECS), the German Society for Romantic Studies (Gesellschaft für Englische Romantik), the Romanian Society for Philological Studies (SSFR), the Romanian Fulbright Association, and the Romanian Comparative Literature Association.

Literature, the Storehouse of Memory and Topoi of Remembrance

ABSTRACT

The conceptual premise of this keynote is that literature is not the permanent expression of human nature. Rather, it is the one way of selecting and defining a particular kinship system, community, symbolic association of humans with the ways specific to a certain place, time, culture, code of values, forms of evaluation, practices and rituals of one kind or another that bestow order and help construct meaning in our life.

Literature is a storehouse of memory activated and kept working by topoi of remembrance and adjoined memory-oriented institutions like museums, libraries, universities - modern temples acting as repositories of our individual and collective experience. In both high and low culture, there are texts embedded in the texture of memory responsible for the exclusion/inclusion recognition mechanisms that produce the teleological concatenation of past-present-future events and make their succession meaningful to us. Likewise, literary history has been seen as a journey to the underworld (Levine 1966), a practice of speaking with the dead (Greenblatt 1988) or a muse imaginaire of national culture (Bhabha 2004).

Taking such views on board, this paper will consider the interactive and interdisciplinary understanding of literature, a rethinking of literature from the Lebenswelt perspective, space- and time-wise, in historical context and sensitive to historical contingency (not unlike deictic categories in linguistic studies). It will look at how canonical writers and collective national selves coexist nowadays with material culture as collective receptacle and reservoir of memory, in an age of global communication and instantaneous communication. It will bring to the fore cultural history as more of a commodity to be enjoyed by individuals shaped by collective narratives to be placed on the market on a regular basis. Examples of these modern tendencies on the Long Modernity axis will be provided, among which such cultural nodes as 1492, 1789 or 1989 (for temporal reference), cities (for topical reference), the university (for institutional reference), the noble savage (for figurative reference) etc., all part of the cultural imaginary. Such considerations, I am persuaded, can help bring new views to the agenda of English Literature teaching.

Conference Schedule at a Glance: November 17, 18, 19, 2016

All Conference sessions hosted by Gulf University for Science and Technology (GUST)

THURSDAY 17th All times are approximate. See Conference Program for details of each workshop/presentation.

8.00AM-9.30AM	Registration	The Center
9.30AM-9:50AM	President's Welcome, Event Information	W6-500
10.00AM-11.00AM	Keynote Speech:	Karen Price:
11.00AM – 11.15AM	Tea/ Coffee Break	
11.15AM-12.00PM	Workshops/Presentations	
12.00PM-1.45PM	Lunch buffet/Networking/Vendors & Exhibitors	W6 Hall
2.00PM-2.50PM	Workshops/Presentations	
3.00PM-3.50PM	Workshops/Presentations	
4.00PM - 5.30PM	Workshop on Special Interest Groups	W-6 Hall
ALL DAY:	Vendors/Exhibitors	West Concourse
	TESOL Kuwait Elections/Voting	The Center

FRIDAY 18th: All times are approximate. See Conference Program for details of each workshop/presentation.

8.00AM-9.50AM	Registration	The Center
10.00AM-11.00AM	Keynote Speech:	W6-200
Professor Mihaela Irimia:		
11.00AM – 11.15AM	Tea/ Coffee Break	
11.15AM-12.00PM	Workshops/Presentations/Panel Discussion	
12.00PM-1.00PM	Keynote speech:	
Professor David Crystal:		
1.00PM – 2.50PM	Lunch buffet/Networking/Vendors & Exhibitors	W6 Hall
3.00PM-3.50PM	Workshops/Presentations	
4.00PM-4.50PM	Workshops/Presentations	
5.00PM-6.00PM	Networking Social	W-6 Hall
ALL DAY:	Vendors/Exhibitors	West Concourse
	Interest Sections Information Table	The Center
	TESOL Kuwait Elections/Voting	The Center

SATURDAY 19th: All times are approximate. See Conference Program for details of each workshop/presentation.

8.00AM-9.50AM	Registration	
10.00AM-11.00AM	Keynote Speech:	W6-500
Professor Sharifiyan:		
11.00AM-11.15	Tea/ Coffee Break	
11.15AM-12.00PM	Workshops/Presentations	
12.00PM-1.45PM	Networking/Lunch Buffet	W-6 Hall
2.00PM-3.00PM	Panel Discussion – E-Learning	
3.00PM-4.00PM	TESOL Kuwait Annual General Meeting, Election Results	
Other Activities - Elections		
8.00AM-1.00AM	TESOL Kuwait Elections/Voting	W6-500
ALL DAY:	Vendors/Exhibitors Stands	West Concourse
	Interest Sections Information Table	The Center

Conference Program

Thursday, 17 November

8:00AM-9.30AM	Conference Registration, Information & Exhibitions						
9.30AM – 9.50AM	President's Welcome/ Event Information						
10:00AM-11:00AM	Keynote Speech: Dr Karen Price						
11.00AM–11.10AM	Tea/Coffee Break						
11:10AM-12:00PM	Pres. 1	Pres. 2	Presentation 3	Workshop 4	Presentation 5	Presentation 6	Workshop 7
	Bilingualism and its impact on Arab learners of English	Team Teaching in the L2 Classroom	The Linguistic Perspective on the /p/-/b/ Contrast and its Implications for L2 English Pedagogy for Students with L1 Arabic	Instant Courses- Gamified Solutions	Improving Student Achievements through Creating a Teacher Learning Community in a Government School in Kuwait	It is not Fun to Read in English	Revitalizing Critical Thinking and Writing Skills through Metafiction
	Dr. Monia Hammami	Ms. Dalal Boland	Ivan Ivanov & Marta Tryzna	Dr. Mikolaj Sobocinski	Janet Testerman	John Dal	Andy N Cubalit
	Room: N4-202 <i>Capacity: 50</i>	Room: W5-102 <i>Capacity: 40</i>	W4-101 <i>Capacity: 100</i>	Room: N5-002 <i>Capacity: 40</i>	Room: N5-003 <i>Capacity: 40</i>	Room: N5-004 <i>Capacity: 35</i>	Room: N4-001 <i>Capacity: 100</i>
2:00PM-2:50PM	Pres. 8	Workshop 9	Workshop 10	Pres. 11	Pres. 12	Presentation 13	Elite Debaters Toastmasters Club. 14
	Critical Thinking Activities for the Language Classroom	Academic Writing Wizard: A New Web-based Application for Teaching Academic Writing	Corrective Feedback	Critical Thinking Activities for Teaching Adults	An Investigation of ESL writing Strategies and Cohesion of Kuwaiti under Graduate Students	Impact of Explicit Phonological Instruction on International Students' Spelling Knowledge	Resolved: Immersion, supported by eLearning, tools, is the best method of bilingual education
	Richard Harrison	Dr. Hussain Sharoufi	Mohammed Omar	Fatema Abdullah	Maisoun Al Zankawi	Dr Meshari AlShammari	
	Room: N5-001 <i>Capacity: 40</i>	Lab: N5-102 <i>Capacity: 32</i>	Room: N4-104 <i>Capacity: 30</i>	Room: N4-103 <i>Capacity: 64</i>	W5-003 <i>Capacity: 40</i>	N5-004 <i>Capacity: 100</i>	Theater: N1-012 <i>Capacity: 100</i>

3:00PM-3:50PM	Workshop 15	Pres. 16	Pres.18	Pres. 19	20	Presentation 21	TESOL TM: 22
	Culture Bound or Culture Free?	The Impact of Bilingualism on Third Language Learning: A Case of Iranian Elementary EFL Learners	Cooperative Learning to Students' Grammar Difficulties – A Suggested Remedy	Students' Satisfaction of English 141 Remedial Courses at Kuwait University	English Education Policy in Middle east and Asia	Can I say that? Google Corpus Linguistics, and Language use on the internet	Opening conference sessions and meetings: Call the meeting to order Reminder to turn of mobile phones, where is the emergency exit and amenities Other announcements as needed Introduce Speakers properly and with enthusiasm
	Meredith Bishop	Dr.Mohammed Hadi Mehmoodi & Fatemeh Roze	Asma Kebiri	Haifa AlSaraf	Robert Kirkpatrick	Dr. Adrian Wurr	
	Room: N5-004	Room: N4-003	Room: W4-104	N5-001	Room: N5-103	Room:W4-203	Room: W5-203
4.00PM-5.30PM	Workshop on Special Interest Groups - Dana Winner, Special Interest Groups Chair Room:W1-10						

Friday, 18 November

8:00AM-9.50AM	Conference Registration, Information & Exhibitions						
10.00AM-11:00AM	Featured Keynote Speaker: Professor Mihaela Irimia						
11:00AM-11:10AM	Tea/ Coffee Break						
11:10AM-12:00PM	Pres. 1	Pres. 2	Presentation 3	Workshop 4	Presenta-tion 5	Workshop 6	Presentation 7
	Vendor Presentation	Empowering English Second Language Learner's Public Speaking Skills	Cross Cultural Communication Barriers in Multinational Settings: Hassi Messaoud (Algeria Oil Companies Case Study)	Edmodo-Opening New Horizons to Interactive and Blended Learning	How to Create Gamified Courses? A Step-by-Step Journey Abroad "Phoenitica"	Using Technology in Giving Feedback in Writing Classes	Investigating the Evaluation of the Practicumm Curriculum of the Fourth Year College Students at the Departments of English Language at the Colleges of Education in Iraqi Universities
		Sarah Akbar	Gouabi Khadem	Rana Khan	Mikolaj Sobocinski	Dr Deniz Erguvan & Mr John Ablorh	Dr. Hassan Kadhum Hassan Al -Ghizi & Prof. Fatin Khairy Al-Rifa'I
	Room: W4-202	Room: W5-204	W1-010	Room: W5-203	Room: W5-205	Room: W5-203	Room: N1-012
	<i>Capacity: 50</i>	<i>Capacity: 40</i>	<i>Capacity: 100</i>	<i>Capacity: 40</i>	<i>Capacity: 40</i>	<i>Capacity: 35</i>	<i>Capacity: 100</i>

12.00PM-1.00PM		Keynote Speaker: Professor David Crystal					
3:00PM-3:50PM	Pres. 8	Workshop 9	Workshop 10	Pres. 11	Pres. 12	Presentation 13	Pres. 14
	Motivating the Independent Learner at AOU Kuwait Dr. Chekra Allani & Dr. Hassan A. Sharafuddin Room: W4-204 <i>Capacity: 40</i>	Applying Cream Strategy to Coach Teaching Practices Hiba Tayara & Dr Marine Milad Lab: N3-201 <i>Capacity: 32</i>	Vocabulary Learning: the Strategic Way Veronica Zvinca Room: W5-201 <i>Capacity: 30</i>	Ethicality in EFL Classroom Assessment: The Never Ending Debate Dr. Shaima Torky Room: W4-201 <i>Capacity: 64</i>	Mobile Assisted Language Learning in "English Clubs" in Tunisia: Gamification as a Tool Marwen Ben Alkilani Room: W5-205 <i>Capacity: 40</i>	Freshman English Students' Learning Orientations in a PBL environment at an Engineering University Dr Tanju Deveci Room: N5-103	How Useful is the L1 among Kuwaiti College Students in L2 Classroom Huda AbuAisha Theater: N1-012 <i>Capacity: 100</i>

4:00PM-4:50PM	Workshop 15	Pres. 16	Pres.17	Pres. 18	Presentation 19	Presentation 20	TESOL KU-WAIT SIGS 21
	Mapping Definiteness in English and Arabic: Are 'The' and 'Al' Equivalent? Ivan Ivanov and Marta Tryzna Room: W5-201	Active Learning in Motivation in TESOL in the Arab World Dr. Al-Assad Omar Room: W4-201	Reforming English Teaching in Algerian Higher Education: Which Role for Foreign Private for Foreign Private Universities? Boutkhil Guemide Room: W5-202	Integrating Pad let, the Digital Chalkboard into your Classroom Charles Fullerton Theater: W1-010	Media Literacy Education (MLE) Fajer Al Shamhari Room: W4-204	The Generic interpretation of indefinite English articles by L2 learners Fatmeh Fayez Theater: N1-012 Room: W5-204	TESOL Kuwait Special Interest Groups (SIGS) TESOL-Kuwait SIG Development Workshop. Room: W5-202

SATURDAY, 19 November

8:00AM-9.50AM	Conference Registration, Information & Exhibitions							
10.00AM – 11:00AM	Keynote Speech: Professor Farzad Sharifian							
11.00AM – 11.10AM	Tea/ Coffee Break							
11:10AM-12:00PM	Pres. 1 The Dictionary: An Abused and Neglected Self-Study Tool of Mastering English RAFE ZAABALAWI Room: W5-204 <i>Capacity: 40</i>	Pres. 2 Wiki- Based Collaborative Writing Tasks in ESL contexts Abdurrazzag AlGhammas Room: W4-204 <i>Capacity: 40</i>	Pres. 3 L2 Reading Attitude in EFL Hadi Akbari Room: W4-203 <i>Capacity: 52</i>	Pres. 4 A Beginners Guide to Creating Vocabulary Lists with Corpus Software Michael Jones Theater: W1-010 <i>Capacity: 100</i>	Pres. 5 Effective Presentation Skills for EFL Classroom Mohammed A El Zamil Room: W5-205 <i>Capacity: 40</i>	Workshop 6 Ready, Set Write! Charmaine Graves Theater: N1-012 <i>Capacity: 100</i>	Pres. 7 Conversation in Progress: A Sociolinguistic Investigation of Mistakes Commonly Committed by Iraqi EFL Learners Prof. Raad Al-Nawas Room: W5-201 <i>Capacity: 30</i>	Pres. 8 Agreement Errors in Learner Corpora Across CEFR: A Computer Aided Error Analysis of Arab and Turkish EFL Learners Cem Can Room: W4-201 <i>Capacity: 60</i>
2.00PM - 3.00PM	Panel Discussion – E-Learning: New Literacies, New Challenges Professor Karen Price, Dr. Hussain Al Sharoufi, Dr. Muhammad Etedali, Mr. Andy Wright, Mrs. Dana Winner Room:W6-200							

3:00PM-4:00PM	TESOL Kuwait: <ul style="list-style-type: none"> ❖ Annual General Meeting ❖ Announcement of Election Results ❖ Awards/Recognition Theater: W6-500
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SATURDAY, 19 November 12-2: Lunch Buffet/visit vendors & exhibitors & networking

Other Activities:

Poster Sessions: On display throughout the conference. Presenters available to answer questions on Friday and Saturday, 11:00am – 12:30pm.

Elections: For TESOL Kuwait Board –2017 Conference Chair, Treasurer, Secretary and Members at Large representative. Successful candidates announced at AGM.

Tables & Displays: Registration, Membership, Information, Other Conference Information, Interest Sections, Vendors & Exhibitors

Food Outlets: Caribou Coffee – open ALL DAY Friday and Saturday.

Networking Social: Friday, 18 November, 5:00-6:00pm in the W06 Hall.

Program subject to change.

Abstracts

THURSDAY (11:10 - 12)

Dr. Monia Hammami

Bilingualism and its impact on Arab learners of English

Learning a second language provides both a deep awareness of differences between languages and cultures, it also provides means to bridge them. The subject of bilingualism and its impact on Arab learners of English has not yet received sufficient attention from researchers and language teaching professionals in the Arab world. As a result, Arab learners rarely have input in their language teaching context. Linguistics needs and requirement of the second language L2 give communicative capacities to the learners, and the study of foreign languages fosters precisely these capacities. This paper is an attempt to draw the attention of educators, language teaching professionals of TESOL, and other interested parties to the dilemma of a large number of the Arab learners of the English. Students are not adequately prepared, from a linguistic point of view, to pursue their university education with a great deal of efficiency. In this paper we will shed some light on this subject by offering a generic and critical reflection on the bilingualism between the Arabic language as a native language of the learners and the English language as a second language (L2) in the Arab world. I will begin with a brief theoretical introduction about the concept of bilingualism and its different types such as: simultaneous bilingualism, sequential bilingualism. The first section is devoted to present linguistic needs for Arab learners of English that if implemented, should provide English language instructors with a well-rounded idea about their learners' needs. The core of the problem lies in the pre-packaged language teaching curricula that are usually imported for the students and are not based on their needs. In the second section, I will draw on my life-long experience as a language teaching professional and professor of English Arabic translation to the graduate and post graduate students, in order to provide a generic and critical examination of Linguistic needs in the Arab world. Finally, I will present some recommendations that may help educators and other interested parties to improve the process of foreign language instruction for Arab learners' of English needs.

Dalal Boland

Team Teaching in the L2 Classroom

This research aims to show how team teaching in the L2 classroom can lead to positive effects on students' learning outcomes. Well-planned, team-taught lessons contribute in providing better student-support within classroom settings that can lead to meaningful learning. A comparison between two different classrooms was conducted in which one class was taught by a single instructor and the other was based on team teaching. The results proved that the students, who were in a team taught classroom, showed a significant improvement in their academic performance while students who were taught solely by one instructor showed less improvement.

Marta Tryzna

Ivan Ivanov

The linguistic perspective on the /p/ -/b/ contrast and its implications for L2 English pedagogy for students with L1 Arabic

The present study investigates the pronunciation of the phoneme /p/ by L2 English speakers with L1 Arabic from the linguistic perspective. Since Arabic lacks the /p/ phoneme, but has its voiced counterpart /b/, it is frequently the case that English words containing the /p/ sound are pronounced by Arab students with a /b/ instead. Although seemingly a voiceless-voiced contrast, the /p/-/b/ distinction in English is not a straightforward one, as it involves such linguistic notions as Voice Onset Time (i.e. aspiration), syllable structure, and words stress. As language pedagogy increasingly makes use of linguistic concepts and theories in the classroom and in research, the teaching of English pronunciation can potentially benefit from a close examination of the /p/ - /b/ contrast in English and its mapping onto the representation of these phonemes by the learners with L1 Arabic. The present study involves a perception experiment with Arabic-English bilinguals to test the /p/-/b/ contrast in word-initial and word-final positions (e.g. pet-bet, cop -cob), as well across word boundaries in various phonetic environments (i.e. neighboring voiceless or voiced sounds). The experiment was conducted using stimuli recorded by a native speaker of American English. The 56 participants were exposed to the stimuli in a quiet classroom wearing headphones. Upon hearing each test item, the participants were asked to indicate which word they believed was uttered. 24 test items and 12 distracters were used. The results indicate that the successful discrimination between /p/ and /b/ phonemes by L2 English speakers with L1 Arabic depends on the position of the phoneme in the word as well as its phonetic environment. Potential implications of the study findings for language pedagogy are such that L2 English learners could benefit from the introduction of such concepts as aspiration, position of a sound in a word, or the influence of neighboring sounds upon the sounds in question in order to improve the perception and ultimately pronunciation of words containing the /p/ phoneme.

Mikolaj Sobocinski

Instant Courses - Gamified Solutions

There are many ways of preparing & organising gamified courses. Some of the widely available tools support the initial creative stage, while others concentrate on running the lesson or adding the fun factor. Learning Management Systems (LMS) can also easily encompass gamification. Some of those solutions are purely digital, while others are analogue - this is another barrier which must be understood and utilised. In this workshop, participants will receive a chance to prepare a blueprint for a gamified course. In teams, they will follow simple guidelines and make choices, which, towards the end of the workshop, will result in the creation of a simple gamified course. This will enable teachers and educators to see how analogue solutions and brainstorming may overcome the limitations of digital software. The finished course should also enable participants to see how grading, motivating, and engagement can be changed in their own courses. Throughout the workshop the distinction between gamification, using (educational) games in education, game-based learning, and project-based learning will be stressed in order to empower participants to take advantage of all those approaches.

Janet Testerman

Improving Student Achievement through Creating a Teacher Learning Community in a Government School in Kuwait

Ratings by Ministry of Education (MOE) officers of the quality of Kuwait's teacher preparation programs and the quality of teachers graduating from these programs are consistently low. The majority of the MOE officers (66.7%) gave low ratings for the programs and 75.5% of them rate the quality of teachers from these programs as low. The National Institute of Education, Singapore (NIE) report placed strong emphasis on professional development of teachers and school leaders. It was strongly recommended that the MOE develop a scheme to reward consistent participation in professional upgrading. The purpose of this study was to implement a professional development series in a government high school English program with the intended outcomes to create a community of teachers who consistently collaborate to improve student learning, discipline and school climate. Teachers' opinions on PD topics were solicited and training provided in weekly staff meetings. Gradually trainers provided teachers with the expertise to create their own learning communities to continue the school improvement process. The effects of this staff development model were documented in student and teacher individual and focus group interviews. The qualitative data in the forms of teacher, supervisor and student interviews and focus groups was analyzed in order to facilitate future implementation of successful practices in more of Kuwait's government schools. Researchers found that teachers are not accustomed to innovating in their teaching methods and sharing new ideas or collaborating with peers; teachers need more instruction in English language in order to be effective English teachers; teachers and students desire the curriculum to include a more diverse sampling of literatures and Englishes; teachers do not feel motivated to expand their teaching practices and work collaboratively with peers unless they are rewarded or recognized by an authority; teachers do not feel free to experiment with teaching methodologies; teachers exhibit the first stage of the Conscious Competence Learning Model (<http://www.integratedwork.com/>) which is Unconscious Incompetence regarding their teaching skills; teachers enjoy collaborating with their peers and feel a sense of pride and accomplishment when they do participate in and share their new competencies with their peers; teachers and students believe the curriculum dictated by the Ministry of Education should require more depth, critical thinking and reading rather than memorization.

John Dal

It is not fun to read in English!

When preparing young-adult EFL students for mainstream university courses, reading skills are considered to be one of the major skills, which are needed to carry out classroom engagement and achieve academic goals. However, students do not always show willingness to participate in classroom activities. As a result, motivating the learner can be challenging for the EFL teacher. Student motivation plays a very important role in any teaching and learning environment. Without sufficient motivation, student engagement in meaningful learning is decreased, preventing them from carrying the information past the classroom.

This presentation will present the findings of a study which sought to investigate the effects of texts and textbook type on the motivation of engineering major EFL students at a mid-sized university in Kuwait. Following the findings, some pedagogical implications are discussed with recommendations.

The presentation will also show how the level of student motivation can be lifted by not only careful text selection and modification, but by also getting to know the EFL students, their needs, and prior language learning experiences. It also highlights the importance of context and content when teaching adult students in non-English speaking settings. This presentation is intended for experienced and inexperienced EFL teachers.

Andy N. Cubalit

Revitalizing Critical Thinking and Writing Skills through Metafiction

Writing is thinking made manifest, it is tangible evidence of critical thinking. Writing is a helpful indicator of how students construct knowledge out of information. It is a common observation for students in today's educational system to dislike and/or avoid the writing process. Engaging students to think critically and write creatively seems challenging.

This workshop looks at how teachers can motivate students to interact with printed text promoting literacy engagement by creating metafiction works using Bloom's taxonomy. The speaker will present effective strategy to deal with critical thinking and writing skills that can be used in the classrooms. Participant's complete challenges to get them think, talk, create, and take home materials relevant to the session.

Thursday (2- 2:50)

Richard Harrison

Critical Thinking Activities for the Language Classroom

This session looks at practical ways in which classroom teachers can get their students to improve their critical thinking skills. It is widely recognised that critical thinking underlies every academic activity that students engage in at school, college or university – whether it is writing essays and reports, taking part in discussions, preparing a presentation or reading a textbook. It is also accepted that critical thinking is not just something that students acquire implicitly during their education, but something that can be improved. This can be done by the explicit teaching of critical thinking, by firstly getting students to 'think about their thinking' and secondly through activities that practice thinking. In this talk a number of such activities are presented. They involve skills such as problem solving, brainstorming, distinguishing fact from opinion, solving jumbled texts, finding a logical order (chains of reasoning) and using thinking frameworks to organise thinking.

Maisoun Al Zankawi

An Investigation of ESL Writing Strategies and Cohesion of Kuwaiti Undergraduate Students

This study was part of a PhD research to investigate the writing strategies and the quality and cohesion of the writing of 128 first and second year undergraduate Kuwaiti students who are studying English as a second language for academic purposes at Kuwait University, College of Art. Specifically, the study addressed research questions relevant to the following areas: the kinds of strategies that Kuwaiti college students utilize in writing as well as any distinctions in the use of strategies by male and female students; the impact of utilizing L1 when composing in English as a second language; the characteristics of the texts in terms of cohesion and quality; and the relationship between strategy use and text characteristics in their writing. The study adopts a mixed methods research design utilizing the following research instruments: questionnaires, think-aloud protocols, semi-structured interviews, and document analyses of students' writing samples for triangulation purposes. The findings of the study suggest that the participants of this study, who generally come from the same educational and cultural backgrounds, show similar experiences with respect to writing in English. These experiences may have played a considerable role in the difficulties and problems they encounter in the writing process and the strategies they utilize. The analysis of the study indicates that participants do use their L1 in a variety of ways making it a problem in writing, rather than a potential strategic tool. Regarding cohesion, students use cohesive devices to varying degrees. In addition, strategy use and approaches to writing vary depending on the gender of the participant. The females tended to score better on their texts than the males as females tended to be more strategic and organized. Certain behaviours may occur before, during or even after writing; some can be proactive and strategic while others focus very much on reliance on L1 and unstructured approach to writing. The results also suggest that the participants need to be exposed to different writing skills and genres, along with the social and effective writing strategies in order to improve their writing. The findings of this study will feed into changes in the teaching and learning of L2 writing at Kuwait University with subsequent improved students' learning outcomes.

Dr. Hussain Al Sharoufi,
Academic Writing Wizard

Academic Writing Wizard, AWW, is a new web-based application that helps teachers and students alike in achieving their academic goals easily and effectively. AWW helps students plan, organize, write, and edit their academic essays using a new idea in teaching academic writing, Lexical Cohesive Trio. AWW provides teachers with an exceptional environment to assign essays, receive students' essays, mark them, and provide a comprehensive feedback on every single paragraph. Teaching academic writing is a laborious and daunting experience, especially for non-native speakers of English. Academic Writing Wizard is the new solution to solving writing problems. The main idea of this web-based application draws upon several applied linguistic theories that primarily investigate lexical cohesion in text.

Mohammad Omar
Corrective Feedback

Language errors are most likely to occur in every language lesson. Learners' errors are evidence that progress is being made in the language lesson. Language teachers often look for ways to correct, rather than giving language learners the answer straight forward. This workshop takes a closer look at language errors both oral and written. It provides suggested techniques for language teachers to tackle such errors. Moreover, it highlights the best timing and possible sources to correct learners' errors.

Fatima Abdullah
Critical Thinking Activities for Teaching Adults

This workshop focuses on the activities that can be demonstrated with adult students to enhance critical thinking. Everyone thinks; it is our nature to do so. But much of our thinking, left to itself, is biased, distorted, partial, uninformed or down-right prejudiced. Yet the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Shoddy thinking is costly, both in money and in quality of life. Excellence in thought, however, must be systematically cultivated. Oliver & Utermohlen (1995) see students as too often being passive receptors of information. Through technology, the amount of information available today is massive. This information explosion is likely to continue in the future. Students need a guide to weed through the information and not just passively accept it. Students need to "develop and effectively apply critical thinking skills to their academic studies, to the complex problems that they will face, and to the critical choices they will be forced to make as a result of the information explosion and other rapid technological changes" (Oliver & Utermohlen, p. 1). In this presentation, the importance of critical thinking is investigated. Moreover, audience you will will learn some techniques to help young learners to handle online data critically . This includes teaching them questioning techniques, distinguishing facts and opinions, making inferences and making judgements. The presentation will end up with a discussion of the most pressing challenges that face school teachers in this respect

Dr. Meshari Alshammari
Impact of Explicit Phonological Awareness Instruction on International Students' Spelling Knowledge

This session emphasizes the importance of adopting phonological awareness instruction as a means to enhance spelling knowledge of adult Arab and international ESL learners. This session sheds light on the literature behind the phonological awareness instruction and its impact on developing spelling abilities of ESL students. In addition, the researcher will discuss background and methodology of his study. Moreover, the researcher will share the results of his study and will discuss the findings with the audience to provide a better understanding of how phonological instruction could bridge the gaps in spelling knowledge of international ESL students.

Elite Debaters Toastmasters Club

Resolved: Immersion, supported by eLearning, tools, is the best method of bilingual education

Thursday (3- 3:50)

Meredith Bishop

College Students' Perception of and Preference for Culturally- based Material in English Language Textbooks or Course

This paper is based upon my action research dealing with Qatari college students' perceptions of the cultural bias in the textbook Topnotch, and their preference for culturally- based material within an English textbook or course. I will briefly discuss my teaching experiences and reading that caused me to explore the issue of cultural bias in English textbooks and led up to my action research. Moreover, a profile of the students taking part in the research, the research method, and a summary of the students' perceptions and preference for cultural material, and the teaching implications of this data will be examined.

Robert Kirkpatrick

English Education Policy in Middle east and Asia

This paper examines current polices of several counties in the region. It considers the need for English language ability for educational and economic goals; the impact of the increasing use of English on cultural identity and other languages; and discusses how assessment effects the curriculum and policy implementation.

Dr. Mohammad Hadi Mahmoodi

Fatemeh Rozati

The impact of Bilingualism on Third Language Learning: a Case of Iranian Elementary EFL Learners

There is an increasing body of research about bilingualism and its effect on third language literacy. Studies on third language literacy in a bilingual medium have revealed that acquisition of two languages enhances a third language literacy (Cenoz & Valencia, 1994; Swain, Lapkin, Rowen, & Hart, 1990). The purpose of the present study was to investigate the effect of bilingualism on third language learning. To this end, 60 elementary EFL learners from two cities of Hamedan province were randomly selected and assigned into experimental and control groups. The participants in the experimental group were bilingual EFL learners who acquired Turkish and Persian prior to learning English language. However, the participants in the control group were monolingual Persian EFL learners. In spite of this difference, the participants in both groups were similar to each other regarding their age, gender, and educational background. The result of T-test revealed that the two groups were significantly different with regard to their final test scores. In other words, the bilingual subjects outperformed their counterparts in the monolingual group on the proficiency test. The current study indicated that bilingualism has a positive influence on the learning of a third language.

Asma Kebiri – She hasn't acknowledged yet despite multiple reminders

Cooperative Learning to Students' Grammar Difficulties: A Suggested Remedy

As teachers decide what learning goals students should achieve, what content should be taught to students, and what prior knowledge students have; parallel decisions should be made regarding how to operate within the whole teaching/learning process. Presently, teaching is built on the premise that students are just as responsible as their teachers in the process of education. They are required to search, discuss, ask and answer, and participate in problems' solving rather than only passively receiving the new assigned academic knowledge. One of the methods in which all the previous criteria are believed to merge is cooperative learning. An Implementation of Cooperative Learning in EFL classes seems to be worth trying; for it is admitted that this method of teaching positively affects both social and academic outcomes of students. Accordingly, the present paper represents an action research that has been conducted with second year students of English at Tlemcen University; for the sake of enhancing their grammar competence. The results have been analyzed both qualitatively and quantitatively, and reflected in a significant manner how influential cooperation was.

Haifa AlSaraf

Student's Satisfaction of English Remedial Courses Offered at Kuwait University

Kuwait University provides English remedial courses to help student improve further their writing skills. Are they effective? The presenter will discuss and present the result of a study that centered on determining the satisfaction level of university students enrolled in these remedial courses.

English remedial courses provide university students with an opportunity to improve further their language skills. These remedial courses also cater to students who may have forgotten some skills in written English language. The presenter conducted a study aimed at determining whether remedial course English 401 is effective or not. The study specifically gauged the satisfaction level of students enrolled in remedial course English 401 and standard course English 402 offered at Kuwait University using a satisfactory survey. This specific research instrument contained 23 close-ended items with five-point response scale and two open-ended items. Furthermore, the instrument gauged satisfactory level in learned language skills, contents of the courses, and teaching style of classroom instructors. Nonetheless, the presenter will describe the methodology in collecting and analyzing the data. The presenter will also describe in details the results of the study. Take note that this study was first of its kind in determining the perception of the effectiveness of an English course with English as Second Language learners. The presenter believes that satisfaction surveys are important in English courses. Hence, the presenter will demonstrate how using such satisfaction surveys can produce insights about the learners and instructors. These surveys serve as a feedback mechanism to inform instructors and university administrators about the effectiveness of their instructorship. They also provide an opportunity to improve further the delivery of instruction and the content of the courses, while also serving as another tool for determining how well the students are responding to these courses.

Dr. Adrian J. Wurr

Can I say that? Google Corpus Linguistics, and Language use on the internet

This presentation results from a graduate ESL writing course I recently taught. I was pleasantly surprised to find a wealth of new and freely available corpora, software, and search engines for investigating language use and form in different settings and populations. Google, Google Scholar, The Michigan Corpus of Upper-level Student Papers, The Corpus of Contemporary American English (COCA), and the more narrow version of COCA focusing on academic writing at www.wordandphrase.info/academic are just a few examples of free, user-friendly resources available on the Internet for the wordsmith in you. More robust software programs for creating wordlists and concordances from your own selection of texts will also be discussed briefly. This presentation will work best in a computer lab, but can be adapted to a traditional classroom or conference setting provided Internet access is available.

TESOL TM

Opening conference sessions and meetings:Call the meeting to order

Reminder to turn of mobile phones, where is the emergency exit and amenities

Other announcements as needed

Introduce Speakers properly and with enthusiasm.

FRIDAY 18 Nov (11.10- 12)

Sarah Akbar

Empowering English Second Language Learner's Public Speaking Skills

Public speaking is an imperative skill when it comes to language acquisition. Consequently, students require physical, and mental mentoring in order to become competent public speakers. This demonstration sheds the light on broader issues of public speaking that we as teachers neglect to address. For example: language techniques, becoming an ethical speaker, mentally preparing yourself to speak, and how to analyze your audience effectively. Moreover, these concepts are taught verbally to students, and apprehended through in-class activities. Thus, this demonstration will unravel these intricate concepts, and illustrate ways to apply them in class. Finally, after applying these concepts in-class, anonymous students evaluations illustrate the constructive factors they have attained from this demonstration.

Gouabi Khadem

Cross Cultural Communication Barriers in Multinational Settings: Hassi Messaoud (Algeria Oil Companies Case Study)

The world economy knows a great shift because of globalization. Individuals who speak different languages and who come from different cultural backgrounds need to develop mutual understanding and skills to communicate effectively with one another in the workplace. As a consequence, language and culture uses in the world economy have a constraining influence on the operation of international business. The environment of multinational workplace forms a heterogeneous multicultural community. The lack of language capability and multicultural acceptance in such places cause communication barriers which may lead to conflict and hinder the process of knowledge transfer. Moreover, in such multinational work places like the one under study; i.e., Hassi Messoud oil companies cross-cultural communication take place every day, the medium of information transfer must be done effectively and efficiently in order to avoid uncalled conflicts. Various kinds of conflicts identified from the cross-cultural communication are misinterpretation, miscommunication and misunderstanding. This research aims to analyze the barriers of cross-cultural communication in multinational oil companies. The subjects for this study, comprising company operators and translators were randomly selected from two different oil companies domiciled in Hassi Messoud, South of Algeria. This study adopted a quantitative approach method, where questionnaires were distributed among 200 employees. Analysis of data compiled was carried out using the SPSS version 20.0 mode. Through an in-depth analysis and application of this study, there is a bigger impact of multinational firm communication in the cross-cultural communication. In addition, the dimensions of national cultures, high and low context communication, language and communication system have no apparent effects on the cross-cultural communication. A lesson to company managers is that issues such as misunderstanding, miscommunication and misinterpretation will arise in the workplace if managers and employees do not fully understand the cultures of each other.

Rana Khan

Edmodo- Opening New Horizons to Interactive and Blended Learning

Today a classroom is more interactive and collaborative, thanks to the advent of e-learning. E-Learning widely includes anything that involves computer aided learning or the use of internet based devices or tools in the classroom, at home or on the move. What makes e-Learning so essential in a modern day classroom? Young Learners are hooked and plugged-in to net and multimedia devices all the time and learning becomes all the more engaging and challenging when imparted through technology. It keeps them stimulated and engaged 24X7. Mobile Applications like 'Edmodo' can help teachers and instructors alike in utilizing mobiles for a better cause and to produce better results. 'Edmodo' acts like a complete LMS (Learning Management system) not only to help students and teachers collaborate better but also to keep a track of their grades and progress in class. Edmodo helps create a virtual class for sharing information, keeping track of student progress and rewarding them for their hard work. The application uses the current philosophy of CALL (Computer-assisted language learning) and puts a strong emphasis on student-centred materials. Edmodo is tested and tried application in the field of blended learning. The presenter has been immensely successful with it and able to help her students achieve better results. Through this workshop, she intends to share her knowledge and experiences with fellow teachers in using this application. The attendees would be given hands on experience and guided through step by step approach to download and sign up as students or teachers to be able to make the most of this useful application. This workshop aims at demonstrating, how Edmodo can essentially be a tool that helps teachers facilitate the language learning process. It can be used to reinforce what has already been learnt in the classroom, or as a remedial tool to help learners who require additional support. The workshop will encourage feedback and questions from attendees on the application as they are going to aid the presenter's research topic on introducing reforms in English Language teaching for Arab Learners.

Mikolaj Sobocinski

How to Create Gamified Courses? A Step-by-Step Journey Aboard "Phonetica"

In the presentation, the author will follow the step-by-step creation process of his 2014 "Phonetica" course. Although this course was completely devoted to learning phonetics, the structure can be used to teaching nearly any subject, as the narrative and the requirements are extremely flexible. First, main goals for the course and gamification will be briefly presented. Then, the process of creating a gamified course will be recreated step by step. This will be followed by the presentation of the "log book" with all course rules and explanations. Fourthly, the author will explain how "Phonetica" structure can be utilised in any other course. Finally, two other courses, "Re-actor" and "Green Slime," will be compared as the basis for the closing discussion. The aim of the presentation is to show teachers and educators that gamified courses can be created on the basis of current curriculum without (nearly) any changes to the syllabus. Such an approach makes it much easier for teachers to test this new approach to teaching, and enables students to experience more engaging lessons with growing motivation and responsibility.

Dr Deniz Erguvan & Mr John Ablrh

Using Technology in Giving Feedback in Writing Classes

Computer Assisted Language Learning (CALL) tools have impacted ELT since the 1980s and with the advent of Information and Communication Technologies (ICT) the change in the classroom has become more visible with a wider range of tools and development opportunities for ELT teachers and learners. Lunt and Curren (2010) identify that the dominant hand-written feedback culture is no longer appropriate to cope with high numbers of students, and technology could be a powerful part of a teacher's response to the feedback challenge. With the continuous development of different electronic tools which support and enhance feedback provision, teachers are faced with some significant choices about the ways in which they integrate online feedback with more traditional offline feedback practices. Especially where higher education institutions are standardizing submission and evaluation procedures by means of learning management systems and plagiarism prevention tools, EAP teachers need to find ways to make these platforms work for the purpose of providing language-related feedback to second language learners. Therefore, this workshop will demonstrate 2 examples of such online feedback giving tools, namely GoogleDocs and Turnitin.

Dr. Hassan Kadhum Hassan Al-Ghazi

Prof. Fatin Khairy Al-Rifa'I

Investigating the Evaluation of the Practicum Curriculum of the Fourth Year College Students at the Departments of English Language at the Colleges of Education in Iraqi Universities

The present study aims at investigating the evaluation of the practicum curriculum of the 4th year Iraqi college students at the departments of English language . An evaluation questionnaire has been adopted and adapted , which is distributed into several domains that include a number of items constructed to evaluate the practicum curriculum. Face validity and reliability coefficient have been computed. The questionnaire has been applied on a group of 100 4th year Iraqi college students . Weighted means and weighted percentiles have been calculated . Final results reveal that the practicum curriculum which is applied on the first course of the 4th year do suffer from certain problems, weaknesses, and difficulties in different domains . Finally , suitable conclusions and suggestions have been put forward.

THURSDAY (3-3:50)

Dr. Chekra Allani

Dr. Hassan A. Sharafuddin

Motivating the Independent Learner at AOU Kuwait

Academicians at the Arab Open University have always voiced their concern about the efficacy of the blended learning process. Based on 75% independent study and 25% face-to-face tutorial, it poses the challenge of the predisposition to adjustment. Being used to the psychology of traditional educational systems, AOU students cannot be easily weaned from being spoon-fed. Hence they lack the motivation to plunge into self-study. For better involvement of AOU students into the learning practices, it is imperative to diagnose the factors that impede or increase their motivation. This is conducted through an empirical study grounded upon observations and tested hypothesis and aimed at monitoring and optimizing the students' learning outcome. Recommendations of the research will follow the findings.

**Hiba Tayara &
Dr Marine Milad**

Applying Cream Strategy to Coach Teaching Practices

Being in charge of monitoring and evaluating Foundation Program staff tutors necessitates constant follow-up to make sure that they are in line with the University's mission and vision. This has raised a fundamental educational question 'how to coach rather than monitor the tutors.' To answer this question, Cottrell's (2008) C.R.E.A.M. strategy was applied to coach these tutors following GROW Model as a framework for structuring both team and individual coaching sessions. A two-day coaching/training session was conducted at the beginning of the semester to maximize the benefits of the foundation tutors' potentials by familiarizing them with the course material and sharing best teaching practices. The aim of this training session was to help them develop the learners' general English language skills and equip these learners with the necessary study skills to pursue their academic major at a university level. After that, two induction sessions were presented to familiarize them with the teaching methods, study calendars, assessment rubrics and group/double marking. This is in addition to conducting 360 evaluation cycle based on students' feedback, peers' feedback and head of the program feedback. Cottrell's strategy was initially developed for enhancing the learner's self-directed/autonomous learning. For the purpose of this implementation, the researchers applied C.R.E.A.M. strategy as a self-assessment and observation tool. Being pragmatic leaders, they conducted three team coaching sessions and one-to-one individual sessions throughout the academic semester following GROW Model to establish SMART Goals, examine the current Reality, explore possible Options/Obstacles, and establish the Will. A checklist was developed to measure the staff tutor's self-assessment of their Creative, Reflective, Effective, Active, and Motivated teaching practices and the same checklist was used by the rater as an observation checklist to evaluate these practices. The two tools were statistically analyzed and discrepancies have been treated with individual coaching sessions.

Veronica Zvinca

Vocabulary Teaching: the Strategic Way

Teaching vocabulary has never been an easy task. Selecting the appropriate words to teach, choosing and applying the best strategies, practicing again and again in the classroom are just a few tools which EFL teachers may employ in order to tackle the vocabulary learning of his/her learners. These efforts often end up in frustration and disappointment. Paralleling profound changes in education, vocabulary teaching has witnessed a paradigmatic shift from teacher centeredness to focus on the learners, his/her abilities and issues with vocabulary learning. As such, much attention is paid to the methods or tools employed by learners for vocabulary learning otherwise known as vocabulary learning strategies (VLS). Ever since the concept of language learning strategies (LLS) emerged in the 1970's (Rubin), researchers have tried to compile evidence that the strategies employed by learners for language learning purposes are a very important piece in the puzzle about learning a foreign language. Theories of language learning have been used to backup the importance of learning strategies, and much research concentrated around the Strategy Inventory for Language Learning (SILL) developed by Rebecca Oxford in the 1990's. Later versions focused specifically on Vocabulary Learning Strategies (Schmitt, Nation). This presentation, however, will touch on vocabulary development within Inquiry Based Instruction.

Dr. Shaima Torky

Ethicality in EFL Classroom Assessment: The never ending debate

Nowadays, the term assessment has developed and has endorsed a broad conceptualization that views assessment as the most important means of providing help to learners and fostering their self-awareness so that they can act accordingly. This is considered "assessment for learning". The current presentation reports on a study that examines EFL university teachers' perception of the ethicality of various classroom assessment practices to uncover the hidden code of ethics they ideally refer to. A survey in the form of a questionnaire, consisting of 50 items, comprising five dimensions, was utilized to assess teachers' assessment practices and their perception regarding assessment ethicality. Results of imply that many areas were considered controversial for most teachers. One of these areas was using multiple forms for assessing students. Another issue was consistency between the assessment methods used and the curriculum objective and classroom activities. Equity issues also seem to be blurred for most teachers. Results of the current study imply that general measurement training by itself cannot compensate for novices' lack of experience in terms of fair assessment. Nevertheless, the findings testify to the value of training that is particularly focused on fair assessment and ethicality dilemma. In light of previous results, it is recommended that explicit instruction in ethical concepts, such as equity, consistency, transparency and confidentiality, ought to be part of teacher pre-service training program as well in-service programs.

Marwen Ben Alkilani

Mobile Assisted Language Learning in “English Clubs” in Tunisia: Gamification as a Tool

This study looked at the use of “gamification” in extracurricular educational opportunities to learn the English language in Tunisia. Its aim was to investigate the extent to which learners’ (from primary school level) English language skills are evolving during MALL sessions (“gamification” sessions) in English clubs. “Android application evaluation” and “clubroom observation” were used as data collection tools. Moreover, 10 groups of 4 learners (from primary school) were followed over 10 MALL (gamification) sessions. In this study, two Android educational games (AEG) were used: “Educational games for kids” and “English Grammar App nounshoun”. After using these two Android educational games, the results show that learners’ were motivated to learn the English language outside classrooms. Moreover, their vocabulary and grammar levels evolved. In the light of these results, pedagogical recommendations are made. Teachers’ knowledge about MALL should be updated. Teachers should also use a variety of teaching materials to teach vocabulary and grammar in the English language. In addition, an application (i.e. an Android educational game) cannot, by itself, be sufficient.

Tanju Deveci

Freshman English Students’ Learning Orientations in a PBL environment at an Engineering University

The term ‘pedagogy’, defined as “the art and science of educating children” (Knowles, 1980, p. 38), seems to be used far too extensively for any educational practices at large. However, the less commonly familiar term ‘andragogy’, defined as “the art and science of helping adults learn” (Knowles, 1980, p. 38) may be argued to represent learning and teaching at university settings better due to university students’ characteristics and the underpinnings of university education. Lifelong Learning (LLL), on the other hand, has recently gained a lot of recognition at different education levels including college. Its approach to education as “not a once-for-all experience that is confined to an initial cycle of continuous education commenced in childhood, but a process that should continue throughout life” (Titmus, 1979) is more comprehensive, linking learning at different phases of life and therefore making it an integral part of life at and beyond college. Given their relevance for English language learners, these concepts can and should be analyzed from the perspective of language learning too. This session will, therefore, first provide a brief comparison of andragogical, pedagogical and LLL orientations to learning, and then argue that the project-based learning in a language class could indeed contribute to students’ development of andragogical and LLL orientations. The session will also present the results of a small-scale study conducted on freshman English students’ learning orientations in the local context of the Petroleum Institute, Abu Dhabi in the UAE. The results will be discussed from the perspective of engineering education, and recommendations will be made.

Huda AbuAisha

How Useful is the L1 among Kuwaiti College Students in L2 Classroom

Some believe that it facilitates learning, while others believe that it demotes it. Carless (2007: 335) claims that when learners code-switch to their mother-tongue (MT) language in an L2 context, this may undermine the effectiveness of their target language (TL) learning, he stated: ‘Use of the MT does seem to be a humanistic and learner-centered strategy, with potential to support student learning, but at the same time involving a risk of failing to encourage TL practice and communication.’

However, Chavez (2003) argues that learners’ use of the L1 in an L2 setting is a natural feature of second language learning which its’ use should not be questionable and this is the view I agree on which is the grounding of my research that talks about how Kuwaiti learners switch to their mother-tongue language (L1); Arabic, in an English (L2) classroom while performing communicative tasks in pairs. The functions that the L1 serve in the classroom will be explained, the learners’ attitudes towards the L1 use will be discussed, the amount of the L1 will be indicated in this research and there will be a discussion on the relationship between the use of the L1 amongst students and the quality of their writing.

First, I will highlight previous studies that have been done on the use of the L1 in an L2 classroom, and then a discussion and an analysis of the study will be provided. In the last section of the presentation, the findings, conclusion and recommendations will be discussed in details.

FRIDAY (4-4:50)

Ivan Ivanov and Marta Tryzna

Mapping definiteness in English and Arabic: Are THE and AL equivalent?

Definiteness is a semantic feature on nouns and noun phrases which refers to entities readily identifiable by both the speaker and the hearer in a given context. In English, the article which marks definite nouns is THE, and most accounts present AL as its Arabic equivalent. At the same time, the English indefinite article (A/AN) does not have its counterpart in vernacular Arabic. Despite the apparent equivalence of THE and AL, a closer analysis reveals important differences between the two with potential implications for the teaching of definiteness to L2 English speakers with L1 Arabic. The present study addresses the different uses of THE and AL as well as their understanding by Arabic-English bilinguals. The study consists of two parts. The theoretical part discusses the differences between THE and AL by comparing their uses across definite, generic, and indefinite contexts. The second part presents the findings of a gap-filling experiment with 73 Arabic-English bilinguals involving definite, generic, and indefinite contexts. The participants were asked to fill a gap in English sentences with a definite or indefinite article (THE or A). Several conditions were explored in the experiment, for example the presence or absence of a relative clause or a prepositional phrase modifying the noun in question. The results indicate that definiteness is a very salient semantic feature that can be acquired with native-like accuracy, while indefiniteness and genericity remain partially acquired, even for advanced learners.

Fajer Al Shammari

Media Literacy Education (MLE)

Media Literacy Education (MLE) represents a necessary and realistic response to the complex, ever-changing electronic environment and communication abundance that surrounds us. In today's world, individuals receive a wide range of messages through images, languages and sound. This workshop covers the importance and benefits of MLE as well as ways of implementing it. MLE is an essential part of learning, particularly in today's technological age. Diane Watts (2012) argues that much like "how we learn to walk, talk and read... we need to learn to see... we need to critically examine images". We live in a society that is extremely mass mediated and media saturated; however, people are not taught to "read" media. Information and entertainment technologies communicate to us through a powerful combination of words, images, and sounds. Hence we need to develop a wider set of literacy skills in order to comprehend the messages we receive as well as utilize these skills to develop our own messages. Media Literacy is the ability to encode and decode these symbols transmitted via media and the ability to synthesize, analyze, and produce mediated messages (NAMLE, 2016). Furthermore, Media Literacy enhances one's critical thinking skills and empowers people to be critical thinkers and producers, effective communicators and active citizens. In other words, a media literate youth/adult is one who is better able to understand the complex messages we receive from television, radio, internet, newspaper, magazines, books, billboards, video games, music and all other forms of media. In addition, Media literacy allows us to explore various topics such as representation, misrepresentation or a lack of representation.

Dr. Al-Assad Omar

Active Learning and Motivation in TESOL in the Arab World

This paper highlights the need for active learning to engage the Arab learners in an interactive EFL classroom. Moreover, it provides practical tools to incorporate active learning to achieve excellence and proficiency in TESOL. It also presents new insights into motivation in TESOL. Besides, it explores why and how students are motivated to learn English actively. In fact, it traces the sources of motivational needs, and suggests viable methods and practical tools to motivate students to learn English actively, and engage in the educational process willingly and enthusiastically. Moreover, it investigates strategies that instill the best practices in bringing about effective learning, giving corrective feedback and promoting excellence in learning and teaching. Thus, it helps in preparing students for successful language acquisition and outstanding linguistic performance. In addition, it examines the correlation between active learning and motivation, as well as between proper assessment and motivation. Thus, this paper demonstrates how to activate the mind and get learners engage in thinking rather than focusing on the transmission of the knowledge through lecturing in traditional teacher-centered strategies. Furthermore, significant key research findings, as well as suggestions for improving students' learning and motivation, will be presented in a practical and succinct conclusion.

Boutkhil Guemide

Reforming English Teaching in Algerian Higher Education: Which Role for Foreign Private Universities?

In our globalized world, English has developed into the worldwide language, and accordingly, English language teaching/ and learning has increasingly gained a relevant portion in the educational systems in most countries of the world during the last decades. Teaching English to non- English students is a significant challenge in Algeria, since many teachers of English are not native speakers. In a measure to promote English Language Learning, the Algerian Ministry of Higher Education has addressed to this challenge by the expansion of English language departments and Intensive Language Centers at several universities so as to improve both English teaching/ and learning skills among EFL students. In spite of the fact that the Ministry of Higher Education in Algeria has initiated educational reforms in the sector and provided many available tools for the sake of improving both English language teaching and learning, nevertheless, a significant gap remains among EFL learners who still strive to acquire the necessary EFL skills to use the target language. The present paper is mainly describing and critiquing the situation of English language teaching in Algerian Higher Education. Although a few improvement has been seen in the teaching methodology recently, I believe that some changes and reforms should be done in order to improve detrimental to English language learning in the long run prove. Among these reforms, I assume that installing foreign private universities, US and British, in the Algerian Higher Education sector will lead to success in EFL teaching methodologies, pedagogies and curricula.

Charles Fullerton

Integrating Pad let, the Digital Chalkboard into your Classroom

According to their website, Padlet is “the easiest way to create and collaborate, in the world.” Padlet.com provides a ‘digital chalkboard’ on which you and your students can interact in the classroom with text, pictures, web links, videos and more. This presentation will introduce the website and interactively demonstrate how to use it. Get your smartphones ready. Examples of real students work will be shown to illustrate how the website can be used in an ESL (or any other) classroom. The workshop will be very hands on and attendees should leave with the ability to immediately incorporate the website into their classrooms. Please let me know if there is any other information you need from me in terms of the conference proposal, and I look forward to meeting everyone at the TESOL Kuwait Conference in November.

Fatmeh Fayez

The Generic interpretation of indefinite English articles by L2 learners

It is well known that some properties of a person’s First Language (L1) play a role in the development of their knowledge of a second language (L2), while others appear not to. The work of Ionin and Montrul (2009) examined the L2ers acquisition of generic reference with plural noun phrases, the generic expressions that involve cross linguistic variation. In languages that do not have articles like Korean, bare nouns can have generic meanings. Also in languages that have both bare nouns as well as articles, like English, both bare nouns and nouns with determiners can have generic meanings. But on the other hand, there are languages like Arabic, a plural noun with a definite article can have both a generic and specific referent. The participants of this study were 30 L1 Arabic Kuwaiti students studying at the Arab Open University- Kuwait Branch, who had studied L2 English as a Foreign Language (EFL). They were divided into two proficiency levels based on the results of this placement test. The third group was a group of five native speakers. The Arabic speakers who are learning English as L2 get confused in understanding the generic and specific interpretation of articles due to the negative transfer of L1. Bare NPs are the most problematic in the use of the correct generic interpretation of this group of nouns in English due to English bare plurals having generic interpretation which is specific in Arabic. The opposite applies with the definite plurals having definite interpretation in English while it has a generic reading in Arabic. The results were inconsistent with IKW (2004) who found that the length of exposure to L2 and proficiency led to more accuracy in acquiring the L2 properties.

TESOL Kuwait Special Interest Groups (SIGS)

TESOL-Kuwait SIG Development Workshop.

Saturday (11.10 – 12)

Abdurrazzag Al Ghammas

Wiki- Based Collaborative Writing Tasks in ESL contexts

Driven by the sociocultural theory and the notion of ZPD, the study investigated how intermediate level ESL students interact in wiki-based collaborative writing. Eighteen students in small groups of 3 were asked to jointly write three different paragraphs, namely, summary, compare/contrast, and classification. Students' perspectives toward the integration of wikis in writing assignments and why they hold such perspectives were objectives of the study. Using a triangulation mixed-methods approach, the data was collected over 8 weeks. Pre- and post-survey questionnaires were administered using an online survey website to get the students' opinions. A password-protected class wiki was set up to help students collaborate on the writing prompts. Because all participants had not practiced wikis before, the researcher gave a training session and asked students to do a mock writing activity. For simplicity and a friendly-user interface, PBworks.com was chosen among several free wiki sites. Following the course syllabus design, the writing instructor chose the writing prompts and asked the researcher to post them online in a timely manner. The main findings of the surveys reveal that the majority of students hold positive attitudes toward wiki-based collaborative writing though it is the first time for ALL students to work on wikis. Some reasons behind students' positive attitudes include the fact that students helped and scaffold one another to develop one well-written production. Also, students had the opportunity to collaborate at anytime and anywhere. The findings accord with previous studies such as (Anzai, 2009), (Elola & Oskoz, 2010) (Li & Zhu, 2011), Alzahrani (2012), and Al Khateeb (2013).

Hadi Akbari

L2 Reading Attitude in EFL

L2 Reading attitude has been the subject of more recent studies in EFL and many has attempted to define this construct and find its correlates such as gender, L1 and L2 proficiency level. This study builds on the previous studies and aims at highlighting the connection between L2 and L1 reading attitudes and the degree L2 reading attitude contributes to L2 reading achievement in Iranian EFL context. Participants of the study included 230 male and female Iranian language learners roughly at intermediate level of English reading proficiency. L2 and L1 reading attitudes were measured using reading attitude questionnaires and data were analyzed by employing descriptive statistics, correlation coefficient, and regression analysis. Results showed that L1 and L2 reading attitudes were highly correlated ($r=0.71$) and L1 reading attitude significantly explained 51% of the variance in L2 reading attitude and between the L1 and L2 reading attitudes only L2 reading attitude made unique significant contribution to L2 reading achievement. Findings suggest the importance of developing positive attitude among L2 learners generally and L2 readers particularly.

RAFE ZAABALAWI

The Dictionary: An Abused and Neglected Self-Study Tool of Mastering English

EFL learners attending English courses often boast about learning several new English words encountered in a given reading text. However, when these learners are put to the test, they often demonstrate inadequate knowledge of using such words in appropriate contexts. To many of them, learning a word involves solely learning the meaning of such a word regardless of any possible contextual considerations attached to it. They rarely realize that along with the meaning of the word they have to learn certain linguistic rules that govern the use of this word. Failure to conform to such rules often causes lexical inaccuracies. This paper presents categories of lexical knowledge which a good learner's dictionary incorporates to assist an EFL learner in attaining a high level of language proficiency.

Michael Jones

A Beginners Guide to Creating Vocabulary Lists with Corpus Software

Using a practical example, this teacher-focused talk aims to demystify the use of corpus linguistics to make effective vocabulary choices. Attendees will be shown how easy it is, even for neophytes, to use the free AntConc corpus analysis software to compile context-specific custom corpora and keyword lists. The purpose of this talk is to demonstrate to inexperienced English instructors and/or those who lack a background in corpus linguistics the ease with which they may use corpus software to craft custom vocabulary lists specific to the context in which they teach. The session will be led by a teacher for teachers, while keeping in mind that attendees may not be familiar with the theoretical background involved. The talk will begin with a brief discussion of corpus linguistics and the importance of vocabulary to comprehension. Attendees will then be presented with a real-life, practical example of a teacher in a corporate setting using the freely available AntConc corpus analysis software to build a corpus of "company English" and develop a keyword list for business English learners. Also discussed will be the factors to consider when choosing which texts to include in a custom corpus, how to use the AntConc platform to analyze the corpus, how to build a keyword list, and how to interpret the results of that list. Suggestions on how to pare down the keyword list will also be offered. Finally, the attendees will hear practical examples of how they may apply what they have learned to their teaching contexts. While the session will be particularly useful to those teaching business English in a corporate setting and/or in ESP programs, the lessons learned could be applied to a wide variety of contexts.

Mohamed Ashraf EL Zamil

Effective Presentation Skills for the EFL Classroom

Presenting is a 21st century professional communication skill. It is an effective communicative activity that has been widely adopted by EFL speaking teachers to enhance oral proficiency. However, when oral presentations are assigned in class, the teacher will get either complete silence or grumbles from students who find the idea of oral presentations stressful and intimidating. This session discusses theoretical and practical issues pertaining to oral presentations in an EFL context. It provides practical tips on how to: 1) structure a presentation 2) build confidence as a speaker 4) connect with your audience in no time 3) coordinate language with delivery skills 5) make the best use of body language to support your presentation 6) use technology to fine-tune your presentation. The session is highly practical and interactive. Participants will leave the room with a host of techniques and strategies that can help them and their students create and deliver more engaging presentations.

Charmaine Graves

Ready, Set Write!

Description of workshop

Second Language Learners often need tactile and visual cues to assist them in generating ideas and organizing and developing drafts. Teachers registered in this session will be presented with the Story Grammar Marker writing aid along with stamps and magnets which have been designed to assist students in their writing. Teacher will have opportunities to play with these tools and we work through the session. Samples of fiction and not fiction formats will be featured.

Prof. Raad AL-Nawas

Conversation in Progress: A Sociolinguistic Investigation of Mistakes Commonly Committed by Iraqi EFL Learners

The present study attempts to investigate the mistakes which are committed by the Iraqi EFL learners. A number of phonological variables have been chosen for this purpose. Furthermore, the gender of the student as well as the stage/ class have been taken into consideration. A number of first year students of the Department of English, College of Education for Humanities/ University of Thi Qar (Iraq) have been chosen as informants. Relevant data has been elicited from them as they pass to the second and then to the third stage. This is to study the progress in the informants' linguistic behavior as they pass from a stage to the other. The percentage score has been adopted as a tool for calculating the obtained results. The manipulation of the data showed that the male students committed more mistakes than the female students. In addition, there was a gradual progress as the student passes from the first to the second and then the third stage. It is hoped that the findings of the study could be of value and assistance in teaching subjects such as Conversation, Phonetics & Phonology, and Comprehension.

Cem Can

AGREEMENT ERRORS IN LEARNER CORPORA ACROSS CEFR: A COMPUTER-AIDED ERROR ANALYSIS OF ARAB AND TURKISH EFL LEARNERS

From the 1990s onward, studies in learner corpora have gained a momentum in second language acquisition (SLA) and foreign language education and provided the researchers and practitioners with ample data to construct meaningful insight into the SLA process and the factors that influence it giving considerable impetus to teaching and learning tools that target learners' difficulties corroborated by error analysis (Dagneaux, E.et al., 1998; Meunier, 1998; Granger, 2007; Martelli, 2008; Castillejos, 2009; Leacock, et al., 2010; Fernández, et al., 2014; Lee, et al., 2015; Larsson, 2016). The current study aims at determining the distribution of agreement errors of Arab and Turkish EFL learners along the B1 - C2 proficiency range according to CEFR. The learner data used in this study have been extracted from Cambridge Learner Corpus (CLC) compiled from Cambridge ESOL exams between 1993 - 2012.

Presenters' Names and E-mails

Presenters' Name	Email
Dr. Monia Hammami	monia2012@hotmail.com
Charles Fullerton	cfullerton@qu.edu.qa
Mikolaj Sobocinski	mik.sobocinski@gmail.com
BOUTKHIL Guemide	titanicmaze@hotmail.fr
GOUABI Khadem	desert_rosa82@yahoo.fr
Dr. Hussain Al Sharoufi	alsharoufi@gust.edu.kw
Andy N. Cubalit	anc457@yahoo.com
Richard Harrison	rharri144@hotmail.com
Mohammad Hadi Mahmoodi & Fatemeh Rozati	mhmahmoodi@yahoo.com & giti_rozati@yahoo.com
Asma KEBIRI	asmakebiri@gmail.com
Dr. Al-Assad Omar	alomar@dau.edu.sa
Hadi Akbari	hadi.ha@gmail.com
Janet Testerman	Testerman.J@gust.edu.kw
Fatmeh Fayez	ffayez@aou.edu.kw
Dr. Meshari Alshammari	ma10f@my.fsu.edu
Dr. Tanju Deveci	tdeveci@pi.ac.ae
Cem Can	cemcan@cu.edu.tr
Dr. Shaima Torky	shaimaatorky@gmail.com
Raad .S. AlNawas	rsah58@yahoo.com
Mohamed A. EL Zamil	zamil@aucegypt.edu
Vernica Zvinca	verozvinca@gmail.com
Dr. Deniz Erguvan & Mr John Ablorh	Erguvan.D@gust.edu.kw & Ablorh.j@gust.edu.kw
Meredith Bishop	mbishop@ac-kuwait.edu.kw
Marine Milad and Hiba Tayara	marinemilad@yahoo.com
John Dal	j.dal@ack.edu.kw
Dr. Hassan Kadhum Hassan Al -Ghizi & Prof. Fatin Khairy Al-Rifa'l	dr.hassanacademic2016@gmail.com
Adrian Wurr	Wurr.A@gust.edu.kw
Michael Jones	mdjemail@gmail.com
Abdurrazzag Alghammas	alghammas@qu.edu.sa
Maisoun Al Zankawi	mays_910@hotmail.com
Professor abdullah Hamad	hamad52@yahoo.com
Fatima Abdullah	fatimaabdullah33@yahoo.com
Mohammed Omar	m.bnamro@gmail.com
Sarah Akbar	sakbar@auk.edu.kw
Huda AbuAisha	huda_abuaisha@hotmail.com
Charmaine Graves	haseena@tmckuwait.com
Ivan Ivanov and Marta Tryzna	Ivanov.I@gust.edu.kw; Tryzna.M@gust.edu.kw
Dalal Boland	boland.dalal@gmail.com
Haifa AlSarraf	haifalsaraf@hotmail.com
Rana Khan	coolrana98@hotmail.com
Chekra Allani	callani@aou.edu.kw
Marwen Ben Alkilani	marouveto@yahoo.co.uk
Rafe Zabaalawi	zaabalawi.r@gust.edu.kw
Fajer Al Shammari	f.alshammari@ack.edu.kw
Robert Kirkpatrick	kirkpatrick.R@gust.edu.kw

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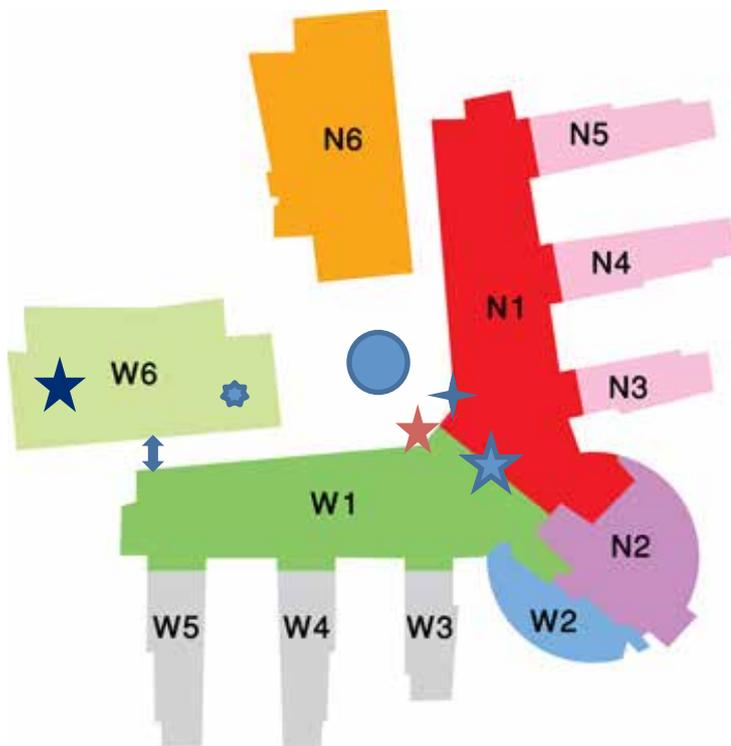
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- Dana Winner, Private Sector
- Dr. Husain Al Sharoufi, Higher Education
- Dr. Shaima Torky, TESOL Toastmasters
- Natasha Feghaly, E-Learning Chair
- Mohammed Omar, Secondary Education Chair

GUST Campus Map

W = West

N= North



Theater N1-012 ★

Food Vendors and café tables are available both on the West and North concourses as well as outside in the Circle area. Smoking outside or in designated smoking areas only.

Theater W1-010 ★

Theater W6-500 ★

Theater W6-200 ☆

The Center ★

(Registration, Information, Membership, & Poster Sessions).

Workshops and presentations take place mostly in the West Concourse.

Key to Room Numbers:

Example:

W1 = West First Floor

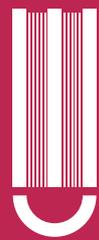
W5-203 = West Concourse, W5 Wing, Second Floor

W3-102 = West Concourse, W3 Wing, First Floor

W6 Theaters are in the separate W6 building - Exit the West Concourse next to Caribou Coffee and walk straight into the W6 building

Today a **Reader** Tomorrow a **Leader**

Margaret Fuller



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