



ESBB-DUIC 2021

**English Scholars Beyond Borders and Dhofar
University International Conference (Online)
(ESBB-DUIC 2021)**

**“Crossing Borders of Scholarship for Teaching
and Learning English: Remapping Routes and
Building Bridges”**

4th - 5th December 2021

**UNDER THE AUSPICES OF
Professor Amer Al Rawas
Vice Chancellor, Dhofar University**

**Conference Handbook
(Book of Abstracts)
esbb@du.edu.om**

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Vice Chancellor's Message

It is my great honor and pleasure to welcome you all to our joint international conference with English Scholars Beyond Borders on “*Crossing Borders of Scholarship for Teaching and Learning English: Remapping Routes and Building Bridges*”.

The main goal of the conference is to establish a professional forum for English language teachers, researchers, policy makers, and students to meet and discuss out-of-the-box teaching and research methods and approaches and also innovative materials and practices that have worked well and thereby contributed towards the growth and development of teaching, learning, knowledge, skills and competencies in the English Language Classrooms beyond borders.

With a lot of sincere efforts put into this conference, the carefully selected contributions and the expected stimulating discussions of participants, I am sure that this conference would prove to be a valuable addition to what has been said and done in recent years in the two major areas of teaching and researching in four domains of English language, linguistics, literature, and translation.

More importantly, I hope the contributions made to this conference would provide viable solutions to the problems of teaching, learning and researching of English not only in the Omani context but also in global contexts.

I would like to thank the English Scholars Beyond Borders, our equal partners in this conference, the conference organizing committees, the plenary speakers, presenters, and participants for making this conference a successful and memorable event. I wish all the very best for the success of this conference.

Professor Amer Al Rawas
Vice Chancellor
Dhofar University

ESBB Chair's Message

ESBB is delighted to cohost this online conference with Dhofar University in Oman. We extend all our greetings and thanks to our hosts for their excellent organization. A campus presence is not possible this year in these exceptionally challenging times, but let us try to make this a memorable exchange of ideas and insights. ESBB believes strongly in intercultural 'translatability' which essentially involves learning from each other and translating what we learn into the unique settings within our own institutions.

The academic aim of our organization and our co-hosted conferences is to assemble scholars from across the globe to share ideas with scholars from very diverse backgrounds. While the broad background theme is always linked to English Scholarship Beyond Borders, this can be understood in the broadest possible sense as our intention is to embrace diversity within and beyond English scholarship. As you will notice on our program, ESBB has members from a broad variety of locations and cultures. Four ESBB members co-authored a book on a theme that typifies the intercultural ethos of ESBB of working together from very different backgrounds and ideologies. John Foncha, Sivakumar Sivasubramanian, John Adamson and Roger Nunn (with a foreword by Professor Ron Carter) *Investigating the Role of Language in the Identity Construction of Scholars Coming to Terms with Inter-Cultural Communicative Competence* (2016). A joint keynote on publishing practices during this conference will also illustrate this diversity of collaborations.

ESBB embraces open access publishing, often through non-blind peer review. We believe this process is no less rigorous, but more ethical than 'blind' anonymous review. Our experience so far indicates that ESBB participants tend to express their opinions very directly without hiding behind anonymity. We have published an annual (now scopus indexed) journal issue since 2014, which has recently expanded to two issues per year and added a section for creative writing (represented in the closing panel discussion on day 2). All conference presenters are welcome to submit a paper.

We wish you all an excellent interactive weekend, and extend the ESBB challenge to you all; please try to add one short spontaneous back reference to something you have heard earlier in this conference into your own presentation.

All the best,

Roger Nunn (Founding Member)

Conference Chair's Welcome Address

I am honored and delighted to welcome you to the English Scholars Beyond Borders and Dhofar University's International Conference on "*Crossing Borders of Scholarship for Teaching and Learning English: Remapping Routes and Building Bridges*".

This conference is unique in the sense that it brings together a selected group of researchers, scholars, and teachers to share their experiences about teaching, learning and researching of English language, linguistics, and translation and more importantly to share their proposed solutions to many of the challenges faced by educators when teaching English in a variety of contexts. Our conference program, with the representation from 19 different countries, is rich and varied with 1 keynote address, 11 plenary talks, 39 research papers, 1 workshop and 1 plenary panel discussion split between 4 to 5 parallel sessions each day of the conference. We expect a wide range of participation from educators, teachers, students, and researchers from different corners of the world. We also hope to provide our participants with numerous opportunities for formal as well as informal networking and academic collaboration.

As a Conference Chair of ESBB-DUIC 2021, I would like to thank all those who contributed to the success of this conference. Thank you to the whole ESBB group and the Steering Committees of this conference. Thank you to the Conference Coordinators for their careful follow up. Thank you to the Conference Program Chair for organizing the technical program. Thank you to the members of the Program Committees and the reviewers for their thorough and timely reviewing of proposals. Thank you to the Technical Support Staff. Thank you to the Student Support Group. Thank you to the invited speakers, the authors of the papers, their co-authors and presenters.

At the end, I wish you all interactive, engaging, stimulating, and fruitful experience at our ESBB-DU International Conference 2021.

Dr. Khalid Al Mashikhi
Dean of College of Arts and Applied Sciences
Dhofar University

Plenary Session 1 (paper):

»» **Time:** 10.00 a.m. – 10.50 a.m. (Oman Time); 11:30 a.m. – 12:20 a.m. (India Time)
Saturday, 04 December 2021

»» **Title:** Some misconceptions in English Language Teaching: Perspectives beyond borders

»» **Presenter:**



Professor Z. N. Patil

»» **Abstract:**

In this paper I discuss some misconceptions and misunderstandings that prevail among teachers, learners, administrators, and parents. All these stakeholders have their own perspectives on the objectives of teaching English (accuracy, fluency, appropriateness), teaching materials (textbook as a course book, source book, resource book and force book; supplementary materials), use of literature to teach English (we should, we shouldn't), literature (English literature and literatures in English), speakers (native speakers and non-native speakers), language varieties (standard, substandard, non-standard, deficient, etc.), intelligibility (absolute, comfortable), teachers (native speaker teachers and non-native speaker teachers), language skills (active and passive skills, receptive and productive skills, interactive, interpretive, cumulative, culminative, etc.), language elements (vocabulary and grammar), medium of instruction (regional language medium and English medium) and so on. These beliefs and attitudes influence the choice of objectives, teaching materials, teaching approaches, teaching methods, and teaching strategies, model variety of English, learning styles, learner roles, teacher roles, and modes and

instruments of assessment. The main purpose of my presentation is to draw stakeholders' attention towards the prevalent misconceptions and promote positive awareness related to English Language Teaching.

»» Biography:

Professor Z N Patil is currently the President of ELTAI (English Language Teachers' Association of India), Pune Chapter, India. He has been teaching English Language, Linguistics, and Literature at several schools, colleges, institutes, study centres and universities in India and abroad for 47 years. He retired as Professor of English and Head of the Department of Training and Development, English and Foreign Languages University, Hyderabad, India. Since then he has been freelancing in India and abroad. He has voraciously published in the field and has to his credit 20 textbooks, 8 resource books, and 95 articles published in national and international journals. He has also delivered several invited and sponsored keynote addresses at various national and international conferences across the globe. He has been the recipient of several prestigious awards like 'Lifetime Membership Award' from English Scholars Beyond Borders (ESBB); 'Best Educationist Award' from International Institute of Management and Education, New Delhi, India; 'Mahatma Phule Social and Educational Lighthouse (Mentor) Award', India amongst various others.

Plenary Session 2 (paper):

»» **Time:** 10.00 a.m. – 10.50 a.m. (Oman Time); 03:00 p.m. – 03:50 p.m. (Japan Time) Saturday, 04 December 2021

»» **Title:** Beyond move analysis: The importance of interrogating larger themes embedded in discourse

»» **Presenters:**



Dr. Theron Muller



Ms. Mukaddam Khaitova

»» **Abstract:**

The analysis and description of textual genre patterns (Swales, 1990) is a popular and widespread tool for examining different types of text and has led to invaluable insights concerning the prevalent language patterns used in those texts. For example, how manuscripts tend to be organized has been elucidated (Swales, 1990), as have differences in discourse patterns between languages (Loi, 2010; Martín Martín, 2003; Soler, 2011). While such investigations have yielded important insights, more recently investigations have started to focus on processes of production, or how texts are transformed through, for example, journal submission and peer review (Lillis & Curry, 2010). These investigations, while revealing patterns of changes to published texts (Lillis & Curry, 2010), have also revealed themes embedded in the larger discourse of writing for publication, such as journal brokers' orientations toward language work in manuscript revision (Lillis & Curry, 2015). Further afield, such patterns in, for example, higher education discourse more generally, have been long a subject of discussion, such as the cultural forces that historically shaped scientific English to be viewed as necessarily transparent and antiseptic (Turner, 2011). In this invited Plenary presentation, we use illustrative studies of the discourses of different contexts of higher education to argue for focusing on larger embedded themes in discourse as potentially of more importance and interest than descriptive investigations of genre patterns in texts.

- Lillis, T. M., & Curry, M. J. (2010). *Academic writing in a global context*. Routledge.
- Lillis, T., & Curry, M. J. (2015). The politics of English, language and uptake: The case of international academic journal article reviews. *AILA Review*, 28(2), 127–150. <http://doi.org/10.1075/aila.28.06lil>
- Loi, C. K. (2010). Research article introductions in Chinese and English: A comparative genre-based study. *Journal of English for Academic Purposes*, 9 (4), 267–279. <http://doi.org/10.1016/j.jeap.2010.09.004>
- Martín Martín, P. (2003). A genre analysis of English and Spanish research paper abstracts in experimental social sciences. *English for Specific Purposes*, 22, 25–43.
- Soler, V. (2011). Comparative and contrastive observations on scientific titles written in English and Spanish. *English for Specific Purposes*, 30 (2), 124–137. <http://doi.org/10.1016/j.esp.2010.09.002>
- Swales, J. M. (1990). *Genre Analysis: English in academic and research settings*. Cambridge University Press.
- Turner, J. (2011). *Language in the Academy: Cultural Reflexivity and Intercultural Dynamics*. Multilingual Matters.

» Biography: 1

Dr. Theron Muller is an Associate Professor at the University of Toyama in Japan, where he has been based since 2011. He is lead editor on two book projects, *Innovating EFL Teaching in Asia* (2012) and *Exploring EFL Fluency in Asia* (2014), both with Palgrave Macmillan. His PhD research with The Open University, UK, completed in 2018, explored the publication practices of Japan-based language teachers. As an adjunct Associate Tutor with the University of Birmingham he tutors and supervises MA students in TESOL and Applied Linguistics. He is a founding member of English Scholars Beyond Borders and has served in various editorial capacities for JALT Publications, most recently as Coeditor of *The Language Teacher*. He was a John Haycraft Classroom Exploration Scholarship Winner in 2008 and has been awarded various small research grants, including the University of Toyama President's Special Award for Young Researchers in 2017 and a University of Birmingham Centre for Learning and Academic Development (CLAD) grant for "Investigating and improving tutoring, student experiences, and outcomes in CELS ODL MA programs" in 2011. His journal publications include articles in *Writing and Pedagogy* and *International Journal of Research & Method in Education*.

» Biography: 2

Ms. Khaitova is currently a part-time teacher of English at the Engineering Department of Toyama Prefectural University and Toyama University of International Studies. Previously she held a similar position at the Engineering Department of Shinshu University. She had been teaching English as a second language at elementary schools in Nagano prefecture. Ms. Khaitova studied at Novgorod Lyceum, Russia, and graduated with an Honours Diploma degree in German Philology before serving 20 years at international organizations and diplomatic missions followed by teaching activity in Japan. Following her departure from teaching English in Japan, Ms. Khaitova attended St Antony's College, Oxford gaining M. Phil degree before resuming her work in Japan, which embraced teaching undergraduate students at Shinshu and Toyama Prefectural Universities. Her research interests develop around the academic profession, identity, and alternative ways of teaching.

Plenary Session 3 (paper):

»» **Time:** 10:00 a.m. – 10: 50 a.m. (Oman Time)
01:00 p.m. – 01:50 p. m. (Thailand Time) Saturday, 04 December 2021

»» **Title:** Total Physical Response to Learn English Vocabulary in Online EFL Classrooms

»» **Presenters:**



Dr. Saiwaroon Chumpavan



Mr. Sirawich Tampanich



Mr. Simon McIver

»» **Abstract:**

Total Physical Response (TPR) is a language teaching method developed by James Asher, a professor of psychology at San Jose State University, California, based on the belief that comprehension abilities precede productive skills in terms of learning a language and that the teaching of speaking should be delayed until their comprehension skills are established. In addition, it is also believed that foreign language learning should take place in a stress-free environment. The learners will be liberated from stressful situations and able to devote their full energy to learning by focusing on meaning interpreted through movement, rather than on language forms. Vocabulary plays an important role in English acquisition, especially for young children. A relationship between age and successful L2 acquisition has been identified, and comprehending the meaning of words is the foundation of communication. Therefore, an efficient teaching method for the meaning of words is necessary. In the workshop, the objectives of TPR will be presented along with appropriate activities that may help students to learn English language vocabulary for both the beginner and the advanced level for the English as a foreign language (EFL) classroom. Those activities include everyday conversation and use body language based on commands to learn English vocabulary. Moreover, technology-assisted teaching methods for TPR in the digital education era will also be provided in the workshop to increase the vocabulary knowledge of EFL students. The appropriateness of using TPR conducted in online EFL classrooms will also be discussed.

»» Biography: 1

Dr. Saiwaroon Chumpavan is a graduate of Illinois State University at Normal, Illinois, USA. She worked in the Faculty of Humanities at Srinakharinwirot University in Bangkok, Thailand, for a number of years and then transferred to North Bangkok University in 2020. Her administrative positions at North Bangkok University include Chair of the BA program in Teaching English to Speakers of Other Languages (TESOL) and Director of the Master's and Doctoral Programs in English Language Studies. She also teaches both undergraduate and graduate students. The undergraduate classes include reading and writing, and her classes for the graduate students include research into English language studies, seminars on language teaching and learning, and theory and research in reading. Her expertise focuses on enhancing the English skills of Thai students through English as a Foreign Language (EFL) and assessing the language skills of EFL teachers in Thailand.

»» Biography: 2

Mr. Sirawich Tampanich is a graduate of Mahidol University, Thailand. He currently teaches English in the Bachelor's Program in English in the Faculty of Humanities at Srinakharinwirot University in Bangkok, Thailand. His administrative position is the secretary of the BA program in English. He is also responsible for teaching undergraduate courses including academic writing, introduction to English morphology and syntax. He is interested in teaching writing and developing materials to help students in his writing classes to improve their abilities. His research agenda is focused on topics that deal with genre-and corpus-based approaches to academic writing research and pedagogy to improve the writing abilities of students in the English as a foreign language (EFL) environment.

»» Biography: 3

Mr. Simon McIver is a graduate of Notre Dame University, Australia. He currently teaches at the Graduate School of Srinakharinwirot University in Bangkok, Thailand. He is responsible for numerous academic duties, as well as teaching and testing Master's and PhD students from every faculty in the university. He is interested in teaching speaking and listening in order to improve their English language competencies and the general enhancement of the speaking and listening skills of EFL students.

Plenary Session 4 (paper):

- » **Time:** 10.00 a.m. – 10.50 a.m. (Oman Time); 08:00 a.m. – 08:50 a.m. (South Africa Time) Saturday, 04 December 2021
- » **Title:** Investigating the Abolishment of Corporal Punishment in South Africa: The Case of One High School at Dimbaza Township in the Eastern Cape
- » **Presenters:**



Dr. Mzukis Howard Kepe



Ms. Mhizaza Lorraine Kepe



Dr. Ntombekhaya Caga

» Abstract:

The end to Apartheid led to the demise of a despotic culture, patriarchy and a pendulum swing towards a culture of human rights. 27 years into democracy, there has been widespread media reports about violent cases in schools in South Africa despite the abolition of corporal punishment. Deficiencies in the enforcement of the laws concerning children like the prohibition of corporal punishment in schools have contributed to the denial of their rights. The National Education Policy Act, No. 17, 1996 (NEPA) sought to refocus the national system of education into one which serves the needs of all the people upholding their fundamental rights. Consequently, Corporal Punishment in all schools was outlawed (South African Schools Act, No. 84 of 1996). With these considerations in mind, this study is possibly best placed in a qualitative research paradigm since it is intrinsically connected to, and empathetic towards investing in the abolition of corporal punishment in the South African local context rather than quantitatively measuring and reducing it. I argue ‘translatability’ of good practice, including the debate over the Code of conduct and the ethics inclusive of both the learner and the ‘teacher educator’.

»» Biography: 1

Dr. Mzukis Kepe holds a PhD focusing on reading, writing and literacy pedagogy in language education. I have established an enviable and robust research track linking theory and practice through the analysis of issues rooted in the South African education system.

»» Biography: 2

Ms. Mhizaza Lorraine Mani Kepe has Honours in Public Administration, currently doing Masters in Public Administration (M.P. A) with Nelson Mandela University.

»» Biography: 3

Dr. Ntombekhaya Caga has a PhD. She is a senior lecturer, currently, an Acting Head of Schatte University of Fort Hare.

Paper Presentation 1 (Paper):

»» **Time:** 11:00 a.m. – 11: 30 a.m. (Oman Time) Saturday, 04 December 2021

»» **Title:** Bringing Language Teaching into Literature Classrooms

»» **Presenter:** Dr. Marielle Risse

»» Abstract:

My presentation will argue that in non-Anglospheric institutions such as Dhofar University, literature teachers will always need to be language and culture teachers. Given that many students on the Arabian Peninsula will use English when traveling or teaching primary or secondary students, texts must be chosen for their linguistic and cultural, as well as literary, qualities. I will use examples from teaching literature, cultural studies and education on the Arabian Peninsula for over 15 years

to discuss how to create syllabi which reflect both the literary canon and students' needs, with an emphasis on teaching multi-level classes and explicating cultural narration differences, as well as sneaking in language lessons. For example, folding language teaching into literature classes means both silent editing (such as not calling attention to spoken mistakes but repeating the student's words with the correct pronunciation and/ or grammar) and short, explicit lessons. Lastly, it is vital to foreground cultural differences in plot, characters, settings and themes, in addition to narrative structures as an analysis of a literary text in English is expected to have the author's opinion clearly stated with supporting evidence in the form of quotes and specific details, a format that Arabian Gulf students sometimes have not learned.

»» Biography:

Marielle Risse has taught literature at the American University of Sharjah (UAE), the University of Sharjah-Woman's (UAE) and Dhofar University (Oman). She has published *Community and Autonomy in Southern Oman* (Palgrave Macmillan, 2019) and *Foodways in Southern Oman* (Routledge, 2021). Her work also has been published in (journals) *Al Sha'ar*, *Ariel: A Review of International English Literature*, *Fabula*, *Interdisciplinary Humanities*, *Learning and Teaching in Higher Education*, *Journeys: The International Journal of Travel & Travel Writing*, *North Dakota Quarterly*, *Pedagogy*, and *TESOL Arabia's Perspective*; (newspapers) *The Chronicle of Higher Education* and *The Washington Post*; (proceedings of the) *Seminar for Arabian Studies* and *15th & 16th Oman International ELT Conference*; (website) *Anthropology News*; and (books) *Advancing English Language Education*, *Emanations*, *Focusing on EFL Reading: Theory and Practice*, *Literature Teaching in EFL/ESL: New Perspectives* and *Travel Culture* (Praeger). She has presented at conferences in Oman, Canada, Dubai, England, the Netherlands, Sharjah, Scotland, and the United States, including presentations at the Royal Anthropological Institute (London), the National Maritime Museum (Greenwich), Oxford University and the annual conferences of the American Anthropology Association, American Comparative Literature Association, International Association for the Study of Arabia, MESA, Modern Language Association and Royal Geographical Society. Her webpage is: <https://mariellerisse.com>

Paper Presentation 2 (Paper):

»» **Time:** 11:00 a.m. – 11:30 a.m. (Oman Time); 02:00 p.m. – 02:30 (Vietnam Time)
Saturday, 04 December 2021

»» **Title:** Exploring the Effect of Extensive Reading on YELLs' Second Language Writing Achievement in a Vietnamese Primary School Setting

»» **Presenters:**



John R. Baker



Nguyễn Minh Châu

»» **Abstract:**

This study investigated the effect of extensive reading (ER) on young English language learners' (YELLs) second language (L2) writing achievement in a Vietnamese primary school setting. To investigate this phenomenon, we employed a quasi-experimental design. We taught the control (CG) and experimental (EG) groups with the traditional curriculum and course EFL textbook but provided the ER group with an enhanced ER treatment. To compare each group's writing achievement, we collected pre- and post- Cambridge Primary English Test (PET) type writing samples and evaluated these via the PET analytic rubric using total band and subscale scores (Content, Communicative Achievement, Organization, and Language). The results indicated that the EG significantly outperformed the CG in two areas: Organization and Language. As prior research specific to ER and its effect on the L2 writing achievement of YELLs in the Vietnam region is noticeably absent, we offer these results as a starting point for future investigations and discussions. We also discuss the results' relevancy to the broader Asian context and pose suggestions for further study.

»» Biography: 1

John R. Baker has worked with self-access and writing centers and taught writing, ESOL, and literature courses in the U.S. and Asia (Korea, Taiwan, and Vietnam). His research interests include second language reading and writing, self-access and writing center administration, research methods, and how these come together in an interdisciplinary nature. <https://orcid.org/0000-0003-3379-4751>

»» Biography: 2

Nguyễn Minh Châu teaches at Ha Huy Tap Primary/Elementary School in Ho Chi Minh, Vietnam. His teaching area includes teaching English to young learners (primary level) and adults. His research interests include extensive reading and its relation to writing, as well as other L2 skills. Email: nguyenminhchau170395@gmail.com. <https://orcid.org/0000-0001-9733-3124>

Parallel Presentation 3 (Paper):

»» **Time:** 11:00 a.m. – 11: 30 a.m. (Oman Time) Saturday, 04 December 2021

»» **Title:** We might be very good at our subjects but we may still lack some teaching methods”: EMI content teachers’ challenges and training needs in Omani Higher Education

»» **Presenter:**



Dr. Awad Alhassan

»» Abstract:

English medium instruction (EMI) has been exponentially used in higher education institutions across the world over the last two decades. It has also been increasingly used in higher education institutions in Oman. As a result, a growing number of English-taught degree programmes have been offered in different disciplines. The

use of EMI has some potential challenges for both teachers and students and while EMI previous studies have attempted to identify and classify these challenges, particularly those of EMI students, little research thus far seems to have focused on EMI subject teacher challenges and training needs. The present study attempts to fill this gap by exploring the issue in the Omani EMI tertiary context with the view to better informing EMI teacher training and professional development programmes in the context and beyond. The study adopted a qualitative methodology and the data was collected through both interviews and classroom observations. The data was coded and analysed thematically and inductively. Results showed that participants encountered both linguistic and pedagogical challenges in their EMI classrooms. They also reported their needs for training and professional development for effective EMI. Pedagogical implications and recommendations for EMI teacher education and professional development will be presented and discussed. The target audience include policymakers in addition to the novice and experienced EFL, EAP and EMI researchers and practitioners. I will also engage with the audience in the discussion of the study implications for EMI content teacher education and continuing professional development.

Keywords: EMI, Challenges, Higher Education, Needs, Oman, Training,

» Biography:

Dr. Awad Alhassan is an Assistant Professor in the Department of English Language and Literature of the College of Arts and Applied Sciences in Dhofar University. He holds a doctorate degree in Applied Linguistics. His research interests are in Applied Linguistics and EMI. He is an active researcher and presenter in national and international conferences.

Paper Presentation 4 (Paper):

» **Time:** 11:00 a.m. – 11: 30 a.m. (Oman Time)

02:00 p.m. – 02:30 (Indonesia Time) Saturday, 04 December 2021

» **Title:** Multimodal scaffolding strategies for English literacy promotion in the digital era

» Presenter:



Ni Nyoman Padmadewi

» Abstract:

Scaffolding is widely used in literacy training to demonstrate how students can be provided with a variety of temporary educational supports to assist them in progressing toward greater comprehension and, eventually, greater independence in the learning process. Scaffolding has been the subject of extensive investigation. However, research on blended scaffolding with a variety of techniques used for first graders in learning English as a foreign language is rarely conducted. The study aims to investigate the use of multimodal strategies through using blended learning, conducted at a bilingual elementary school with first-grade students and their instructor. The data was gathered qualitatively through observation, interviews, and document analysis. The findings demonstrate that task-based learning incorporates multimodal tasks when a blended learning system with synchronous, asynchronous, and parental participation is used. Scaffolding's multimodality is demonstrated by the variety of innovative strategies used in both classroom and school-wide programs aimed at establishing real-world literacy. The scaffolding activities are effective to accomplish the goals of teaching the content, building reading habits, engaging students, maintaining joyful interactions, and having fun, while also boosting and improving literacy skills as well as satisfying parents. The blended multimodality of scaffolding strategies is obviously providing contributions not only to students' literacy skills, but also expected to give inspiration to teachers worldwide on how to make tasks meaningful and tailored to the needs of the students.

Key words: Blended scaffolding activities, literacy

»» Biography:

Ni Nyoman Padmadewi has served as a lecturer at Universitas Pendidikan Ganesha (Ganesha University of Education) in the field of English Language Education (Undiksha). She has substantial experience in a range of sectors, including English as a foreign language, innovative language instructions, literacy instructions, and English for young learners. She does research on English language training on a regular basis and has also planned and constructed curriculums for a variety of institutions, including bilingual kindergartens, bilingual primary schools, and one-year hospitality programs. She is also frequently assigned as an external examiner for PhD students either in the country or at universities abroad. Additionally, she assists in the development of programs for students with disabilities. Among other themes, she wrote works on microteaching, language teaching methods, and the Model of Teaching English to Special-Needs Students. She is invited to act as a reviewer for publications being considered for publication in scopus-indexed journals many times a year.

Affiliation: Universitas Pendidikan Ganesha

Paper Presentation 5 (Paper):

»» **Time:** 11:40 a.m. – 12: 10 p.m. (Oman Time) Saturday, 04 December 2021

»» **Title:** Enculturating the Translation Classroom: The Effectiveness of CRP in Translation Pedagogy

»» **Presenter:**



Dr. Lamis Ismail Omar

»» Abstract:

This research aims to test the Culturally Responsive Pedagogy (CRP) as an effective model in teaching translation techniques to first-year students. The adopted pedagogic model aims to transform the traditional approach to teaching translation and replace it with an up-to-date approach which activates the learner's prior knowledge to contextualize the learning process and improve the student's response and engagement with course content and relevant pedagogic practices. The results showed that applying the CRP model was successful and effective in promoting the students' cognitive and metacognitive skills, promoting their awareness about translation issues and strategies and building their self-confidence. The results further proved that using CRP in translation pedagogy restructures outdated pedagogic practices in the translation classroom, enhances collaborative learning patterns and encourages learners to become active participants in the learning process.

This presentation will address certain issues faced by beginner translation students when exposed to the theoretical content of their curriculum, as per the following steps:

I will review the literature about the challenges related to translation pedagogy and provide a background about the pedagogic model which was applied to address the existing problems (the Culturally Responsive Pedagogy CRP) and relate it to translation pedagogies. I will also provide examples about the implementation of the CRP in teaching translation and summarize the results and implications of the empirical study.

»» Biography:

Lamis Ismail Omar is Assistant Professor of Translation and ESL/EFL at Dhofar University, Oman. She holds a doctorate in Translation Studies from Durham University, the United Kingdom. She taught translation courses, conference interpreting, EFL and literary criticism at Damascus University, and she has long professional experience in English/Arabic/English translation and conference interpreting. Her research interests include translation and simultaneous interpreting, the conceptual theory of metaphor, Shakespeare's metaphors as well as teaching English as a Foreign Language.

Paper Presentation 6 (Paper):

»» **Time:** 11:40 a.m. – 12: 10 p.m. (Oman Time) Saturday, 04 December 2021

»» **Title:** The Effects of Cooperative Tasks on Omani EFL Students' Cognitive Engagement and Task Achievement in B.Ed. (TESL) Program

»» **Presenter:**



Dr. Moosa Ahmed Bait Ali Sulaiman

»» **Abstract:**

Led by a pedagogical premise that effective use of cooperative tasks and cognitive engagement strategies is of vital importance in teaching and learning contexts, this study aims to investigate the effects of cooperative learning on ESL/EFL students' cognitive engagement and task achievement. This quasi-experimental study, conducted on B. Ed. TESL program students, has three objectives: a) to find out the extent of awareness of cognitive engagement skills required during EFL learning sessions: b) to examine whether there are any statistically significant differences between mean scores of students' responses who are taught through cooperative learning strategies and those who are taught in a normal setting: c) to investigate whether there are significant differences among TESL students' cognitive engagement levels attributed to their gender. A total of 36 B.Ed. TESL students from education department at Dhofar University, Oman were assigned to two groups, namely experimental group and control group with 18 students in each. The analytical results of data suggest that (a) the overall cognitive engagement levels of students was low at the mean score of 2.20; (b) there were statistically significant differences at the level of <0.01 between mean scores of TESL students' cognitive engagement responses taught through cooperative learning and those taught in a normal setting; (c) there were no statistically significant differences at the level of <0.05 between mean scores of EFL students' cognitive engagement responses attributed to their gender. In my presentation, I will discuss the background, rationale, research framework, analytical results and findings of this study and draw

pedagogically important implications that would be of appeal and interest to the stakeholders in similar as well as different contexts beyond borders.

Keywords: Cognitive engagement, Cooperative tasks, Task achievement

» Biography:

Moosa Ahmed Ali Suleiman spent very long time working at the Ministry of Education [MoE] in Oman. His progression of responsibilities included senior teacher, regional supervisor, and head of the regional supervision department. He earned his BA in TESOL at the University of Leeds, his M.Ed. in TEFL from SQU, and Ph.D. (TESL) from UMS. His doctoral work in the field of Pedagogy (TESL). Currently, he heads the Education Dept. at Dhofar University in Salalah, Oman. His research interests include vital aspects of Socratic Questioning, Critical thinking, TEFL/TESL Pedagogy, Pre-service and In-service Teacher Preparation, and Testing and Evaluation.

Paper Presentation 7 (Paper):

» **Time:** 11:40 a.m. – 12: 10 p.m. (Oman Time) Saturday, 04 December 2021

» **Title:** The effect of implicit grammar instruction on Omani EFL students

» Presenters:



Dr. Iryna Lenchuk



Dr. Amer MTH Ahmed



Ms. Shahla Baabood



Ms. Shahd Baabood

»» Abstract:

In this presentation we report on the results of a study that explores the effect of implicit grammar teaching in the Omani EFL classroom. We structure our presentation as follows. First, we discuss the theoretical framework of the study; specifically, the ideas behind the implicit grammar teaching that is integrated in a communicative task. Second, we discuss the research question related to the effectiveness of this type of instruction in the Omani EFL classroom, methodology and the results of the study. We obtained and analyzed the results of students' performance on the test that followed the task where the target grammatical form (i.e. English passives) was implicitly introduced to the students. We administered the test to 42 students enrolled in a skill-based undergraduate course at Dhofar University. The results of the test show that implicit grammar teaching has minimum success in the Omani classroom. Only 19 students were able to successfully complete the test, while 23 students failed to do that, given that the criterion for passing the test was to score at least 50% of the overall score. Third, we interpret the students' inability to acquire the target form through implicit grammar teaching by the prevalence of the traditional approaches to teaching grammar in the Omani secondary and post-secondary system. The results of the study provide counter evidence to empirical research that shows the effectiveness of implicit grammar teaching in a number of teaching and learning contexts. Finally, we conclude our presentation with some pedagogical implications of the study.

»» Biography: 1

Iryna Lenchuk is an Assistant Professor, Department of English Language and Literature, Dhofar University. Her research interests include task-based instruction, interlanguage pragmatics, and pedagogy and methodology of second and foreign language learning. She has been teaching ESL, TESL and courses in applied linguistics in Canada and Oman.

»» Biography: 2

Amer Ahmed is an Assistant Professor, Department of English Language and Literature, Dhofar University. His research interests are in the areas of linguistic interfaces, second language acquisition, second language pedagogy and methodology, and Arabic diglossia. He has been teaching ESL and courses in linguistics in Canada and Oman.

»» Biography: 3

Shahla Baabood is a research assistant in a research project that has been funded by the TRC. She has a BA degree in English Language and Literature, and is currently getting her master's degree in Curriculum and Instruction Teaching English Language at Dhofar University. Her objective is to be a teacher and a researcher, and to enhance the learning experience and solve the pedagogical problems in Oman, especially the ones that are related to second language acquisition.

»» Biography: 4

Shahd Baabood is a graduate student at Dhofar University with a BA degree in English Language and Literature, and currently an MA student in Curriculum and Instruction: Teaching English Language. She works as a research assistant in a research project funded by the TRC. Her goals are to be an academic teacher and researcher, and to contribute to the efforts to develop and enhance the quality of the teaching and learning English in Oman.

Paper Presentation 8 (Paper):

- » **Time:** 11:40 a.m. – 12: 10 p.m. (Oman Time)
03:40 p.m. – 04:10 pm (Taiwan Time) Saturday, 04 December 2021
- » **Title:** The Impact of Teachers’ Linguistic Background and Teaching Experience on a Theme-Based Language Course: A Case Study of a Foreign Language Center
- » **Presenters:**



Taimin Tammy Wu



Yu-Chuan Joni Chao

» **Abstract:**

In recent years, theme-based language courses that integrate the United Nations Sustainable Development Goals (SDGs) have become one of the frequently applied pedagogy in language classrooms. Compared with traditional ESL and EFL courses that mainly focused on polishing the four skills (listening, speaking, reading and writing), a theme-based English course integrating SDGs seems to encourage students to carry out more critical thinking on “issues” in a language-driven context, and allows students and teachers to notice how the knowledge aspect of an issue can be expressed in English. However, the pedagogical implications of global issues have not yet received much attention in English language teaching in higher education in Taiwan. This study reports the curriculum reforms: (1) The textbooks from different publishers for the four levels of Freshman English course are replaced with a consistent series of TED-Talk based textbooks to raise the awareness of SDGs, and (2) the elective courses of general text-based reading are replaced with multimodal teaching materials from the Internet for theme-based learning of global issues. Participants were nine teachers, both native-English speaking teachers (NESTs) and non-native-English speaking teachers (NNESTs) from a foreign language center at a private university in central Taiwan. Results showed that NESTs

seemed to prefer a language-driven pedagogy when using a theme-based textbook, while NNESTs seemed to be more capable of walking students over issue discussions and become more content-driven with the same textbook. Nevertheless, whether teachers' linguistics background is a single indicator that affect their use of a theme-based textbook, leaves a room for discussion. We will discuss pedagogical implications and suggestions at the end of this presentation.

Keywords: Content-based instruction, sustainable development goals, Freshman English, NESTs, NNESTs.

» Biography: 1

Taimin Tammy Wu is an assistant professor at the Department of English Language, Literature and Linguistics at Providence University. Her research interests center around second language writing anxiety, classroom assessment tool and teachers' assessment literacy in the field of second language writing. In addition to research, Tammy also loves teaching. She has taught both native speakers of English and international ESL students in an intensive English program and First-Year Composition at Arizona State University. Tammy also enjoys working with EFL students at college levels in Taiwan. The courses she teaches now at Providence University include English Composition, Freshman English, Testing and Evaluation in English and Teaching English Reading and Writing.

» Biography: 2

Yu-Chuan Joni Chao is an associate professor in the Department of English Language, Literature and Linguistics at Providence University in Taiwan. She specializes in computer assisted language learning, with particular interests in second language writing and vocabulary acquisition. Since 2019, she has been the director of Foreign Language center, starting the curriculum reforms of integrating global issues in the Freshman English and general elective English courses.

Paper Presentation 9 (Paper):

»» **Time:** 12:20 p.m. – 12: 50 p.m. (Oman Time) Saturday, 04 December 2021

»» **Title:** Principles and Procedures of Material Development in the Contemporary Dynamic ELT Classrooms

»» **Presenters:**



Ms. Sumita Grewal



Mr. Manoj Manuel

»» **Abstract:**

Course books are the reflection of the author's insight and the perception of the world and when they are used by language learners, whom the writers know little about, there can be issues related to the irrelevance of the content and subject matters. So, material development plays the most significant role in language learning and the stages and procedures involved in the development of these materials should not be ignored. Material development basically deals with selection, adaptation, and creation of teaching materials (Nunan, 1991). Hence, before we get into the specifics of materials development, it's important to remember what should they be based on and who are they targeted at. These materials are a component of the larger context of language learning, which includes philosophical, cultural and psychological aspects of the stakeholders. This is the reason, many view that the students should have the provision of the meaningful experience of the language and have opportunities to reflect on this experience as the main objectives of materials development. Consequently, material development is the result of some key principles and procedures such as needs analysis, integration of skills, intellectual stimulation and most importantly being authentic. In this presentation, we will look into the key principles and specific procedures involved in the development of any course material for language development.

»» Biography: 1

Ms. Sumita Grewal is a Lecturer of Language Education at the University of Technology and Applied Sciences, Muscat. She has 12 years of teaching experience primarily in Language Teaching and Learning and communication skills in the Education industry. She has worked in India and Oman in numerous Education Organizations. Apart from teaching, she has also mentored students during soft skills development programs, work placements and internships.

She has a Master of Philosophy in English and attained her Master of Arts in English from Panjab University. She is a CELTA certified professional from the University of Cambridge, U.K. She has published research papers related with materials development for language teaching, Language teacher education, Creativity in language learning and teaching, second language acquisition and assessment.

»» Biography: 2

Mr. Manoj Manuel has over 20 Years of experience in Teaching English as a Foreign Language. He has worked at various institutions in Oman and India. He has worked at the Ministry of Education, Oman for eight years and worked as a Technical Language Trainer at Petroleum Development Company, Oman; and has been working at the University of Technology and Applied Sciences, Muscat for the last ten years. In addition to teaching, he also serves as the Quality Assurance Coordinator and the Policy Management Coordinator at the University.

He has a Master of Arts in English Language and Literature from the University of Calicut and has completed his CELTA from the University of Cambridge, UK. He has recently done many webinars and presentations on various ELT topics. He has also published a number of journal articles on language teaching and literature.

Paper Presentation 10 (Paper):

»» **Time:** 12:20 p.m. – 12: 50 p.m. (Oman Time) Saturday, 04 December 2021

»» **Title:** The English Language Teaching Changing Milieu: Critical Global English Perspective

»» **Presenter:**



Dr. Abdelrahman Abdalla Salih Ahmed

»» **Abstract:**

One of the noticeable implications of the emerging trend of English as an international lingua franca (EILF) in the changing landscape and context of English Language Teaching (ELT) pedagogy is the shift of focus from grammar to the sociocultural competence and intercultural competence the diverse learning environments demand learners to attain (Salih, & Holi, 2018). This paper argues for the necessity of broadening the teaching practices with more focus on interculturality and not only notional grammar. In this conference presentation I will attempt to examine a conceptual interest concerning the emergence of the notion of EILF and its implications for the pedagogical practice in the diverse global learning and teaching contexts. I will specifically examine the relevance of intercultural communicative language teaching as an extension of communicative language teaching that can bring a wider context for EILF in ELT. During my presentation, I will also emphasize the importance of learners' intercultural communicative competence as an indicator of communicative competence within the globalized English sphere. My presentation outline includes an overview of globalized English, an examination of the development of English as an international language, the implications of the internationalization of English for the ELT context with particular reference to the challenges the new reality poses for classroom practices, and the circumstances which signal pedagogy change. I will conclude with suggestions for future research.

» Biography:

Abdelrahman Abdalla Salih is currently working at Dhofar University, Oman, as an Associate Professor of English and Applied Linguistics. Prior to this, he has taught English for many years in Malaysia and Sudan. His research and teaching interests include applied linguistics and global English. Salih published in many peer-reviewed journals and presented at regional, national and international conferences, webinars and symposia. He is also an active member in many professional bodies and associations.

Paper Presentation 11 (Paper):

» **Time:** 12:20 p.m. – 12: 50 p.m. (Oman Time) Saturday, 04 December 2021

» **Title:** A hybrid model for (e-)assessment of learning

» **Presenter:**



Nathaniel Lotze,

» Abstract:

Foundational English programs are outcome-based, a fact that necessitates fair, valid, and reliable assessment of learning (as opposed to assessment for learning or assessment as learning). The Covid-19 pandemic forced programs to move to online e-assessment. This move was problematic in the Gulf, where e-proctoring is neither scalable nor culturally appropriate. Post-pandemic, programs need to prevent cheating from undercutting the validity of e-assessment of learning by conducting computer-based tests on campus and under proctored conditions, not online. The skills of listening and reading are well-suited to e-assessment when it is redefined

along these lines, while writing and speaking are better assessed on paper and in person, respectively. This hybrid model provides a practical way forward post-pandemic for test writers to take full advantage of e-assessment while mitigating its disadvantages.

The presentation of the paper will be in three parts. First, I will present the theoretical underpinning of e-assessment and the problem of its validity when it comes to e-assessment. Second, I will describe the nuances of each of the four skills, with a focus on how those nuances affect assessment and whether or not e-assessment is a viable option. Finally, I will suggest a way forward post-pandemic, arguing that e-assessment needs to be applied thoughtfully and in a way that is grounded in backward design using mandated standards (i.e., IELTS Band 5.0 and the Oman Academic Standards) as the starting point. The suggestions will be extended beyond foundational English programs to any program in which assessment of learning is required.

»» Biography:

Nathaniel Lotze is a lecturer of English in the Foundation Program at Dhofar University. He earned his BA at Davidson College (Davidson, NC) and his MA at Biola University (La Mirada, CA). He has published in TESOL Journal, International Review of Pragmatics, and Translation Review. His research interests include transfer and topics of second language acquisition applied to English language teaching.

Paper Presentation 12 (Paper):

»» **Time:** 12:20 p.m. – 12: 50 p.m. (Oman Time) Saturday, 04 December 2021

»» **Title:** English Language Teacher Training for Distance Education in Oman: Various Perspectives on Challenges and Solutions

»» **Presenters:**



» Abstract:

This paper aims to compare and contrast two contexts in different parts of Oman which implemented online English Language Teaching due to the COVID-19 pandemic. The specific focus is on how teacher training for this new medium took place and what the training/support needs of the faculty are. The contexts demonstrate certain differences and provide perspectives from a public and a private institution, from management and teaching faculty and from foundation and post-foundation levels. The study used a qualitative methodology where data was collected from participants through semi-structured interviews. Triangulation of data sources (i.e. teaching faculty and management) was adopted during data collection and data was analysed thematically using NVivo software. The results indicate that there is need for practical training on how to use various technological tools for different pedagogical purposes. Assessment was also seen as an area for further training. The support provided was limited to technical support or from non-specialist colleagues. Recommendations are made with reference to best practices and research on online English Language Teaching internationally.

This study is relevant to the national context of Oman especially at tertiary level education institutions. However, we believe that the references to established practices in the field and the comparative nature of the study will make the findings and recommendations relevant to similar contexts around the world. Although COVID-19 was an emergency situation, it sped up the digital transformation process at the universities globally. Moreover, this experience seems to have changed perceptions of management, teaching faculty and students which means online education and online language learning will be part of the agenda in the future. The results from this study can provide valuable strategic guidance in order to build online teaching skills of the English Language Teaching faculty and provide sustainable success in this domain.

Keywords: online education, English Language Teaching, teacher training, Oman.

» Biography: 1

Dr. Osman Erdem Yapar is an experienced educationalist who has worked in the UK, Turkey and Oman teaching English to adult learners in various higher education institutions. His academic background is in English Language Teaching and distance education. He is currently based in Dhofar University as an Assistant Professor teaching academic English courses as well as carrying out research. His research interests include online learning, teacher training, moral values education,

intercultural communication and English language teaching. He has published in these fields which are accessible under his ResearchGate profile.

Dr. Yapar is also a certified EU project manager and a qualified trainer for projects on intercultural competence, youth work and refugee inclusion. He has written and taken part in several projects for social integration of refugees and challenging racism using a proactive approach. In terms of voluntary work, he has been a board member for Center for Cross-cultural Communication in Istanbul and an affiliate with Istanbul Foundation for Science and Culture where he worked on numerous international projects as a project manager, trainer and participant.

» Biography: 2

Chinthana Sandaruwan Dayananda, an English language educator with over a decade of experience in a wide variety of contexts in Sri Lanka and Oman, holds an MA in Linguistics from Sri Lanka. He is also a CELTA qualified English Language teacher who is currently attached to University of Technology & Applied Sciences, Oman, as lecturer at the English Language Center. The main research interests are in the fields of learner autonomy, distance education and communication skills. He shows a keen interest in collaborative research in areas related to language education.

Keynote Address (Paper):

» Time: 2:00 p.m. – 3:00 p.m. (Oman Time) Saturday, 04 December 2021
7:00 pm-8:00 pm (Japan Time) 10:00 a.m -11:00 a.m (UK time)
6:00-7:00 pm (Macao Time)

» Title: English Language Teacher Training for Distance Education in Oman: Various Perspectives on Challenges and Solutions

» Panel Speakers:



John L. Adamson



Theron Muller



Custodio Martins



Naeema Hann



Roger C. Nunn

» Abstract:

Despite increasing demands to publish in English, publishing in private publishing houses' small number of prestige journals remains a benchmark of journal and manuscript quality. How such journals have responded to increasing demand for English language publication has been well-documented? However, the perspectives of editors working in non-prestige journals not affiliated with large, private publishing houses remain underrepresented, particularly concerning academic editorial work. To better present a diversity of editors' perceptions, this collaborative autoethnography explored the views of five applied linguistics and TESOL journal editors working in journals unaffiliated with private publishing houses. Issues explored included our respective journals' struggle to compete, such as in bibliometric assessment and maintaining quality review processes. Our explorative narratives of editorial perceptions revealed issues internal and external to journal editorial practice. Internally, 'quality' in blind and non-blind reviewing, evaluation criteria, reviewer bias, and field-specific norms of academic writing were problematized. Externally, issues of open access, author publication fees, bibliometric indexing, and our journals' positionings in their fields were raised. We believe that sharing our views through this collaborative narrativization can help broaden understanding of editorial practices and, by highlighting issues of interest to editors more broadly, can help to foster a sense of common purpose.

»» Biography: 1

John Adamson is a Professor at the University of Niigata Prefecture in Japan. As Chief Editor of EFL International Journal (formerly Asian EFL Journal), he is active in editorial work. Having received his Ed.D. from the University of Leicester, he has pursued research in autonomy, CLIL and EMI, self-access, academic writing and journal editing.

»» Biography: 2

Dr. Theron Muller is an Associate Professor at the University of Toyama in Japan, where he has been based since 2011. He is lead editor on two book projects, *Innovating EFL Teaching in Asia* (2012) and *Exploring EFL Fluency in Asia* (2014), both with Palgrave Macmillan. His PhD research with The Open University, UK, completed in 2018, explored the publication practices of Japan-based language teachers. As an adjunct Associate Tutor with the University of Birmingham he tutors and supervises MA students in TESOL and Applied Linguistics. He is a founding member of English Scholars Beyond Borders and has served in various editorial capacities for JALT Publications, most recently as Coeditor of *The Language Teacher*. He was a John Haycraft Classroom Exploration Scholarship Winner in 2008 and has been awarded various small research grants, including the University of Toyama President's Special Award for Young Researchers in 2017 and a University of Birmingham Centre for Learning and Academic Development (CLAD) grant for "Investigating and improving tutoring, student experiences, and outcomes in CELS ODL MA programs" in 2011. His journal publications include articles in *Writing and Pedagogy* and *International Journal of Research & Method in Education*.

»» Biography: 3

Custódio Martins is currently an independent researcher. He has been teaching in Asia since 1992. He taught in Malaysia, Thailand, and Macau at the University of Macau and at the University of Saint Joseph. His main research areas are: second language acquisition and processing, applied linguistics, and bilingualism. He has published articles on the acquisition of tense and aspect by L2 speakers of Portuguese and also on L2 individual differences. He was Senior Associate Editor of the *Asian EFL Journal* and Chief Editor of the *TESOL International Journal*.

» Biography: 4

Dr. Naeema Hann is at the School of Education at Leeds Beckett University and supervises doctorates. Naeema led the EAP modules on the International Foundation Year for over ten years and was Course Leader for the MA English Language Teaching. She also taught and led modules on course design, assessment, materials development, multimedia and independent learning for the MA ELT. Naeema's work with the Centre for Teaching and Learning at Leeds Beckett included membership of the Postgraduate Taught Award Group, Post Graduate Learning Outcomes Task and Finish group. Naeema's research interests are language learning materials, learner strategies, motivation for language learning and identity positions.

She is currently Professor and Head of the Department of English at the American University of Sharjah in the UAE. She has an MA and a PhD from the University of Reading, UK. She has enjoyed teaching in a variety of international locations, including France, Qatar, Abu Dhabi, Ethiopia, Japan, the UK and Germany. Editor of the Asian ESP Journal and a founding member of English Scholars Beyond Borders. She specially enjoys presenting and publishing in as broad a variety of international locations as possible. She has been fortunate to have been able to develop her career as an expatriate teacher/researcher in Asia and the Middle East. She believes these are major centers of scholarship in my fields of interest.

She has developed my own holistic approach to ELT scholarship and education, an approach which engages learners and colleagues as 'whole' people in life-long learning and openness to other cultures. One of her recent related interests is phenomenology (a 'philosophy of life'). She has published very widely across genres and edited over 100 journal issues as executive Chief Editor, including supervising and reviewing for the PhD and Masters' thesis section of Asian EFL over 8 years. She has been fortunate to be able to give conference presentations and workshops in many different countries, and she enjoyed forming strong research relationships with international and local colleagues and has tried to publish and present in as many countries as possible and to engage in dialogue across borders. Founding ESBB (English Scholars Beyond Borders) with other international scholars was therefore a natural progression for her. She believes in publishing in a broad international range of books and journals with a variety of publishers across cultures. She does not believe in targeting a few 'center' journals. The ESBB journal has recently achieved Scopus ranking.

» Biography: 5

Prof. Roger Nunn is currently Head of the Department of English at the American University of Sharjah in the UAE. He has an MA and a PhD from the University of Reading, UK. He has enjoyed teaching in a variety of international locations, including France, Qatar, Abu Dhabi, Ethiopia, Japan, the UK and Germany. He is an Editor of the Asian ESP Journal and a founding member of English Scholars Beyond Borders. He specially enjoys presenting and publishing in as broad a variety of international locations as possible. He has been fortunate to develop his career as an expatriate teacher/researcher in Asia and the Middle East. He believes these are major centers of scholarship in my fields of interest.

He has developed his own holistic approach to ELT scholarship and education, an approach which engages learners and colleagues as ‘whole’ people in life-long learning and openness to other cultures. One of his recent related interests is phenomenology (a ‘philosophy of life’). He has published very widely across genres and edited over 100 journal issues as executive Chief Editor, including supervising and reviewing for the PhD and Masters’ thesis section of Asian EFL over 8 years. He has been fortunate to be able to give conference presentations and workshops in many different countries, and enjoy forming strong research relationships with international and local colleagues and has tried to publish and present in as many countries as possible and to engage in dialogue across borders. Founding ESBB (English Scholars Beyond Borders) with other international scholars was therefore a natural progression for him. He believes in publishing in a broad international range of books and journals with a variety of publishers across cultures. He does not believe in targeting a few ‘center’ journals. The ESBB journal has recently achieved Scopus ranking.

Paper Presentation 13 (Paper):

»» **Time:** 12:20 p.m. – 12:50 p.m. (Oman Time)
08:20 a.m. – 08:50 (UK Time) Saturday, 04 December 2021

»» **Title:** Promoting dialogic teaching and learning for engagement and creativity

»» **Presenter:**



Dr. Mario Moya

»» **Abstract:**

Traditional settings for instructed learning are characterized by unidirectional communication where teachers initiate and manage interactions. This teacher-centred perspective reduces learning to a series of behaviors for learning to occur. Consequently, lessons following this tradition tend to be dominated by a considerable amount of teacher-talking time, minimizing learners' participation in an attempt to maximize learning. However, learning a language in a classroom requires teachers to manage the environment for learners to engage in diverse interactions from the moment they step into a classroom through talk. Whilst some teachers consider school settings limiting in providing opportunities for fluency to emerge, dialogic teaching is an approach based on the socio-constructivist theory claiming that learning emerges from multiple interactions. Dialogic teaching switches the focus on the teacher whilst emphasizing the complex dynamics of a group of learners involved in exchanging information, agreeing, or disagreeing, and negotiating ideas or actions to move their learning forward.

Pilots of dialogic teaching in the UK have suggested that it can change teachers' practice, showing convincing evidence that cognitively challenging classroom talk can lead to gains for learners in languages and other school subjects. Talk is essential for establishing a good and engaging atmosphere for learning with the potential to

generate novel ideas, thus putting learners at the center. I shall discuss how exploratory, cumulative, and disputational talk can allow teachers to plan and deliver memorable learning experiences, encourage creativity, position learners as active participants in language learning and promote learner agency.

»» Biography:

Mario Moya is the Course Convenor of the Master in English Language Teaching and Master in Education at the School of Education and Communities, University of East London in the United Kingdom. He is a Senior Fellow of the Higher Education Academic (SFHEA) and is a consultant of the British Council in the field of academic literacies in universities teaching courses through English as a medium of Instruction. His area of research is language policy and supervises several doctoral projects in language teaching, applied linguistics, and education.

Paper Presentation 14 (Paper):

»» **Time:** 03:10 p.m. – 03: 40 p.m. (Oman Time) Saturday, 04 December 2021

»» **Title:** Grievable Lives and Accountability in War: Ben Fountain's Billy Lynn's Long Halftime

»» **Presenter:**



Dr. M Iqbal M Alosman,

»» Abstract:

The Middle East is still at the centre of the US media and public argument, especially after the U.S. engagement in the most recent wars in Afghanistan and Iraq. Ben Fountain Addresses American involvement in these wars in his novel, Billy Lynn's Long Halftime Walk (2012). Fountain's work received National Book Critics Circle

Award for fiction and was the finalist for the 2012 National Book Award. I examine Ben Fountain's *Billy Lynn's Long Halftime Walk* vis-à-vis grievability of Americans' lives in the context of the 2003 War on Iraq. I aim to uncover the differential methods implemented by the author to approach the lives of American soldiers in Iraq and how he approaches accountability for war atrocities. I draw on Judith Butler's contention that Western societies treat the lives/deaths of non-Western people in a differential method; the lives of Westerners are prioritized at the expense of the safety and wellness of non-Westerners. I make the argument in two constructs; 'grievable lives,' and 'accountability in war'. I argue that Ben Fountain's novel is largely centred on American soldiers' victimized status; Americans' deaths are the most grievable while Iraqis' are disregarded, fatalities among Americans are accentuated and soldiers' extended suffering appears to dominate the scenes. In this presentation I will explain the context of this research which is the American war on Iraq and how it affected the lives of Iraqis, introduce contemporary war novel and its tradition and will give background about the selected novel in terms of significance/literature review etc. Further, I will elaborate on the conceptual framework (grievable and ungrievable lives); how certain lives are more/less grievable than others and go through how Fountain's novel presented the lives/deaths of Americans/Iraqis in light of the conceptual framework. Finally, I will discuss some of the findings/conclusions and implications of the study.

» Biography:

M. Ikbāl M. Alosman is an Assistant Professor of English language and literature at Dhofar University, Oman. His research interests include postcolonial studies on American literature, geopolitics in literature, post-heroism in war literature, and psychoanalysis. Recently, his work is focused on grievability and culpability in American war fiction.

Paper Presentation 15 (Paper):

»» **Time:** 03:10 p.m. – 03: 40 p.m. (Oman Time) Saturday, 04 December 2021

»» **Title:** Utilizing Learners' Linguistic Landscape as a Pedagogical Resource in the Translation Classroom: A case study in the Sultanate of Oman

»» **Presenters:**



Dr. Ali Algryani



Dr. Syerina Syahrin

»» **Abstract:**

This study investigates learners' awareness of their linguistic landscape (LL) and perspectives on the use of LL as part of classroom teaching and learning. It also examines the course instructor's pedagogical perspective on the use of LL as a source for authentic learning material. The study aims to explore the potential benefits of utilizing bilingual public signage representing translational content to develop translation students' language awareness and translation skills through reflecting on the use of LL as a teaching and learning material. The significance of the study lies in the fact that it addresses the gap in the literature on the use of LL to promote students' language awareness and translation skills in the EFL context of Oman. The samples of the study are 58 participants enrolled in undergraduate translation courses at Dhofar University. The data collection methods used in the study consist of focus group discussions, an online survey and teacher's retrospective reflection. The quantitative data were analyzed by IBM SPSS V26, while the qualitative data were analyzed by common themes that emerged from students' feedback, and teacher reflection. The findings of the study showed positive outcomes on the use of LL as a teaching and learning resource, such as improved language awareness, language proficiency, translation skills, creativity, and critical

thinking skills, which are crucial skills in the 21st century. The implication of the study is to draw attention to the usefulness of LL as a learning space and the quality of the participants' local LL, and to invite learners to actively take part in improving the quality of their communities' linguistic landscapes, given that they are the prospective language specialists and translators who are expected to provide language and translation services for private and government sectors.

Keywords: EFL, linguistic landscape, public signage, Sultanate of Oman, translation

» Biography: 1

Ali Algryani is an assistant professor of Linguistics and Translation Studies in the Department of English Language & Literature, Dhofar University, Oman. He received his PhD from Newcastle University School of English Literature, Language & Linguistics. His research interests are comparative syntax, translation studies, sociolinguistics and second and foreign language pedagogy.

» Biography: 2

Syerina Syahrin is a faculty member of College of Arts and Applied Sciences, Dhofar University. She was the recipient of Victoria Award of Excellence, New Zealand, Erasmus+ Mobility, Italy and was a visiting academician in Thailand. Syerina's research interests include teaching linguistically diverse students, inclusive pedagogy, and internationalization of education.

Paper Presentation 16 (Paper):

» **Time:** 12:20 p.m. – 12: 50 p.m. (Oman Time) Saturday, 04 December 2021

» **Title:** Integration of Skills: A Blueprint for Language Acquisition through Short Stories

» **Presenter:**



»» Abstract:

This paper is the result of an experimental observation that critically outlines the benefits of integrating the four skills (reading, writing, listening and speaking) of language acquisition through short stories. The idea of integrating all four language skills in a single component was derived from my experience of teaching fictional literature to EFL/ESL students for enhancing their motivation for learning language skills. Initially, the learners were provided with simple level one short story (Stories from Arabian Nights) for reading and discussion. When I noticed the high level of motivation and engagement displayed by all the learners in reading simple fictional literature in the class merely for the purpose of discussion, I decided to develop a blueprint for language acquisition through short stories by integrating all four language skills into it. This presentation has two parts, the first part is the description of the four distinct stages in the blueprint and the second part is the analysis of the experimental observation carried out in a post foundation class (ENGL160: Introduction to Literature) at Dhofar University in which short stories are included as part of the syllabus. The experiment can be termed as action research as the emphasis is on the method of teaching short stories in the class. However, this blueprint can be implemented in all L2 learning contexts for acquiring language skills by utilizing stories of appropriate levels. As short stories are the most interesting form of fictional literature, they are effective tools for acquiring language skills through an integrated learning process.

Keywords: Blueprint, Language skills, Acquisition, Integration and Short Stories.

»» Biography:

Presently, he is an Assistant Professor at DHOFAR UNIVERSITY, SALALAH, Previously, he worked with Ministry of Health, Oman. Published books and research articles extensively in ELT area. Presented papers at various international conferences such as TESOL FRANCE, EURASIA conference and SQU ELT Conference.

Paper Presentation 17 (Paper):

»» **Time:** 03:10 p.m. – 03:40 p.m. (Oman Time)
11:10 a.m. – 11:40 a.m. (UK Time) Saturday, 04 December 2021

»» **Title:** Exploring Emotional Engagement among Learners with Foreign Language Anxiety (FLA) from the Perspective of Flow Theory

»» **Presenter:**



Haydab Almukhaild

»» **Abstract:**

University of Leicester, UK/ King Saud bin Abdulaziz University for Health Sciences, SA, Engagement is closely linked to active participation and meaningful involvement in a learning task. An engaged learner is actively involved in learning, focusing on the task at hand and enjoying the language learning process. The importance of engagement has been increasingly recognised in the language education domain (e.g. Mercer and Dörnyei, 2020), benefiting from potential insights in educational psychology. However, to date, there have been no empirical studies on the emotional dimension of engagement placing FLA at the heart of their investigation. Little is known about what makes classroom online speaking tasks emotionally engaging (or not) for learners with FLA. Drawing on engagement principles of flow theory (Csikszentmihalyi, 1991), I explore the impact of an eight-week intervention which was designed and implemented with the aim of helping learners deal with some of the negative effects of anxiety and increase their positive emotional engagement. These principles comprise challenging and interesting tasks requiring active attention and a degree of control. I have garnered the data from 25 stimulated-recall interviews with non-English major Saudi university students, weekly open-response questionnaires and a series of semi-structured interviews with the course teacher. Findings of this qualitative study revealed that taking part in carefully designed speaking communicative tasks contributed positively to learners' emotional engagement. Four main task features emerged as potentially influencing learners' level of emotional engagement: an appropriate level of perceived task

difficulty matching learner ability, learners' control in tailoring the task content, familiar and interesting task topics, and opportunities for authentic communication. Contextual factors have also been found instrumental in facilitating learner emotional engagement such as cooperative peer relationships and the teacher's supportive attitudes. I will discuss the implications for practitioners, such as how learning tasks can be designed and implemented to foster learners' positive emotional experiences, will be discussed.

»» Biography:

Haydab Almukhaild is a PhD candidate in Applied Linguistics at the University of Leicester, UK, and a lecturer in the Department of English, King Saud bin Abdulaziz University for Health Sciences, Saudi Arabia. She holds an MA in TESOL and Applied Linguistics from the University of Salford, UK. Her research interests include speaking-related language anxiety, language learner engagement and task-based language teaching.

Paper Presentation 18 (Paper):

»» **Time:** 03:10 p.m. – 03: 40 p.m. (Oman Time) Saturday, 04 December 2021

»» **Title:** Exploring the Use of Machine Translation in Translating Collocations: The Case of Omani EFL Student Translators

»» **Presenter:**



Dr. Yasser Sabtan

» Abstract:

Machine Translation (MT) technology is currently used by many EFL learners as a learning facilitator. Several studies have been conducted to investigate the EFL learners' attitudes and use of MT in various EFL activities including vocabulary acquisition, reading and writing. However, few studies have focused on exploring the EFL students' use of MT technology in the translation of multi-word units including collocations, especially in the Arabic context. I attempted to address this gap through investigating the implications of using MT in the translation of English lexical collocations into Arabic. To achieve this goal a corpus consisting of twenty English collocations in context were given to thirty third-year translation students in an Omani private university. The participants, who voluntarily took part in this investigation, were asked to translate the English collocations into Arabic, making use of online MT systems. I adopted a descriptive, qualitative approach to investigate the students' procedures of translating these collocations and to what extent online machine translators helped them to provide the accurate equivalents in Arabic. The results of my study showed that while the students managed to produce accurate translations of some collocations using MT, some other collocations were not translated accurately. The findings of my study further revealed that while MT technology is useful to some extent, the students should not rely heavily on MT since this would reduce their interest in searching for accurate equivalents. I will conclude with some implications for translation pedagogy.

Keywords: collocation, English-Arabic translation, machine translation, Omani EFL student translators, translation pedagogy, translation technology.

» Biography:

Dr. Yasser Sabtan is an Assistant Professor of Linguistics and Translation at Dhofar University, Oman. Prior to this, he taught linguistics, translation and EFL at Al-Azhar University, Egypt. He has a PhD in Computational Linguistics from the University of Manchester, UK. His research interests include translation studies, computational linguistics, machine translation, corpus linguistics and EFL, on which he has published widely. ORCID: <https://orcid.org/0000-0002-4389-285X>

Paper Presentation 19 (Paper):

»» **Time:** 03:50 p.m. – 04: 20 p.m. (Oman Time)
11:50 a.m. – 12:20 p.m. (UK Time) Saturday, 04 December 2021

»» **Title:** Beyond Individual Learning Plans - Exploring goal setting with adult learners

»» **Presenter:**



Marcin Lewandowski

»» **Abstract:**

The ability to direct learning independently of the teacher and outside of the classroom is considered essential to successful language learning. This is particularly important for migrant ESOL learners in the UK. It is a sad irony that these learners, despite living in an English speaking country, far from being immersed in the language, often find themselves isolated from a wider linguistic community and have very few opportunities to use or practise their language skills.

In this study I build on the research by the likes of Locke and Latham (2002), Oettingen (2014) and Golwitzer (2011) and investigate strategies that can help learners develop the ability to self-direct learning of English outside of the classroom. In particular, I look at the Individual Learning Plan (ILP) and the goal setting methodology underlying this document and with a view to establish if it can be re-engineered and ‘de-institutionalised’ to foster learner autonomy and promote out-of-classroom learning. Specifically, I ask learners to keep a goal diary where they themselves write and review their course and weekly goals. The goal setting and the review of progress is shared in the classroom.

Due to its unique context the study also employs action research methodology which in addition to bridging the doing (practice), learning (study), and reflection (inquiry), gives the practitioner researcher the tools required to carry out the research in an ongoing, systematic and recursive way. I use surveys, questionnaires and interviews to collect predominantly qualitative data.

The results reveal that keeping a goals diary and setting weekly goals can lead to an increase in language use outside of the classroom, an increase in confidence, greater autonomy and improved language skills.

This study also contributes to the discussion around the use of Individual Learning Plans – an area that is largely underrepresented in the literature – and provides details of a working model which could be used by teachers as an alternative to the standard ILP model and process.

Key words: Goals, goal setting, ESOL, Individual Learning Plan (ILP), teaching, learning, action research, narrative inquiry, autonomy,

» Biography:

Dr. Marcin Lewandowski is an experienced manager, senior tutor, teacher trainer, researcher and a Fellow of the Society for Education and Training with a demonstrable history of working in the adult education and community learning sector. As an ESOL (English for Speakers of Other Languages) teacher and project manager, he has been involved in issues surrounding the delivery of ESOL in the third sector in London for the past twenty years.

Marcin's recently completed doctoral study looked at the Individual Learning Plan (ILP) and the goals setting methodology underlying this document and sought to establish if it could be re-engineered and 'de-institutionalised' to foster learner autonomy, promote out-of-classroom learning and lead to greater community cohesion.

Marcin is currently managing a Working West London project which provides tailored support to refugee groups in west London.

In the past he has conducted and published research on online course delivery and was one of the winners of Cambridge University Press Teacher Research Programme. He has contributed numerous articles and publications to The World of Better Learning - a blog from Cambridge University Press, Society for Education and Training, and Language Issues.

Paper Presentation 20 (Paper):

»» **Time:** 03:50 p.m. – 04: 20 p.m. (Oman Time)
05: 20 p.m. – 05:50 (India Time) Saturday, 04 December 2021

»» **Title:** Pedagogy of EAP in Virtual Classrooms: A case of JNU

»» **Presenter:**



Garima Dalal

»» **Abstract:**

My effort in this paper is to present the case of teaching and learning English for academic purposes (EAP) courses taught in online mode in one of the premier research universities of South Asia. In higher education, English is the most preferred medium of instruction. A surge in interdisciplinary research and a significant rise in the number of dissertations brings EAP courses to the core. Jawaharlal Nehru University (JNU) presents a unique case of heterogeneous classrooms with students from all corners of India.

EAP courses serve to facilitate students who come from different parts of the country having a sound knowledge of their discipline but lacking the necessary skills to express this knowledge in English. My focus in this paper study is to investigate learning mediums in digital classrooms, which help students enhance their academic writing skills. In this paper I intend to broaden current understanding of EAP courses.

With my team of research assistants at JNU I participated in an organised focus-group discussion with students regarding their learning of English in the digital mode. I have also taken into account the teachers' views via interviews. Based on the analytical examination of the students' and teachers' perspectives, I have drawn implications of the findings, suggested certain pedagogical recommendations, and highlighted the scope for further research in the domain of digital humanities concerning EAP.



Biography:

Dr. Garima Dalal is a Linguist, teaching English for Academic Writing to research scholars and postgraduates at Jawaharlal Nehru University (JNU). She has been teaching English Language and Linguistics for the past 14 years in various International Universities like South Asian University (by SAARC), and National Universities like Jamia Millia Islamia University and Delhi University. Dr Dalal has been a resource person to many National and International Organisations and Universities like the University of Essex (UK), the Staff Selection Commission (Government of India), along with assisting in Speech and Language Therapy at the National Health Services (NHS), UK. She has authored several research papers on various aspects of ELT, and alongside she also serves as a reviewer to numerous international journals. Dr Dalal completed the TESOL Methodology course with the University of Maryland Baltimore County, USA sponsored by the U.S. Department of State. Currently, she is coordinating a Virtual Exchange Programme with the University of Texas, Dallas, USA.

Workshop Presentation 21

- » **Time:** 03:50 p.m. – 04: 20 p.m. (Oman Time)
11:50 a.m. – 12:20 p.m. (UK Time) Saturday, 04 December 2021
- » **Title:** Adapting instruction through technology-mediated learning: A case study
- » **Presenters:**



Farah Chaudary



Mario Moya

»» Abstract:

The world pandemic has been a compelling situation that challenged teachers' long-established practices and beliefs about the importance of instructed learning within a physical setting. Whilst it is undeniable that a classroom contributes to the development of multiple types of complex interactions and dynamics, the experience accrued over the last 18 months concerning teaching online has provided an opportunity to exploit the benefits of teaching and learning in a virtual environment. In many cases, switching to a virtual setting had to be carried out almost suddenly and without much training. Such a transformation of practice involved creativity in replicating, as much as possible, the conditions of a physical classroom. The experience brought about by the Covid-19 context has also contributed to changing educational paradigms, promoting a new approach based on the mediation of technology.

The purpose of this workshop is to share with participants the lessons we learnt when teaching and learning had to take place remotely to identify the main components of the new approach. Using a case study perspective, we shall focus on four main areas: (a) managing teachers' stress and anxiety levels, (b) challenging the "comfort zone", (c) exercising creativity in the design of interactive resources for teaching and learning, and (d) challenges of online teaching and how to overcome them. We will use real examples, generating a collegial dialogue to create a space for teachers to share examples of good practice and develop a support network to make their teaching more effective.

»» Biography: 1

Farah Chaudary is an English Language Teaching (ELT) scholar who is involved in tertiary education in Saudi Arabia. She has presented at international conferences, and has conducted workshops on learner engagement, and language teaching in an EFL environment. Her research interests include effective remedial work, learner engagement and autonomy, and educational technology.

»» Biography: 2

Dr. Mario Moya is the Course Convenor of the Master in English Language Teaching and Master in Education at the School of Education and Communities, University of East London in the United Kingdom. He is a Senior Fellow of the Higher Education Academic (SFHEA) and is a consultant of the British Council in the field of academic literacies in universities teaching courses through English as a medium of Instruction. His area of research is language policy and supervises several doctoral projects in language teaching, applied linguistics, and education.

Paper Presentation 22 (Paper):

»» **Time:** 03:50 p.m. – 04: 20 p.m. (Oman Time)
11:50 a.m. – 12:20 p.m. (Ireland Time) Saturday, 04 December 2021

»» **Title:** A case study investigating EMI business programmes in a Chinese university: Students' perspectives, pedagogical challenges and proposed

»» **Presenter:**



Lijie Shao

»» **Abstract:**

Set in a business school at a language-specialized university in China, this study scrutinized two groups of EMI stakeholders. It investigated student's perspectives with a focus on perceived English proficiency, self-efficacy and linguistic challenges. On the other hand, it examined teacher's pedagogical challenges and strategies. Findings showed a significant gap between stakeholder's expectations and reality. First, while satisfied with some lecturers' excellent delivery in English, students saw detrimental impact on learning due to other teachers' limited English proficiency and their own. Secondly, though supported with long reputed English courses for academic and specific (business) purpose, students felt inadequately and loosely equipped with English repertoire (e.g., business terminology and concepts) needed in content learning. This study thus recommended an EMI implementation with enhanced focus and clarity at the pedagogical level. Some suggestions came from teachers in this case study who achieved a balance between content delivery and use of English; while other recommendations drew upon studies examining practices in response to the similar challenges.

Last but not the least, this study, with a critical eye, stressed the importance of teacher's autonomy and flexibility, both content and English support teachers, in their pedagogical approach towards an EMI-oriented programme. Such autonomy

and flexibility are particularly valuable, and pragmatic, when it comes to classes with varied English proficiencies from both students and teachers. Teachers should be empowered and supported at the institution level.

Key words: EMI (English medium instruction), higher education, perceptions, pedagogy



Biography:

Dr. Lijie Shao is an International Language Tutor (Chinese) at the School of Applied Languages and Intercultural Studies at Dublin City University. She holds a Ph.D. (on full Trinity Studentship) in applied linguistics and M. Phil. (English Language Teaching) from Trinity College Dublin. Previously, she had six years' industry experience in overseas/international education consultancy in Beijing, China.

Her research focuses on English medium instruction (EMI) in higher education in the context of internationalisation and globalisation, multilingualism in China from the sociolinguistic aspect, and teaching Chinese as an international language in higher education.

Paper Presentation 23 (Paper):



Time: 09:00 a.m. – 09:30 a.m. (Oman Time)
12:00 p.m. – 12:30 p.m. (Vietnam Time) Sunday, 05 December 2021



Title: Investigating language teachers' agentic practices in their research engagement



Presenters:



Cuong Huy PHAM



Nguyen Ngoc Thao CHAU

»» Abstract: 1

Undertaking research and addressing the research-practice nexus are among the academic obligations that language teachers are expected to fulfill in higher education. However, contemporary research has shown teachers' differing levels of interest, involvement and performance which are attributable to diverse personal and contextual constraints. This study aims to gain insights into teachers' perspectives on doing research and the ways in which they exercise their agency in their research endeavors. Four language teachers who worked at the same university in Vietnam were invited to complete a narrative frame. The sample included two male teachers of English, one female teacher of Japanese and one female teacher of Korean. The narrative template focused on the teachers' past research experiences, present research capacity and their projections on future research commitments. Findings reveal that the teachers realized the rewards of and opportunities for their research engagement despite a number of challenges along the way. They also demonstrated varying degrees of agency represented through their self-regulated involvement and awareness of responsibility toward research. This study reiterates the significance of research in tertiary language education whereby language teachers reflect on their research practices and policy makers consider possibilities for promoting teachers' more dynamic research engagement.

»» Biography: 1

Dr. Cuong Huy Pham is deputy head of the Department of Foreign Languages at the University of Economics and Law, Vietnam National University. He obtained his PhD in Applied Linguistics from Massey University, New Zealand. His research interests include language learning motivation and emotion, teacher and learner agency, tertiary language education, and gender issues in education.

»» Biography: 2

Nguyen Ngoc Thao Chau has been working as a lecturer at University of Economics and Law, Vietnam National University, Ho Chi Minh City, Vietnam. She completed her MA in Applied Linguistics at Curtin University. Her research focuses on motivation at school, mindfulness, and gender issues in education.

Paper Presentation 24 (Paper):

»» **Time:** 09:00 a.m. – 09: 30 a.m. (Oman Time)
10:30 a.m. –11:00 a.m. (India Time) Sunday, 05 December 2021

»» **Title:** Teaching Stylistic Nuances Through Short Stories of Sudha Murty

»» **Presenters:**



Dr. Jayashri Nalkar



Mr. Rahul R. Kale



Wallace Jacob

»» **Abstract:**

In this paper, we will perform a stylistic analysis of the select short stories of Sudha Murty. The main aim of stylistics is to study a text closely and explore the different elements of style in literary works. Stylistic analysis of a story goes beyond the traditional interpretation and focuses more on the linguistic analysis of the text. In this study of the short stories of Sudha Murty, we will focus on the point of view, character development, lexical analysis, the structure of vocabulary and symbolism in order to find out the hidden meaning of the text. We intend to show how these elements of languages can help in the teaching of the English language.

Keywords: Stylistic analysis, short stories, Sudha Murty, language through literature

»» **Biography: 1**

Dr. Jayashri Nalkar has been teaching English Language and Literature for 10 years. She is a Research Supervisor, a Course Coordinator of English and a member of the Board of Studies, School of Engineering, MIT ADT University. She has to her credit several articles published in national and international journals and conferences.

»» Biography: 2

Mr. Rahul R. Kale is the Executive Secretary to the ELTAI Pune Chapter. Currently works at Tolani Maritime Institute, Pune, as Assistant Professor of English. He has eleven years of experience in teaching Indian and International students. He is pursuing PhD from MIT-ADT University, Pune.

»» Biography: 3

Wallace Jacob is the author of The Unfathomable World of Amazing Numbers. A few of the stories which he has authored have appeared in leading magazines such as Women's Era and Alive. Currently works at Tolani Maritime Institute, Pune, as Assistant Professor of Management.

Paper Presentation 25 (Paper):

»» **Time:** 09:00 a.m. – 09: 30 a.m. (Oman Time)
01:00 p.m. – 01:30 p.m. (Taiwan Time) Sunday, 05 December 2021

»» **Title:** Integrating online Game-learning platform(PaGaMo) and the pictorial story word classification (PSWC) system to facilitate primary students' vocabulary learning

»» Presenters:



Chin-Huang Daniel Liao



Wen-Chi Vivian Wu



Chang Tin-Chang

» Abstract:

Vocabulary is an essential part of English learning. There are many online and physical resources for vocabulary learning, but there are still many students who fail to learn vocabulary well.

To explore the benefits of vocabulary acquisition in online PaGaMo platform for EFL learners of primary school, Daniel Liao used online learning and his Liao Chin Huang's pictorial story word classification (PSWC) model to design online vocabulary learning courses that include PaGaMo game-based learning and per learning story with ten target words, which come from the essential 1200 words by the Ministry of Education. The participants in this experiment were fifth graders in a primary school in central Taiwan. There were 28 participants in the experimental group and 27 participants in the control group, leading to a total of 55 subjects. The students underwent pre and post-tests to measure the effectiveness of this research. The methods of data analysis, independent-sample t-tests, and interviews were utilized. The results revealed that both the PaGaMo learning platform and PSWC vocabulary system could significantly improve students' vocabulary learning and increase students' learning motivation. The vocabulary learning effect of the PaGaMo learning platform with the PSWC vocabulary system was better than only the PaGaMo learning platform. The teachers indicated that the students enjoyed the online learning activities and stories. The findings of this study can serve as a good reference for future effective vocabulary learning models as well as a direction for future researchers who wish to conduct a similar PSWC study

» Biography: 1

Chin-Huang, Daniel Liao is from Taiwan. He is an English teacher in elementary school. He finished my master's degree at the National Jinan University in Taiwan. He is currently studying a Ph.D. degree at the School of Business administration of Asian University in Taiwan. English teaching has been going on for nearly 20 years. In the past few years, He has found that the most fundamental problem is" vocabulary learning" that the students do not learn English well. Therefore, he focusses on English word teaching and developed a set of 1200 creative pictorial story word classification that combined with the online game system PaGaMo. The unique characteristic of PaGaMo could be self-compiled teaching materials. This research is about online game learning and pictorial English word combination system and he hopes to help more students learn English well and offer the teacher instruction to teach English more efficiently.

Biography: 2

Wen-chi Vivian Wu is a distinguished professor of the Department of Foreign Languages at Asia University and a consultant of Department of Medical Research in China Medical University in Taiwan. She has published extensively on CALL and educational technology related SSCI journals, with research interests focusing on VR, flipped classrooms, PBL, MALL, cross-cultural communication, and robotics learning. She has highly cited SSCI articles on topics including flipped instruction and learner motivation. Dr. Wu is a founding member of English Scholars Beyond Borders Association (ESBBS) while also plays an important role for several prestigious international journals for many years, including the editorial board member of the CALL Journal (SSCI) and Research and Practice in Technology Enhanced Learning (Scopus), senior advisor of Asian EFL Journal (Scopus), and associate editor of Asian ESP Journal (Scopus).

Biography: 3

Tin-Chang Chang is an Associate professor in the Department of Digital Media Design and Department of Business Administration at Asia University in Taiwan. He received his Ph.D. in the Department of Industrial Management at National Taiwan University of Science and Technology in Taiwan. His research interests include issues in ergonomics, sports injury, interface design, digital media design, and knowledge management. His published works have appeared in Ergonomics, Information Systems Management, Expert Systems with Applications, Accident Analysis & Prevention, Applied Ergonomics, International Journal of Industrial Ergonomics, Perceptual and Motor Skills, International Journal of Technology and Human Interaction, journal of environmental protection and ecology, and others.

Paper Presentation 26 (Paper):

»» **Time:** 09:00 a.m. – 09: 30 a.m. (Oman Time)
02:00 p.m. – 02:30 p.m. (Japan Time) Sunday, 05 December 2021

»» **Title:** Using a CLIL approach to teach Karate and Japanese culture: A case study of a combined class of international and Japanese EFL students

»» **Presenter:**



Barry Kavanagh

»» **Abstract:**

The CLIL methodology can be argued to be an efficient way of improving learners' intercultural communicative competence (ICC) and their ability to use language in different cultural and linguistic environments. However, developing ICC or intercultural understanding through CLIL is largely underrepresented within the literature and there is a lack of research and case studies within the Japanese context.

Utilizing the frameworks of Sudhoff's (2010) triple focused based CLIL approach that simultaneously combines English language learning, content subject learning and intercultural learning and Haslett's (1997) bilingual triangle, this paper gives an account of a unique Karate and Japanese culture course conducted at a national university in Japan.

The course combined foreign exchange students from a liberal arts programme with advanced Japanese English as a foreign language learners (EFL). With these two groups of students the course aimed to satisfy the needs of foreign exchange students who wished to learn about Japanese culture and karate, the content of the class, and the Japanese students whose main aim was to improve their English, the medium of instruction in the class, in a multicultural and international classroom environment.

Pre and post course quantitative and qualitative data revealed that students who took the course improved their ICC through class content and authentic classroom material. I could achieve this through group work and collaboration with classmates within a multicultural setting of varying nationalities through the medium of global English.

» Biography:

Barry Kavanagh is an associate professor at Tohoku University, Japan. His research interests include CLIL, bilingualism, second language acquisition and computer mediated communication and has published widely in these areas. He is the Vice President of the J-CLIL pedagogy association and chair of the J-CLIL Tohoku chapter.

Paper Presentation 27 (Paper):

- » **Time:** 09:40 a.m. – 10: 10 a.m. (Oman Time)
01:40 p.m. –02:10 p.m. (Taiwan Time) Sunday, 05 December 2021
- » **Title:** Glocalized Alphabet Instruction on Low Achievers' Acquisition of Letter Knowledge
- » **Presenter:**



Yan-Tong Wang



Dr. Chin-Wen Chien

» Abstract:

English language teaching should be contextualized; hence, the localized versions of English should be integrated into the language classroom. By doing so, language

learners can put what they learn about the target language such as linguistic knowledge into practice in the real and authentic context and use the target language locally and across the world. The glocalized alphabet instruction and I-pad as technology enhanced language teaching were integrated into an alphabet remedial education among seven second graders in Taiwan. This mixed-method study explored such integration on second graders' acquisition of letter knowledge and their attitude toward alphabet letter learning. The analysis of the pre-test, post-test, teacher's reflective journal, students' tasks, and interviews reached the following conclusion. First, compared to the pre-test, these seven second graders read and wrote all twenty-six alphabet letters correctly in the post-test. Secondly, these second graders' motivations to learn alphabet letters increased because of their engagement to observe the school learning environment and relevant content related to their lives. Thirdly, Internet connection and the number of the students for the remedial education were issues that should be taken into consideration for teachers' designing glocalized alphabet instruction. Suggestions on effectively integration of glocalized alphabet instruction on low achievers were provided. We will define our study, share the results and discuss its implications.

Key words: glocalized alphabet instruction, letter knowledge, low achievers, remedial education

» Biography: 1

Yan-Tong Wang is a second year M.A. student in the Department of English Instruction of National Tsing Hua University in Taiwan. She graduated from National Chiao Tung University in 2019 with a B.A. in Communication and Technology and Foreign Languages and Literatures. She has completed Middle School Teacher Education Program and is now in the Elementary Teacher Education Program.

» Biography: 2

Chin-Wen Chien received her Doctor of Education degree from the University of Washington (Seattle, USA). She is an associate professor in Department of English Instruction of National Tsing Hua University in Taiwan. Her research interests include language education, language teacher education, and curriculum and

Paper Presentation 28 (Paper):

» **Time:** 09:40 a.m. – 10: 10 a.m. (Oman Time)
01:40 p.m. –02:10 p.m. (Hong Kong Time) Sunday, 05 December 2021

» **Title:** Teaching English Linguistics in a “Traditional and Virtual” Classroom in a University: Teacher-student Interaction

» **Presenter:**



Chi-wai Patirck LEE

» **Abstract:**

This exploratory study aims to investigate what pedagogic issues that instructors had encountered when teaching English linguistics in a hybrid teaching mode (i.e. face-to-face and ZOOM teaching simultaneously) in a university in Hong Kong in 2020. In this study, from 22 September to 3 December 2020, I as an observer studied eight 2-hour recorded hybrid-mode tutorials conducted by two instructors of a course. This study employs Gosling’s (2002) Peer Review Model and an adapted checklist of peer-observation (University of Toronto, 2017). I also produced narrative logs while conducting my personal observation, and this aims to report discovered descriptive behavior. Attributing to this ‘hybrid’ mode, I found out that instructors faced common pedagogic challenges but instructors also varied in course content delivery. The findings include: 1) on giving responses to students (instructor-to-students), instructors stated that they did not manage this aspect well for both students in classroom and on ZOOM simultaneously. This was evidently by the fact that an instructor’s response-time on Chatbox to questions related to English linguistics was far delayed; 2) on engaging students themselves in discussion on English linguistics (students-to-students), students’ responses in classroom appear to be more than that of those from ZOOM; 3) on delivering content in classroom with the aid of ZOOM camera (by instructors), ‘showing an instructor’s face’ to a camera for students’ viewing was not always found whereas another instructor opted for sitting still and

looking at a camera the entire class. To conclude, my observed facts stated above have pointed out that instructors had encountered challenges embedded in this hybrid mode of teaching English linguistics.

» Biography:

Patrick Chi-Wai LEE is an Assistant professor at School of Arts and Social Sciences, Hong Kong Metropolitan University, Hong Kong. He earned his PhD in linguistics and English language at the University of Newcastle upon Tyne and his research interests include language learning and teaching, discourse analysis, sociolinguistics, and second language acquisition in syntax.

Paper Presentation 29 (Paper):

» **Time:** 09:40 a.m. – 10: 10 a.m. (Oman Time)
01:40 p.m. – 02:10 p.m. (Philippine Time) Sunday, 05 December 2021

» **Title:** The voice over “the letter of choice”: A literature review on agenda, negotiation, and interpretation of critical language testing during the critical time

» **Presenter:**



Juland Dayo Salayo

» Abstract:

Language testing remains a powerful tool in measuring students’ learning. With this, different testing designs and materials are created according to testing philosophies to meet the demands of the learners and to ascertain the success of the language competencies. However, the effects of the COVID-19 pandemic have raised various issues, challenges, and discussions to language testing such as the

authenticity of the students' learning, especially through a virtual platform. Besides authenticity, the issue of whose voice and agenda is also raised. Hence, this literature review intends to present the critical language testing that defines the role of the learners and the goals and significance of the language assessment. Influenced by Shohamy's (2007) critical language testing, this paper highlights the people-oriented assessment empowered by humane and democratic principles based on the learners' experiential contribution in improving the test quality and the overall testing engagement and impact in building life-like assessment. Through this, learners as test-takers become language learning managers as they produce authentic learning based on their engagement with the social reality.

Keywords: critical language testing, voice and agenda, authentic assessment, negotiation

»» Biography:

JULAND D. SALAYO teaches English and Research at the University of Santo Tomas-Senior High School Department. He earned his undergraduate degree in Secondary Education, Major in English at Southern Luzon State University and his Master in Educational Management (MEM) at the Polytechnic University of the Philippines. Currently, he is writing his dissertation on Critical Language Pedagogy for the degree in Doctor of Philosophy in English Language Education at the Philippine Normal University-Manila. His research interests include language education, critical pedagogy, sociolinguistics, language and culture, critical discourse analysis, and stylistics studies. His papers were presented and are published in various local and international research conferences and reputable journals.

Paper Presentation 30 (Paper):

»» **Time:** 09:40 a.m. – 10: 10 a.m. (Oman Time)
01:40 p.m. –02:10 p.m. (Taiwan Time) Sunday, 05 December 2021

»» **Title:** The Effects of Mobile Learning to Facilitate English Speaking and Deep Thinking

» Presenters:



Chia-Yi Li



Tai-Liang Wu

» Abstract:

Language is contextualized, speaking is used productively, and critical thinking is assimilated in the real world (LaPointe and Barrett, 2005). The purpose of the study is to explore ESP learning supported by mobile response system for Taiwanese EFL students to develop listening and speaking skills. The evidence of its impact on students' academic learning, particularly in EFL settings. It is assumed that authentic learning is more student-centered, and it takes place around real-world situations. Therefore, it is important to scaffold extended activities inside and outside classroom in the context of language learning. The result of pretest-posttest comparison indicated that students had positive perceptions and attitudes towards the use of Quizlet and mobile applications for ESP activities. It was found that EFL learners were motivated to engage practice more when using a mobile learning system, fostering a better academic performance. The practical implications of this study are to design more effective language learning activities for students using mobile devices.

» Biography: 1

Chia-Yi Li is an assistant professor of Applied English Department. Southern Taiwan University of Science and Technology, Taiwan, R.O.C.

Research focus: applied linguistics, EFL speaking and listening, computer assisted language learning, second language acquisition.

Academic background in Applied Linguistics includes a master's degree in TESOL and PhD. in Language Teaching.

» Biography: 2

Tai-Liang Wu is assistant professor in the Department of Applied English. Tainan University of Technology, Taiwan.

Research focus: linguistics and EFL. Academic background in Applied Linguistics includes a master's degree in TESOL and PhD. in Language Teaching.

Paper Presentation 31 (Paper):

» **Time:** 10:20 a.m. – 10: 50 a.m. (Oman Time)
08:20 a.m. – 08:50 a.m. (Bulgaria Time) Sunday, 05 December 2021

» **Title:** Flipped learning: An effective approach in online EAP teaching

» **Presenter:**



Dr. Mariana Gotseva

» Abstract:

In challenging times of pandemics, when learning is limited to the assets of a virtual classroom, flipped learning could be an effective approach to teaching EAP online. This presentation will show some of the results of an experiment on the effect of Flipped learning on the students' ability to develop and apply higher cognitive skills, such as analysis, evaluation, synthesis and creation, to their summative assessment in EAP reading and writing.

Being introduced with the learning material before class, in an asynchronous session, it has been proved that students can deepen their understanding through a discussion with their peers in blogs and forums, and virtual classroom time could be used for more interactive, problem-solving collaborative activities, facilitated by teachers.

An experiment on the effect of flipped learning included a sample (N=45) of international students enrolled on an online EAP course over two months, before undertaking a Master course at a prestigious UK university. Participants were divided in two groups, the former actively involved in flipped learning and the latter, doing the online course as required by the university, but without the application of the approach. Initial and final written assessment were conducted with both groups, to establish any changes in their critical reading / writing skills. Elements of the Critical Thinking Scale (CTS) were used for analysis of the results.

The experiment showed that students taught with the active application of Flipped learning achieved higher overall results on the final written assessment, with some significant difference in their scores on inference and evaluation, compared to participants from the other group. The study has demonstrated that flipped learning could shift the emphasis onto higher – order thinking, based on the topmost levels of Bloom’s taxonomy, as claimed by Strayer (2012); Hamdan & McKnight (2013); Westermann (2014); Hutchings & Quinney (2015), and could be extremely effective in online EAP teaching /learning.



Biography:

Dr. Mariana Gotseva works as a Chief / Senior Assistant-Professor in English Language for the Department of Foreign Language Studies of University ‘Prof. Dr Asen Zlatarov’ in Burgas, Bulgaria. She has lived and taught EAP in the UK for about twenty years, having taught EAP for UCL, IoE, Birkbeck, University of Manchester, Brunel University, and many others. Dr Gotseva has an MA degree in Applied Linguistics from Birkbeck, University of London and she is CELTA and DELTA (Level 7 TESOL Diploma) qualified. Her research interests include exploring different factors affecting L2 acquisition from the perspective of UG, Psycholinguistics and Neuro-cognitive Linguistics, as well as Methods and Approaches to teaching English as a second / foreign language.

Paper Presentation 32 (Paper):

»» **Time:** 10:20 a.m. – 10: 50 a.m. (Oman Time)
UAE: Same Time- Sunday, 05 December 2021

»» **Title:** Punctuation, Prosody, & Pedagogy: A fresh perspective on teaching punctuation.

»» **Presenter:**



Erica Lee Payne

»» **Abstract:**

The importance of punctuation has withstood the test of time, with the first uses dating as far back as 200 BC. Even so, the role of punctuation has evolved with the function of text. Despite its simple origin as a guide for oral readers, punctuation is now used for both creating grammatical structure and assisting with prosodic precision. It provides organization to academic writing that is intended to be read silently and directs reader prosody for texts that are intended to be read aloud. Unfortunately, this ambiguity of usage places teachers in a challenging position to maintain authentic instruction on punctuation, without creating confusion among learners. For the students in my classroom, the explicit textbook approach seemed to constrain the development of innovative ideas and applications. As a teacher, I wrestled with the tension between following a required curriculum and nurturing a sense of exploration for early learners. In this workshop presentation, I suggest a discovery-based constructivist approach for addressing punctuation in the classroom. By introducing an original interactive activity for attendees, the aim of this workshop is to highlight the pedagogical implications of the versatility of punctuation. Attendees will leave with practical tools for exploring this multifaceted grammatical concept when teaching English in the classroom.

» Biography:

Erica Payne is an educator working to support first-year students transition successfully at the American University of Sharjah. She has taught learners from ages 8 to 18 and is passionate about working with teachers to make lessons engaging, effective, and fun!

Paper Presentation 33(Paper):

» **Time:** 10:20 a.m. – 10: 50 a.m. (Oman Time)
09:20 a.m. – 10:20 a.m. (Saudi Arab Time) Sunday, 05 December 2021

» **Title:** Addressing Methodologic Challenges to Sociolinguistic Research in Female Higher Education English Language Learners in Saudi Arabia

» **Presenter:**



Dr. Danya Shaalan

» Abstract:

The Kingdom of Saudi Arabia (KSA) has recently undergone sweeping changes socially and economically. KSA leadership has set a national strategy called Vision 2030, which seeks to internationalize the workforce, including promoting women's equity in employment. Currently, in order to participate in the workforce in KSA, which is an Arabic-speaking country, professionals must have a strong command of English. Therefore, many young women in KSA are seeking college degrees in English.

The aim of this chapter is to describe a sociolinguistic study I implemented in KSA in female college students learning English. I will summarize the results and

recommend applications for sociolinguistic study to improve knowledge about this population. The methods I used were based on theory developed by William Labov. In my chapter, I will address methodologic issues including considerations when selecting a dependent variable, considerations surrounding data collection and development of the corpus, coding considerations, and methodologic issues with data analysis. To improve sociolinguistic knowledge about second language acquisition (SLA) in this population, I recommend revised methodology should be used, and I will provide suggestions as to how to improve the utility and validity of results.

» Biography:

Dr. Danya Shaalan is an Assistant Professor in the Applied Linguistics Department in the College of Languages at Princess Nourah bint Abdulrahman University (PNU) in Riyadh, Saudi Arabia. She recently completed her doctoral studies in linguistics at Sussex University. Her doctoral research focused on the connection between female Saudi higher education students' motivation and second language acquisition (SLA) and identity, and used sociolinguistic methods. Her research interests include improving SLA in Saudi women in higher education through the optimization of curriculum and improvement of teacher training and knowledge.

Paper Presentation 34(Paper):

» **Time:** 10:20 a.m. – 10: 50 a.m. (Oman Time)
03:20 p.m. – 03:50 p.m. (Japan Time) Sunday, 05 December 2021

» **Title:** No One Will Be Left Behind”- Incorporating SDG’s into CLIL Context Classes.

» **Presenter:**



Darlene Yamauchi

»» Abstract:

Looking toward the concept that content drives learning and increases interest in subject matter, this interactive presentation will discuss a case study focusing on learner interest (LI) with the incorporation of authentic materials derived from the topic of Sustainable Development Goals (SDGs) into a CLIL oriented class. The main purpose of this research was to investigate the effect on students' LI with the application of authentic materials, in this case SDGs in a CLIL oriented Tertiary English class. In this presentation I will offer a brief background to the Sustainable Development Goals (SDGs), followed by the theoretical underpinnings of LI as a body of research particularly the application of researchers, Hidi and Renninger's (2006) 4-phase model of interest development in the current study. I will report on preliminary findings from mixed methods research employing a self-reporting questionnaire as well as purposeful sampling interviews conducted with a class of Physical Therapy students (n=25). Specifically, findings revealed that upon completion of the course students reported an increase in topic interest and the majority of the students also reported that they would be more likely to study the topic English. I will discuss useful, transferable techniques that may be easily applied to other classes utilizing authentic content. This research although preliminary adds hope that this globally important topic may be successfully integrated into tertiary classes with LI and English study positively affected.

»» Biography:

Darlene Yamauchi is Associate Professor in the Foreign Language Department at Bunkyo Gakuin University in Tokyo, Japan. She has been teaching in Japan for more 25 years and her research interests include Multiple Intelligences (MI), and learner interest (LI).

Paper Presentation 35(Paper):

»» **Time:** 11:00 a.m. – 11 30 a.m. (Oman Time) Sunday, 05 December 2021

»» **Title:** British Council TNI – Teacher Network Initiative for professional development

»» Presenter:



Jessica Williams

»» Abstract:

This session is aimed at teachers of English. It will invite participants to think about their own professional development pathways and offer links to training courses and high quality teaching materials and teacher training materials. It will give an outline of what a community of practice is and show teachers examples of how this can benefit professional development.

The presentation will give information on the British Council TNI – Teacher Network Initiative in MENA – Middle East and North Africa and discuss ways the British Council in Oman can support teachers. The aim of the Teacher Networking Initiative is to promote access to and engagement with available online professional development resources by establishing/strengthening teacher networks and communities of practice.

There will be information on future training courses, useful websites, webinars and events leading up to 2022. Participants will get information as to how to register for the ELTPN in Oman.

»» Biography:

Jessica Williams is an English Teacher and Coordinator who has worked for the British Council for 9 years based in Ethiopia, Jordan and currently Oman.

She has a Masters in Linguistics and TEFL from Portsmouth University and Cambridge DELTA. Currently based in Muscat, she coordinates the English Language Teachers Network which supports professional development for teachers of English in Oman.

Her presentation today will introduce the British Council Teacher Network Initiative which is a MENA wide programme for teachers. The aim of the TNI is to offer access to high quality training and teaching materials as well as regional events and

training webinars. It enables teachers to learn from and support each other as they develop professionally. After this presentation, teachers will understand more about the programme, know how to access the TNI website and how to join the ELTPN here in Oman.

Paper Presentation 36(Paper):

»» **Time:** 11:00 a.m. – 11:30 a.m. (Oman Time)
04:00 p.m. – 04:30 p.m. (Japan Time) Sunday, 05 December 2021

»» **Title:** Learning by teaching: Facilitating peer-to-peer tuition in Content and Language Integrated Learning

»» **Presenter:**



John Blake

»» **Abstract:**

Content and Language Integrated Learning (CLIL) involves learners studying content through an additional language. Learners aim to simultaneously learn content and language. This paper focuses on elective courses teaching natural language processing in English to Japanese computer science majors. It is said that to teach is to learn twice over. Learner-centered and active learning are advocated by many educational institutions. Thus, it makes sense that where feasible, learners teach themselves, avoiding passive learning in which teachers lecture while the students may or may not pay attention. In the learn-to-teach approach the traditional role of teacher is replaced with the role of facilitator, who needs to create a supportive environment, secure enthusiastic participation, and ensure that misinformation is not disseminated. Online delivery of asynchronous or synchronous peer-to-peer tuition further complicates facilitation. This presentation provides the theoretical underpinning for a learn-to-teach approach and shows how learning can be scaffolded by the learners themselves. The logistic difficulties that

had to be overcome are described. Ways how teachers can maximize the effectiveness and efficiency of peer-to-peer teaching in CLIL are shared. Aspects to be described and explained include the use of animated presentations, standard operating procedures, checklists, and the alignment of aims with assessment criteria. The feedback from the class tutor and the learners for this mode of tuition was overwhelmingly positive. The move to peer-to-peer tuition created a sea change in both the attitude of the teacher and learners.

» Biography:

John Blake is a senior associate professor at the University of Aizu. His research focuses on creating practical online tools to help people learn English. The tools created often detect and/or visualize language features. His research draws on corpus linguistics to analyze texts and computational linguistics to create pattern-searching tools.

Paper Presentation 37(Paper):

» **Time:** 11:00 a.m. – 11:30 a.m. (Oman Time)
04:00 p.m. – 04:30 p.m. (Japan Time) Sunday, 05 December 2021

» **Title:** Micro-lessons for EAP as a Response to Emergency Remote Teaching

» **Presenter:**



Peter Ilic

» Abstract:

The Covid-19 crisis forced a rapid shift away from traditional face-to-face, blended, and hybrid learning experiences to off-site learning, necessitating a forgoing of the usual planning and design. This Emergency Remote Teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances affecting domestic and overseas learners.

This presentation will discuss the use of technology for enhancing English for Academic Purposes (EAP) sentence-level language instruction through micro-lessons. Micro-lessons are relatively small, focused learning units consisting of condensed learning activities between 1 to 10 minutes in duration and accessible on multiple devices. These are delivered online to maximize in-class learning and increase learners' retention by negating the Ebbinghaus forgetting curve and mitigating mental fatigue.

This presentation will detail the development and application of micro-lessons into two courses designed for STEM students studying EAP at a public university in Japan. This research will inform English language educators struggling to minimize the effects of the current ERT crisis while preparing them for future ones. Attendees interested in mitigating constraints of virtual classrooms and materials development will benefit. I will introduce the theoretical ideas that informed the design and the practical issues affecting the implementation, along with actual examples.

»» Biography:

Dr. Peter Ilic currently holds the position of Associate Professor in the Center for Language Research at the University of Aizu, in Japan. He received BA in History from McMaster University in Canada, an MEd in Education from Temple University, an MSc. in Educational Research from the University of Exeter, and a PhD in Education from the University of Exeter in the UK. During his PhD studies, he investigated the use of Mobile Devices for Collaborative Learning. Information and Communications Technology in Education remains the principal focus of his ongoing research, resulting in several peer-reviewed publications and contributed presentations. He serves as the Chief Editor of the International TESOL Journal and is on the editorial board of several journals and conference committees.

Paper Presentation 38 (Paper):

» **Time:** 11:00 a.m. – 11:30 a.m. (Oman Time)
12:30 p.m. – 01:00 p.m. (India Time) Sunday, 05 December 2021

» **Title:** Linguistic landscapes: A painless way for ESL learners to enhance their linguistic accuracy from others' common errors

» **Presenters:**



Prof. Rajabhau Patil



Dipti Kandari

» **Abstract:**

Linguistic accuracy for a learner of English as a Second Language (ESL) refers to how correct a learner uses the language system of the target language. A failure to attend to the L2 norm represents their distorted linguistic accuracy which are evident through errors. In ESL context, errors are often treated with a negative mindset whereas errors need to be accepted as 'transitional interlanguage' or evidence of 'developmental patterns' among the learners (CEFR, 2001, p. 155). A general notion that errors reveal lacunas in teaching and highlight failed learning make it difficult for learners. Therefore, there is a need to provide learners with interesting ways that would not offend them while discussing the errors.

Linguistic landscape refers to a language of public road signs, advertising billboards, street names, place names, commercial shop signs and public signs on government buildings (Landry and Bourhis, 1997, p. 25). This is one of the tools to take learning beyond classroom and make students observe others' errors and learn.

A group of 20 learners, 18-20 years old, attending English classes in MIT Art, Design & Technology University, Pune (India) participated in the study. The participants collected 10 linguistic landscapes from the vicinity. They examined

them with a teacher to find error types and emerging patterns. These patterns were presented by the learners as a group activity to the rest of the class.

We will share the works of the students and discuss the findings of the study which reveal that after the presentations, learners get to know different error types, explanations and seriousness of the errors and did not feel embarrassed as they learnt it from errors committed by others.

Key Words: Error Analysis, Linguistic Landscape, Exploratory Study, Presentation Skills

» Biography: 1

Prof. Rajabhau Patil is an Assistant Professor of English at MIT Art, Design and Technology University Pune (India). He offers English Language & Personality Development courses to the students of different professional streams like Marine, Food Technology, School of Humanities. Till date, he has conducted more than a hundred seminars at various colleges across India. His areas of interest are Communicative English, English for Communication, Business Communication, Soft Skills, English Grammar for Competitive examinations and Societal Immersion, Spirituality & Morality.

» Biography: 2

Dipti Kandari is an Assistant Professor of English at MIT Art, Design and Technology University, Pune. She is currently pursuing her Ph.D. in English from Pune University and has qualified State Eligibility Test in English (Maharashtra). She is also certified in *Cambridge English: Business Certificate Higher (BEC (H))*, *Body Language: Key to Professional Success*, *IIT Roorkee* and *Enhancing Soft Skills and Personality*, *IIT Kanpur*. Over the last 6 years, she has been working with prestigious institutes like National Defence Academy, Symbiosis International University and D Y Patil College of Engineering. Her areas of interest include English Language and Literature Teaching in India, Ecofeminism, Employability Skills. Being a passionate teacher and researcher, she has been constantly working on different modules and techniques to make learning fun for the students and enhance their employability.

Paper Presentation 39 (Paper):

»» **Time:** 11:00 a.m. – 11:30 a.m. (Oman Time)
12:30 p.m. – 01:00 p.m. (India Time) Sunday, 05 December 2021

»» **Title:** The Role of Deep Thinking and Deep Learning in Literature for Research Purposes

»» **Presenters:**



Bidya Singh



Dusmanta Kumar Pattanaik

»» **Abstract:**

Creativity is directly linked to the idea of deep learning and deep thinking. In order to create something new or to cultivate innovation, a process of learning is required and to attribute newness to an existing idea, both profound thinking and learning need to be enabled within the domain of investigation. Researchers require an inquisitive mindset to understand the silence between lines. We have zeroed in on to clarify the distinction between the processes of learning. The most important aspects of learning are intensive and extensive based on reading techniques. So, it is important to make a distinctive mark in the techniques of learning as it highly helps in problem- solving and the fulfilment of research purposes. In this paper we have tried to focus on the parameters of critical thinkers to analyse the intricacies involved in concept building and setting up of objectives during the course of research. We will also demonstrate various complications while selecting appropriate approaches related to brainstorming and produce designs that bring out originality and inventiveness through the process of deep learning. We have tried to prove how deep thinking helps in synthesizing and analysing the making of new connections and to come up with alternatives utilising the fundamental knowledge associated with any area under study. We have attempted to assess the degree to which deep thinking influences deep learning and vice versa as both facets provide scholars a liberated environment to nurture their ingenuity.

Moreover, it provides an exposure to young inspired minds to amalgamate numerous concepts more intricately and find corresponding solutions.

Keywords: Deep-learning, Deep-thinking, Synthesizing, Concept- Building, Innovation

» Biography: 1

Ms. Bidya Singh is presently a Ph. D. Research Scholar in the Department of Humanities, Veer Surendra Sai University of Technology, Odisha. Her Ph. D. research thesis is based on the Indian Writing in English related to Vikram Seth's novels. She has done her M.A. in English Literature from Sambalpur University, Sambalpur and M.Phil. in English Literature from Gangadhar Meher University, Odisha. She has published articles in various UGC Journals and other reputed National and International Journals; and she has also presented papers in National/International Conferences. You can reach her at bidya.singh001@gmail.com.

» Biography: 1

Dr. Dushmant Pattnayak is working as Assistant Professor in NIIS Institute of Business Administration, Bhubaneswar, Odisha (India) now. He has done his Ph. D. at Veer Surendra Sai Institute of Technology (VSSUT), Odisha and his area of interest is Business Communication and Communicative English. Dr. Pattnayak has number of publications in various journals of repute and has more than 13 years of experience in academics.

Plenary Session 5:

»» **Time:** 11:40 a.m. – 12: 30 p.m. (Oman Time)
10:40 a.m. – 11:30 a.m. (Turkey Time) Sunday, 05 December 2021

»» **Title:** Syllabus design in the action-oriented curriculum

»» **Presenter:**



Ahmet Acar

»» **Abstract:**

Common European Framework of Reference for Languages (CEFR) introduces a new goal for language teaching, that of training social actors rather than mere communicators. Thus, social action as a new reference action corresponding to this new reference goal in English language teaching necessitates a departure from taking interaction or communication as the ultimate goal in an ELT curriculum. This paper argues that mini-projects, which are the best models of social action compatible with the constraints of school education, should be the basic units in an action-oriented curriculum. Syllabus in such an action-oriented curriculum functions primarily as linguistic resources needed by the students to be able to carry out the proposed mini-projects. Thus, the task of the syllabus designer is to select and grade the language content according to the mini-projects proposed in an action-oriented curriculum, even in a second phase, a posteriori control of this content and its progression must be carried out, which may lead, in a third phase, to modify the mini-projects or even their chronological order.

»» **Biography:**

Ahmet Acar is an associate professor and the vice-department head of English language teaching, Buca faculty of education at Dokuz Eylül University. He has been to Syracuse University (New York) with a Fulbright scholarship, where he studied TESOL, sociolinguistics and theoretical linguistics. Acar served as a reviewer of Foreign Language Annals, senior associate editor of the Journal of English as an International Language, associate editor of the Asian EFL Journal, regional journal senior advisor of the Asian Education Index, senior advisor of the Chinese EFL Journal and the advisor of the TESOL Journal

Plenary Session 6:

» **Time:** 11:40 a.m. – 12: 30 p.m. (Oman Time)
02:40 p.m. – 03:30 p.m. (Thailand Time) Sunday, 05 December 2021

» **Title:** Analysis of English Proficiency and Technology and Social Media Use
Among Students in Graduate Programs in Private Universities in Thailand

» **Presenters:**



Dr. Saiwaroon Chumpavan



Ms. Suwanna Yutthapirut



Mr. Rathvanit Chamnan



Mr. Sarawut Boonyaruksa



Mr. Viroj Asavajaruphan

» **Abstract:**

The purpose of this study is to analyze the English proficiency of students studying in graduate programs in private universities in Bangkok, Thailand. It was also conducted to investigate how students use technology and social media in English to search for information for their studies and also for communication. There were four private universities in Bangkok that were randomly selected to participate in the study, and 100 students from different programs in those selected universities were also randomly selected to participate in the research participants. The instrument used to collect the data from the participants was a questionnaire, and it was sent to

the participants via an online Google form. There are three parts in the questionnaire. Part I is about the demographic information of the participants, such as their programs, the area of the study, and the organization that they currently work for. In Part II, the participants are asked to evaluate themselves in English for academic purposes in all four language skills, listening, speaking, reading, and writing, and the English necessary for use in the workplace. In Part III, they are asked to explain how they use technology and social media to search for the information needed for their studies and communication. The data obtained from the questionnaire were analyzed using descriptive statistics, such as percentage, mean, and standard deviation to report how the participants evaluated themselves in English for academic purposes and English in the workplace. The data obtained from the third part of the questionnaire were also analyzed to report on how the participants evaluated themselves on the technology and social media used in their studies and for communication. The results of the study will be presented and discussed in the presentation.

Key words: English Proficiency, English for Academic Purposes, Technology and Social Media Use

» Biography: 1

Dr. Saiwaroon Chumpavan is a graduate of Illinois State University at Normal, Illinois, USA. She worked in the Faculty of Humanities at Srinakharinwirot University in Bangkok, Thailand, for a number of years and then transferred to North Bangkok University in 2020. Her administrative positions at North Bangkok University include Chair of the BA program in Teaching English to Speakers of Other Languages (TESOL) and Director of the Master's and Doctoral Programs in English Language Studies. She also teaches both undergraduate and graduate students. The undergraduate classes include reading and writing, and her classes for the graduate students include research into English language studies, seminars on language teaching and learning, and theory and research in reading. Her expertise focuses on enhancing the English skills of Thai students through English as a Foreign Language (EFL) and assessing the language skills of EFL teachers in Thailand.

»» Biography: 2

Ms. Suwanna Yutthapirut is a graduate of Kasetsart University, Bangkok, Thailand. She currently teaches in the BA program in Global Business English in the Faculty of Liberal Arts at North Bangkok University in Bangkok, Thailand. Her classes include Foundation English, English for Science and Technology, and English for International Trade. She is interested in improving the proficiency of English of Thai students.

»» Biography: 3

Mr. Rathvanit Chamnan has a Master's Degree in General Management from Mahidol University and Energy Technology and Management and Software Engineering from Chulalongkorn University in Bangkok, Thailand. He is currently studying for a Doctor of Business Administration at Rajamangala University of Technology, Rattanakosin, and in the Doctor of Philosophy Program in English Language Studies at North Bangkok University, in Bangkok, Thailand. He worked in the Audit Department at the Bank of Ayudhya Public Company Limited in Bangkok, Thailand for a number of years and then transferred to **Thanachart Bank** Public Company Limited and **TMB Thanachart Bank Public Company Limited** in 2019.

»» Biography: 4

Mr. Sarawut Boonyaruksa is a graduate of Mahasarakham University, Mahasarakham, Thailand. He works in the Faculty of Humanities and Social Sciences at Phranakhon Rajabhat University in Bangkok, Thailand. His position at Phranakhon Rajabhat University is a lecturer in the Business English Program. The classes include Fundamental English Grammar, English for Mass Communication, and English for Hotel Business. His proficiency focuses on the English skills of Thai students.

»» Biography: 5

Mr. Viroj Asavajaruphan graduated from Assumption University (ABAC) in Bangkok, Thailand in the Faculty of Bachelor of Business Administration in Marketing. After graduation, he worked in business for a number of years before moving to the educational field. He went on to further studies with a Graduate Diploma in Teaching Profession at Thonburi University, and also a Master of

Education in English Language Teaching at Silpakorn University. He works in the English Division at Marie Upatham School and is responsible for teaching fundamental English to high school students. He is currently studying for a Doctor of Philosophy in English Language Studies at North Bangkok University. Topic: Analysis of English Proficiency and Technology and Social Media Use Among Students in Graduate Programs in Private Universities in Thailand.

Plenary Session 7:

» **Time:** 11:40 a.m. – 12:30 p.m. (Oman Time)
02:40 p.m. – 03:30 p.m. (Thailand Time) Sunday, 05 December 2021

» **Title:** Analysis of English Proficiency and Technology and Social Media Use Among Students in Graduate Programs in Private Universities in Thailand

» **Presenter:**



Naoki Fujimoto-Adamson

» **Abstract:**

Team teaching between Japanese Teachers of English (JTEs) and Assistant Language Teachers (ALTs) from English speaking countries has been widely implemented in the foreign language classroom in Japan. Similar types of collaborative teaching exist in other countries. This cross-boundary instruction between teachers of the expanding and inner circles (Kachru, 1992) is challenging. In this study, I explore my shifting identity and beliefs as a former JTE engaged in team teaching at school and currently a university researcher of this field through autoethnographic reflections. Although most studies stress the pedagogical issues,

this study offers alternative perspectives on the teaching/learning experiences of both my time as a practitioner and researcher. Specifically, I investigate how my identity emerged as a JTE when working with ALTs, fellow JTEs and school management in Nagano Prefecture in the 1990s, and my feelings of inequality between JTEs and ALTs in various schools. These initial reflections stand in contrast to those after studying as a postgraduate student in the UK, a time in which I acquired a wider perspective through the lens of a researcher. Consequently, my identity and beliefs have gradually changed as I have gained deeper awareness of team teaching in its wider social contexts. My autoethnographic reflections as a researcher have also provided better understanding of past frustrations experienced as a JTE. This autoethnographic approach illustrates in-depth “evidence of the researcher’s own involvement” (Prasad, 2018, p. 91) and provides the audience with potential resonance with their own contexts and experiences.

» Biography:

Naoki Fujimoto-Adamson is an Associate Professor at Niigata University of International and Information Studies (NUIS) in Japan. Currently, she teaches academic writing, test taking skills, sociolinguistics and discourse analysis. She received her MA in ELT (English Language Teaching) from the University of Essex, UK and M.Ed. (Master of Education) in Applied Linguistics & TESOL from the University of Leicester, UK. Her research interests are in the fields of team-teaching in Japanese secondary schools, the history of ELT in Japan, academic publishing and English Medium Instruction (EMI).

Plenary Session 8:

» **Time:** 11:40 a.m. – 12:30 p.m. (Oman Time)
03:40 p.m. – 04:30 p.m. (Taiwan Time) Sunday, 05 December 2021

» **Title:** Classroom Implementation of Higher Education SPROUT Project Based Teaching Material – A Pilot Study of East Meets West: A Cross Cultural Handbook



Presenters:



Ms. Sylvia Wen Lin Chiu



Gloria Shu Mei Chwo



Abstract:

In order to meet the global competition needs of industry, the Taiwan Ministry of Education has initiated the SPROUT project ('Sustained Progress and Rise of Universities in Taiwan'). This aims to promote students' self-learning ability, multiple qualities of universities, and tertiary teachers' skills, to produce a generation of outstandingly talented graduates. Within this initiative, the authors undertook projects in two phases (Aug. 2017 to Dec. 2018), sponsored by the 'PouHsin Culture Books Corporation' (a long established institution providing English textbooks and teaching support, and Cambridge exam testing services in central Taiwan).

The first phase disseminated teacher professional knowledge, and provided practical teaching materials. The principal researcher obtained Cambridge TKT and University English oral examiner licenses and provided for instructors a series of English oral workshops. She further published with PouHsin a theoretical and practical innovative teaching material: 'East Meets West: A Cross-cultural Handbook'. This offers East-West cross-cultural theory, practical English teaching activities and authentic materials from the UK, using English and Mandarin Chinese with Pin-yin transliterations (including some nursing English).

In the second phase, a new language arts undergraduate course 'Cross-cultural Appreciation and English Communication' was introduced in the General Education center (HungKuang University) exploiting the Handbook. The goal was developing student critical reading skills and cross-cultural literacy. 179 freshman participated, from the Department of Nursing. Thematic analysis of student reflective reports evidenced English language learning and increased cross-cultural critical awareness. The value of the material for both class and self/home use was supported.

Key words: SPROUT project, cross cultural knowledge, promoting English self-learning, critical thinking skills, nursing students

» Biography: 1

Gloria graduated from Tunghai University with a Bachelor of Arts Degree in 1990. In 1992, she completed a Master Degree in Instruction and Curriculum from Seattle Pacific University, U.S.A.. She worked at different levels in the education system of Taiwan and the first English teacher to pioneer an advanced English club as an extra curriculum course in Tunghai Elementary school. She earned her Doctor of Philosophy Degree in Languages and Linguistics at University of Essex in U.K. in 2005. She is now an associate professor at the College of Education started from Aug. 2018 after 13 years of teaching at the Dept. of Applied English Language, Hungkuang University in Taiwan. Not only has she developed several eLearning programs for university level reading courses, but has also served as a member of the National Entrance Examination Committee Board in designing reading and writing assessments since 2009. Her research interests include word reading processing, literature circle, EFL (Teaching English as foreign language), EIL (Teaching English as an International Language) and ESP (Teaching English for specific purpose), Teaching methods, and educational technology. She was also awarded as the Super Teacher in 2013 and participated in 2014 local MOE project promoting reading program for ten Elementary schools in Taichung. She was appointed as the acting chair of the Language Center since July 2015 and was in charge of the blueprint of the 2016 MOE project titled Enhancing and Integrating Cross Culture Awareness into Freshman English course Curriculum. Started from Aug 2017, Gloria is the first forerunner from the former Applied English Dept. to engage with one term Higher Education Spout academic industrial collaboration project with Pouhsin publisher. One of the tasks includes working on a book project that will serve as a handbook for English teachers, who are interested to draw on more authentic information to teach English as an international language or parents who are interested in home schooling their kids, and students who will take teaching English as the second language or relevant cross culture courses to increase their awareness of the emerging third culture kids' (TCK) population in the increasingly globalized world.

» Biography: 2

Ms. Sylvia Wen Lin Chiu holds a master's degree in ELT. She is a Home Room Teacher of WenYa elementary school of International Education program of Division of Continuing Education, National Taichung University of Education, Taiwan. She has been teaching English since 2011. Her area of research interest is Applied English in general and phonological sensitivity in particular.

Plenary Session 9:

»» **Time:** 12:40 p.m. – 01: 30 p.m. (Oman Time)
10:40 a.m. – 11:30 a.m. (South Africa Time) Sunday, 05 December 2021

»» **Title:** A Transactional Approach to Reading for Transformative Practices in Language Teaching

»» **Presenter:**



Sivakumar Sivasubramaniam

»» **Abstract:**

For a long time now, we have known through research how the present reading brain nurtures the development of some of our most vital intellectual and affective processes: internalized knowledge, analogical reasoning, and inference; perspective-taking and empathy; critical analysis and the generation of insight (Wolf, 2018). However, research surfacing in many parts of the world now cautions that each of these essential “deep reading” processes has come under threat as we move into digital-based modes of reading. Multiple studies confirm that as a result of prolonged digital narcotization, less attention and time are being allocated to slower, time-demanding deep reading processes, like inference, critical analysis and empathy, all of which are indispensable to learning at any age (Greenfield, 2015). By the same token, many college students deliberately shun the classic literature of the 19th and 20th centuries because they no longer have the patience to read longer, denser, more difficult texts. Their underling ‘cognitive impatience’ is synonymous with their potential cognitive inability to read with an adequate level of critical analysis that is necessary to comprehend the complexity of thought and argument found in more

demanding texts, whether in literature or science in college, in wills, contracts and navigate a relentless deluge of information. How can they then realize the transformative and the empowering influences of reading education as a basis for their democratic aspirations and change? It is against such a disempowering backdrop, in this presentation I will lay out a set of issues and insights for a transactional approach to reading via literature and illustrate how the resultant transformative practices in language teaching can effect a shift of focus from reading as a linguistic code to reading as a phenomenon in which learners cross the border of their first language into a second in order to reconstruct their self and their world.

»» Biography:

Dr. Sivakumar Sivasubramaniam is currently Extraordinary Professor and Immediate past Head of Language Education in the Faculty of Education at the University of the Western Cape, Republic of South Africa (RSA). He is also a National Research Foundation (NRF) rated Researcher in RSA. Dr. Sivakumar Sivasubramaniam serves the Editorial Board of the Journal of English as an International Language (EILJ) as Chief Editor and on the Executive Management Board of English Scholars Beyond Borders (ESBB), an international NGO dedicated to promoting diversity and equity in the teaching of English across the globe. He has been a foreign language/ second language educator for over thirty-five years now and has taught English in India, Ethiopia, Thailand, Bahrain, Armenia, and U.A.E prior to relocating to the Western Cape. He has presented papers, conducted workshops and delivered keynote addresses at prestigious conference forums abroad. He has supervised several PhD and Masters students and has co-authored with them to develop their voice, agency and intersubjectivities. He continues to run mentoring sessions for cohorts of young faculty in the craft and dynamics of doctoral supervision. His research interests include response-centred reading/ writing pedagogies, literature-based language pedagogies, constructivism in EIL, second language advocacy, narratives in language education and text-based approaches to academic and social literacy practices.

Plenary Session 10:

»» **Time:** 12:40 p.m. – 01: 30 p.m. (Oman Time)
08.40 p.m. – 09:30 (UK Time) Sunday, 05 December 2021

»» **Title:** Future Selves and Agency in EAP courses

»» **Presenter:**



Naeema B. Hann

»» **Abstract:**

EAP courses are a route to academic communities. What resources do students bring to the course? How can they make the most of the opportunities available in this transitional phase leading to membership of their target academic community?

English for academic purposes (EAP) discourses tend to position students as individuals with language and more recently, cultural needs. EAP programmes are designed to meet these needs in the areas of academic language and to some extent, academic culture, to prepare ‘students’ to join academic communities or academic tribes (Becher & Trowler 2001). Alongside this, the role of motivation in successful language learning is well established. Dörnyei (2005 and later) suggests that the vision of a Future Self, an Ideal L2 Self, motivates language learners to participate and succeed in language learning. This Ideal L2 Self is likely to be a successful user of English in academic contexts and a member of the academic tribe. However, individuals on EAP programmes are labelled as ‘learners, IELTS 4.5, group 3’ etc., these labels fail to acknowledge the agency participants bring to EAP programmes. This talk presents early findings from a longitudinal study which explores the core identity (Gee 1999) students bring with them and their vision of their Future Self. Drawing on the data, I will explore the possibility of a relationship between core identity, Ideal L2 Self and agency in transitioning to join the target academic tribe. I will also share implications for task design to exploit agency and encourage a successful transition.

Key words: EAP, possible selves, agency

» Biography:

Dr. Naeema Hann is at the School of Education at Leeds Beckett University and supervises doctorates. Naeema led the EAP modules on the International Foundation Year for over ten years and was Course Leader for the MA English Language Teaching. She also taught and led modules on course design, assessment, materials development, multimedia and independent learning for the MA ELT. Naeema's work with the Centre for Teaching and Learning at Leeds Beckett included membership of the Postgraduate Taught Award Group, Post Graduate Learning Outcomes Task and Finish group. Naeema's research interests are language learning materials, learner strategies, motivation for language learning and identity positions.

Plenary Session 11:

» **Time:** 12:40 p.m. – 01: 30 p.m. (Oman Time) Sunday, 05 December 2021

» **Title:** Speech Acts of women Empowerment in Jokha Alharthji's *Celestial Bodies*: A Pragmatic Analysis

» **Presenter:**



Dr. Roy P Veetil

» Abstract:

Jokha al Harthi's the Man Booker Prize winning novel *Celestial bodies* depicts Oman in transition thorough the lives of three women- Mayya, Asma and Kawla. As it always happens with literary works written in the 'other tongue', *Celestial bodies* also resorts to a blending of the native language of Alharthi's characters with English and thereby infuses the native spirit into the story said in a nonnative language.

The centrality of the three women characters works effectively in the novel to present the transitory stages of women empowerment and emancipation in Oman. The various speech acts they perform in the novel serve as an effective agency in achieving the intended purpose of voicing women's freedom. As messages are planned and crafted, interlocutors select the form and the content that best suit their purpose. An unveiling of the motivations of the interlocutors and the reasons for the choices they make call for pragmatic interpretive strategies.

This presentation investigates how the observance and violation of the speech act norms by the characters in *Celestial Bodies* and their cultural relativity augment to its theme. In this presentation, I will focus on a) a thematic analysis of the novel, b) a discussion of pragmatics in general and speech act theory in particular, and c) an analysis of certain speech acts in the novel that strengthen and carry forward the novel's predominant theme of women empowerment.

»» Biography:

Dr. Roy P Veettil is an Assistant Professor at the Faculty of Language Studies, Sohar University, Oman. He has presented papers at several national and international ELT conferences and has authored a book entitled *Changing Paradigms in English Language Teaching*. He has also written several journal articles and book chapters. His research interests include literature and applied linguistics.

»» ESBB Panel Discussion:

»» **Time:** 02:30 p.m. – 03: 30 p.m. (Oman Time)

- 1) UAE: Same Time as Oman, Sunday, 05 December 2021
- 2) UAE: Same Time as Oman, Sunday, 05 December 2021
- 3) 07:30 p.m. – 08:30 p.m. (South Korea Time)
- 4) UAE: Same Time as Oman, Sunday, 05 December 2021

Creative Writing Courses, Assignments, and Scholarly Publications

»» **Proposal:** Panel discussion on the cross-over between academic and creative realms in university curricula and scholarly publications. The panel will report on

implementing creative writing in higher education courses, with a focus on the development of critical thinking skills.

Following the panel discussion, some of the authors will give short readings of creative work published in ESBB 7(2). The panel length would be approximately 45 + 15 minutes. The panel membership and proposed topics are as follows:

»» Panel Speakers:



Prof. Roger Nunn



Dr. Vijay Singh Thakur



Chris Weagle



John W. Gilbert

»» Biography: 1

»» Title: ENG 302: Stylistics at American University of Sharjah

Prof. Roger Nunn is currently Head of the Department of English at the American University of Sharjah in the UAE. He has an MA and a PhD from the University of Reading, UK. He has enjoyed teaching in a variety of international locations, including France, Qatar, Abu Dhabi, Ethiopia, Japan, the UK and Germany. He is an Editor of the Asian ESP Journal and a founding member of English Scholars Beyond Borders. He specially enjoys presenting and publishing in as broad a variety of international locations as possible. He has been fortunate to develop his career as an expatriate teacher/researcher in Asia and the Middle East. He believes these are major centers of scholarship in my fields of interest.

He has developed his own holistic approach to ELT scholarship and education, an approach which engages learners and colleagues as ‘whole’ people in life-long learning and openness to other cultures. One of his recent related interests is phenomenology (a ‘philosophy of life’). He has published very widely across genres and edited over 100 journal issues as executive Chief Editor, including supervising and reviewing for the PhD and Masters’ thesis section of Asian EFL over 8 years. He has been fortunate to be able to give conference presentations and workshops in many different countries, and enjoy forming strong research relationships with international

and local colleagues and has tried to publish and present in as many countries as possible and to engage in dialogue across borders. Founding ESBB (English Scholars Beyond Borders) with other international scholars was therefore a natural progression for him. He believes in publishing in a broad international range of books and journals with a variety of publishers across cultures. He does not believe in targeting a few ‘center’ journals. The ESBB journal has recently achieved Scopus ranking.

» Biography: 2

» **Title:** Cultivating higher-order thinking skills through aesthetics and creativity of poetry: Pedagogic motivations and directions

Dr. Vijay Singh Thakur is an Associate Professor in the Department of English Language and Literature of Dhofar University, Salalah, Oman. Currently, he is the Assistant Dean of the College of Arts and Applied Sciences of the University. He holds a doctorate degree in Applied Sociolinguistics.

His main publications include two books on Discourse Analysis of a Novel: Theory and Method and Sociolinguistic Perspectives of Politeness in Communication and two jointly edited books on Effective Writing Methodologies and Critical Perspectives on EFL Assessment. He has also published 34 research papers and made 21 presentations at international conferences in the fields of Applied Sociolinguistics, Discourse Stylistics, Cross-Cultural Pragmatics, and TESOL Pedagogy. His academic contributions also include one completed Ph.D. thesis supervision in India and evaluation of 37 Ph.D. & 9 Master’s theses from the universities in South Africa, India, Qatar and Oman.

He is a member on the editorial boards of 4 international journals indexed by Scopus and Eric namely The Asia TEFL Journal; Journal of English as an International Language; English Scholarship Beyond Borders; and International Journal for the Scholarship of Teaching and Learning. He is also an active member of an international not-for-profit academic organization called English Scholars Beyond Border.

»» Biography: 3

»» **Title:** Eastern and Western short fiction: Reading and writing—A reading and writing elective course at Kyung Sung University, South Korea

JOHN W. GILBERT grew up in the Midwest in the Kansas City and Chicagoland areas. He attended university in New England at the University of Rhode Island where he received his BA in English Literature. He moved to Korea in 1996 and taught English Communication at Yonam College in Jinju and Dongguk University in Gyeongju. He left Korea and lived in the US and Thailand from 2012 until 2016. In 2016 he returned to Korea, this time to Busan, where he now teaches at Kyung Sung University. He received his Cambridge CELTA in NYC in 1995 and his Master's in English from Tiffin University in Ohio in 2018. Roadfriend96@gmail.com

»» Biography: 4

»» **Title:** Incorporating a creative writing assessment into “WRI 101: Academic Writing I” at the American University of Sharjah

CHRIS WEAGLE is an east coast Canadian expatriate who teaches academic writing in the Department of English at the American University of Sharjah. He has been teaching academic writing at AUS for the past 8 years, and before that he spent 11 years in South Korea and a year in Thailand. His most recent publications have appeared in the ESBB Creative Pages, and in the STU Reader, a Canadian anthology of creative writing. He has published poetry in the Canadian literary journals *The Fiddlehead*, *Nashwaak Review*, *Grain*, & *The Malahat Review*. Chris has won a few poetry prizes, most notably the Ralph Gustafson Poetry Prize, and he was shortlisted for the CBC Poetry Prize, one of Canada's national poetry awards. Chris has served on the editorial board of *The Fiddlehead*, which is Canada's oldest literary journal, and most recently he edited the Creative Pages for ESBB's Volume 7, 2nd edition. He is currently working on an epic long poem called *The Puzzle Factory*.