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INFLUENCE OF ORAL COMMUNICATION TASK-TYPE AND PROFICIENCY ON COMMUNICATION STRATEGIES USED BY OMANI EFL LEARNERS

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Communication strategies, an important component of strategic competence in foreign language learning are techniques used by language learners to overcome the gap between their knowledge of the language and what they intend to communicate. Several studies reporting lack of communication competence among Omani learners have underscored the importance of communication strategies. An in-depth investigation into the factors that affect strategy use has clear implications for foreign language learning and teaching.

This quantitative study examines the influence of proficiency and task-type on three major communication strategy categories: Communication Flow Maintenance Strategies, Interactional Strategies, and Compensation Strategies. Participants of the study are Omani EFL learners (n = 32) pursuing the General Foundation Program (GFP). To examine the use of communication strategies, three oral communication tasks were designed based on widely accepted models of task design. Participants in pairs (proficiency based) performed the tasks which were audio-video recorded and transcribed. The strategies used by each participant were recorded and quantified on an oral communication strategies checklist based on established taxonomies.

Results of non-parametric tests show that there was a statistically significant difference in the use of communication strategies between information-gap task and picture story by the low proficiency group. For the high proficiency group, it was between abstract art task and picture story. The findings highlight that the overall use of communication strategies was more for the high proficiency group compared to the low proficiency group. Further, task characteristics had an influence on the use of communication strategies. Both proficiency groups used communication strategies least in the picture story task, more in the abstract art description task, and most in the information-gap task. Proficiency driven differences were noted in the use of the individual strategies under each category, across tasks. The findings of this study have implications on designing communicative tasks as a tool to encourage the use of a wide gamut of communication strategies.

AN INVESTIGATION INTO THE LEARNING STRATEGIES EMPLOYED BY ENGLISH DEPARTMENT STUDENT AT SQU

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This research examines the Language Learning Strategies (LLS) used by students in the English Department at Sultan Qaboos University (SQU). The study explores how LLS, which are defined as the techniques and

actions taken by language learners to enhance their learning process, relate to different variables such as gender, level of proficiency, year of study, and studying program. To achieve these aims, the researcher conducted a review of the literature on LLS definitions and classifications, as well as existing research on the same variables.

The research involved 50 participants from SQU's English Department, comprising 28 females and 22 males, who completed the Strategy Inventory for Language Learning (SILL) questionnaire. The findings show that metacognitive strategies are more frequently used than other types of LLS, and that females use LLS more frequently than males. Additionally, students with a higher level of proficiency use LLS more frequently than lower-level students. The study found no significant relationship between the use of LLS and the year of study or college.

Overall, the paper concludes that English Department students are aware of the benefits of LLS, yet there is a need to raise their awareness further. The paper recommends that future research investigate cultural influences on LLS use and that educators encourage the development and use of LLS to enhance language learning outcomes.

EXPLORING ENGLISH AS A MEDIUM OF INSTRUCTION IN TECHNICAL LANGUAGE AND COMMUNICATION TECHNIQUES USED IN THE ENGINEERING INDUSTRY

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English as a global medium of instruction is widely applied and incorporated within the curriculum in different fields of study in higher educational contexts. Engineers are required to communicate clearly in English more than ever before as the engineering profession becomes more internationalized. However, little study has been conducted on the particular linguistic requirements and competence of engineers in the field. This study intends to investigate the technical vocabulary and communication techniques employed in engineering sectors and to pinpoint any potential language barriers that engineers might have. A study using an exploratory mixed-method approach (quantitative and qualitative) was carried out in Middle East College, Oman, and included interviews with business executives to learn more about the specific language barriers that engineers face in the workplace and a thorough survey with faculty members, graduates, alumnus, and undergraduate students to ascertain the specific linguistic requirements of undergraduate level students studying different fields. The sample size was determined to be 109 based on the population size of 180 students. 124 responses were gathered in total. Interviews with two faculty members and two students took place. The results of this study are satisfactory and considerable for practitioners in higher educational contexts in improving knowledge of the language requirements for engineers working in the field and offer useful information for the creation of English language instruction programs for engineers. Moreover, the results of this study provide important

information for the creation of English language training programs and help to better understand the language requirements of engineers working in the field. The emphasis of these programs should be on developing engineers' communication skills while emphasizing specialized technical jargon and expressions. In conclusion, this study highlights the necessity for engineers to keep improving their English language skills in order to compete in the worldwide engineering industry.

EFFICACY OF PRE-WRITING ORAL DISCUSSION AS A METHOD FOR ENHANCING WRITING ABILITIES

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Teacher-led class discussions are considered to be an effective technique for fostering learners' creativity. This study seeks to assess the value of such discussions prior to the writing tasks through the use of an oral questioning strategy. Two classes of 55 level 3 EFL Omani learners were split into control and experimental groups. Prior to the experimental group's weekly writing tasks, topic-based questions with a similar outcome of conceptual learning were succinctly explained, in addition to a survey and an interview intended only for the experimental group. Pre- and post-test written assessments were conducted before and after the practice to evaluate its efficacy. The findings reveal that the high-proficiency students benefited the most in the writing tasks following the oral discussion, whilst the writing skills of low and average proficiency students only slightly improved and were only marginally higher than the control group. Overall, the study validates that students' writing skills do not consistently reflect teacher-led discussions in a productive and lasting way. In the aforementioned scenario, the study suggests substituting topic-based questions that are logically sequenced with structured discussions, which might be more effective in improving writing.

THE IMPACT OF GAMIFICATION ON ENGLISH LANGUAGE TEACHING: AN EXPLORATION OF ITS EFFECTIVENESS AND POTENTIAL APPLICATIONS

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The proposed study investigates the effects and possible uses of gamification on English Language Teaching (ELT). Gamification is the process of incorporating game concepts and aspects into non-game contexts, such as educational settings. Gamification has resulted in improved student motivation, engagement, and learning outcomes in ELT. A review of previous studies on gamification in ELT as well as

a study of case studies of ELT classrooms that have used gamification are part of the research for this paper. The results of the literature study indicate that gamification can improve student motivation and engagement, however there is conflicting evidence regarding how it affects learning outcomes. The case studies show that gamification can be utilized in ELT, but it's crucial to take the requirements and objectives of the students and the classroom into account while creating and putting into practice gamified activities. The use of game-based activities to teach grammar, vocabulary, and language skills as well as the use of games to create authentic and interesting language-learning environments are some potential applications of gamification in ELT. While gamification has the potential to increase student engagement and motivation, further study is necessary to fully understand its effects on learning outcomes. The information gathered from the literature review and case studies will be compared and analyzed in order to pinpoint the potential gamification uses in ELT and offer suggestions for future study. By observing and speaking with instructors and students who have utilized gamification in the classroom, the methodology selected will enable the creation of an overview of the body of knowledge and evidence on the subject. This will give a thorough overview of the effects of gamification on ELT, as well as its possible uses and drawbacks.

THE IMPACT OF MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN DEVELOPING THE SPEAKING SKILL: AN EMPIRICAL STUDY IN THE UNITED ARAB EMIRATES

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One of the technologies in education that are developing the fastest is mobile technology and its applications. They present a good opportunity to access numerous information sources at any time and location. In the study context, students who enroll on the Foundations program at Dubai Men's College in the United Arab Emirates (the UAE) suffer from a cumulative lack of language proficiency in general and speaking proficiency in particular. The study's primary purpose was to examine the impact of Mobile Assisted Language Learning (MALL) on students' English language speaking skills. The study also examined how teachers perceived the effect of MALL on students' speaking skills. The research question was: To what extent did students' speaking skills in the experimental group develop through MALL compared to those in the control group? This subject was addressed using a mixed-method approach that included qualitative and quantitative data collection and analysis. A quasi-experiment of 66 students formed an experimental group and a control group, and 20 teachers were involved. The results showed that the experimental group had statistically significant differences from the control group. The study emphasized the advantages of adopting MALL to develop students' speaking skills, particularly those who appear unmotivated. Regarding the study's limitations, the time constraint of the short third cycle (10 weeks) was the researcher's top priority. Even though the course was intensive, it was unable to provide sufficient training to the students. Finally, several teachers exhibited strong support for the application of MALL. Additional empirical research should be conducted to increase the generalizability of the findings owing

to the context and the limited number of the current study subjects (33 students in the experimental group).

NATURE OF ENGLISH LANGUAGE TEACHING: TEACHING ENGLISH ACROSS CULTURES

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Language learning and language teaching should not be considered two different things. Fundamentally, they are the ‘two sides of the same coin’. The relation between the two is one that defies close analysis. That is why, “Did he learn?” or “Was he taught?” is an unanswerable question. Consequently, while teaching a language, the teacher has to follow the same principles that are required by the student for learning it. Thus, language learning and language teaching are closely related processes. The meaning of learning a language or acquiring a language truly means “learning effective and acceptable language behavior in situations in an unfamiliar culture. Learning a language also means “to know a language”. This involves three components : sound, structure and vocabulary. If a person wants to have mastery over a language, he will have to master all the three components through the four skills-Listening, Speaking, Reading and Writing. C. C. Fries rightly says:“A person has learnt a foreign language when he has first, within a limited vocabulary, mastered the sound system, and has, secondly, made the structural devices matters of automatic habit.”

Thus, memorizing some words of a language and using them here and there in a society does not mean learning a language. Similarly, “knowing about a language” also does not mean learning a language. A person may know something about the alphabet and syntax of a language but he may not be able to speak it. He may know the history and development of a language but he may not be able to speak and understand it. Actually, learning a language means the ability to speak it, understand it and use it in an acceptable manner.

INSTIGATING GAMIFICATION INTO EFL GRAMMAR CLASS TO ENCOURAGE STUDENT ENGAGEMENT

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The knowledge of grammar plays a vital role in developing other communicative skills. Students’ written work improves when they have sound knowledge of grammar. English has tricky grammar, and that makes it difficult for the students to retain and apply the rules. Therefore, they may lose interest in the learning process. Concerning students’ engagement in grammar class, it is imperative for teachers to devise new techniques to engage and encourage students. There are a number of different ways to make grammar classes active, interactive, and engaging. As can be seen from the literature, the latest technology has had

a positive effect on the learning process in a variety of ways. This technology has paved the way for novel pedagogies. One such pedagogy that has been extensively used in the field of education, in general, and language learning, in particular, is gamification. The use of gamification could provide a sketchy solution to the lack of interest, motivation, and engagement of learners in the learning process. Gamification has demonstrated its potency in enhancing learners' comprehension of educational content. The aim of this study was to investigate students' perceptions of the use of gamification in learning grammar. The participants were 35 Foundations Level 2 students at UTAS, Nizwa. The data were collected through questionnaires, observations, and structured interviews. The results of the study manifest that students have positive perceptions of gamification as a pedagogy in English grammar teaching. It is recommended that gamification can be extensively used in teaching English grammar to yield positive results and boost students' engagement in the learning process.

INTEGRATING HTML5-BASED SPEECH RECOGNITION WITH LEARNING MANAGEMENT SYSTEM TO ENHANCE EFL LEARNERS' PRONUNCIATION SKILLS

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HTML5 (HyperText Markup Language version 5) is currently integrated with almost all web-based applications due to its compatibility with numerous types of multimedia content including music, video, and animation. This exploratory study focused on the application and assessment of an HTML5-based plugin called H5P (free and open-source software) in developing the pronunciation skills of intermediate-level learners of English as a foreign language (EFL). The target words were initially recorded with their correct pronunciations and then the audio files were imported into H5P to create interactive exercises. The H5P was then integrated with the institutional Learning Management System. The intervention was implemented on 190 EFL learners enrolled in the General Foundation (GFP) in a university college in the Sultanate of Oman. The efficacy of the approach was assessed through the perspectives of students and their instructors by using student questionnaires and instructors' (n=2) interviews. The study yielded encouraging findings since most of the students as well as their teachers agreed that the use of HTML5 was helpful in enhancing students' pronunciation skills as it provided automatically generated instant feedback, was easy to use, and could be used by students autonomously at their own pace. Although there are software-related limitations such as lack of a method to group all the words in one capsule which results in each word having its own H5P file and "raw" recordings to be converted into MP3 before their integration into H5P, the study has practical applications for EFL teachers and curriculum designers in terms of developing the pronunciation skills of students, improving the design of EFL curricula or training EFL teachers to incorporate technology in their instruction.

ESTABLISHED PRACTICES, CHALLENGES AND ACHIEVEMENTS IN CREATING INCLUSIVE ENGLISH LANGUAGE CLASSROOMS IN OMAN'S INSTITUTIONS OF HIGHER EDUCATION

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Research in the context of Oman's higher education indicates that well-established support service systems and procedures, innovations in technology and English language pedagogy could be crucial for special needs undergraduate students' language learning and their effective inclusion into the classroom. However, limited attention has still been reported on the common teaching and learning practices, as well as challenging and successful episodes of such practices that could be relevant to the context. This design-based study yielded data and descriptive information collected in order to better understand teachers' unique perspectives and opinions about English language teaching practices currently employed across higher education institutions in Oman. Accounts on how English language educators could be better trained to assist special needs' students to be more inclusive in their English language learning and tailor their teaching in response to individual students' needs were gathered through the structured interviews with six faculty of the Centre for Preparatory Studies at Sultan Qaboos University. The analysis involved data management, description, and identification of the themes that brought meaning and unified diverse experiences into meaningful wholes. The results of the study reveal sensitivity and a very positive attitude shown by teachers toward inclusive English language teaching. However, there are several challenging aspects, including misinterpreted concepts, limited knowledge and expertise. Though the study looked only at teachers from one institution of higher education, it is evident that exploration of both formal and informal means of helping teachers in developing new insights into inclusive language pedagogy is essential. Being supplied with access to relevant teacher professional development and resources on innovations in education and technology, the teaching community will be provided with better pedagogical tools, and many barriers in teaching and learning will be removed.

REFLECTIVE WRITING PRACTICE IN ENGLISH FOR BUSINESS CLASSROOM: STUDENTS' PERSPECTIVE

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Effective written communication in English is one of the most valuable assets and professional skills for growth and development in the business world; however, writing is reportedly one of the biggest

challenges that business students face despite the recognized importance of English as one of the major languages of business and business education. This paper explores reflective writing practice integrated into the problem-based component of the English for Business course offered at Sultan Qaboos University in Oman and its student-perceived impact on meeting their academic and professional needs, instilling their social responsibility, and equipping them with the required knowledge and skills. The impact was examined by analyzing the responses of the English for Business students to an online questionnaire that inquired about their self-perceived views on the reflections integrated into the course problem-based learning component and whether these were useful for students' skill set development and enhancement. Ninety-one students were asked to focus particularly on the reflective writing assignments about their teamwork experiences and research and time management skills development. The results show that reflective writing assignments are very supportive for enabling students to develop new significant insights and perspectives in terms of linguistic advancement in English, written communication enhancement, and development of the abilities to describe, analyze and evaluate individual performance throughout the course and make accurate conclusions. For more effective reflective writing practice, the findings suggest that language educators must consider incorporating additional instructional materials and resources of different types. Such practice might help in building up teaching and learning experience that boosts students' abilities to interact in writing, think critically and analytically, and fosters their individual progress. This discussion is limited to the data available on English for Business students and their syllabus at Sultan Qaboos University. The reflective writing, however, has general applicability in other contexts.

THE EFFECTIVENESS OF QUIZLET ON WRITING LEVEL OF GFP STUDENTS IN OMAN

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The purpose of this study was to investigate the effectiveness of using the Quizlet tool in enhancing vocabulary acquisition and writing skills development among general foundation program students in Oman. A quasi-experimental, non-equivalent controlled group design was employed, with a sample of 64 students randomly assigned to the experimental and control groups. The experimental group received vocabulary instruction using the Quizlet tool, while the control group received vocabulary instruction using traditional methods. Pre- and post-tests were administered to measure vocabulary knowledge and writing skills. The results of the t-tests indicated that the experimental group significantly outperformed the control group in both vocabulary acquisition and writing skills development. These findings suggest that the use of the Quizlet tool is an effective strategy for supporting vocabulary acquisition and writing skills development among general foundation program students in Oman. Limitations of the study and implications for future research are discussed.

A FRAMEWORK TO LEVERAGE ARTIFICIAL INTELLIGENT TOOLS TO FACILITATE ENGLISH LANGUAGE TEACHING AND LEARNING THROUGH FLIPPED TEACHING

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The rapid development of 4th industrial revolution is transforming the human life in all aspects especially in educational environment. Artificial Intelligence (AI) is one of the breakthroughs in Industrial Revolution 4.0. AI is a simulation of human intelligence in machines that are programmed to think and act like humans. Such systems enable the user to learn from data and algorithms using different types of devices and tools in a variety of domains. The impact of AI in educational sector is remarkable, especially in teaching and learning of the English Language. Since English is the commonly used language for communication around the world, it is necessary to explore how it could be made easy for the learners to understand and use it from a young age, using advanced technologies like industrial 4.0. The purpose of this research is to suggest an innovative framework (methodology) for teaching and learning of the English language through flipped teaching pedagogies to enhance the reading, writing, and listening skills. This study also includes a comparative analysis (methodology) on different types of AI tools and technologies to enhance the teaching and learning of English Language on different skills like grasping, coordinating, and integrating their knowledge efficiently.

ACTIVE LEARNING APPROACHES AS A GATEWAY TO LIFE-LONG LEARNING: POTENTIAL AND LIMITATIONS

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Developing students' capacity to learn beyond the classroom time and space is the ultimate goal of education in this era. Active learning is promoted as an approach that can help achieve this goal through the development of students' autonomy and enhancement of essential 21st century skills. This presentation reports on a study that explored the perceptions of 44 prospective Master's students about the implementation of active learning strategies; specifically, flipped learning, reflective writing, problem-based learning, and critical thinking informed by Socratic questioning in an English Language and Skills course offered at Sultan Qaboos University, Oman. More specifically, the study focused on the perceived

benefits and challenges associated with these active learning approaches. The study employed a mixed-method design where data was obtained from three main sources: a questionnaire, students' reflections, and interviews.

The study results pointed to positive impressions about active learning strategies and revealed that the main perceived benefits of these strategies are 1.enhancement of students' autonomy and metacognitive skills; 2.development of students' academic, language, and twenty-first century skills (e.g. research and study skills, oral and written communication, and higher-order thinking skills); and 3.increased learner engagement. Conversely, the study indicated that the experienced challenges were associated with the 1.novelty of these strategies to learners; 2.inadequate academic skills; 3.heavy workload; 4.poor communication and collaboration skills in team-based activities; and 5.limited technological and linguistic abilities.

The study contributes practical knowledge to the EFL field and highlights considerations for practitioners while implementing active learning approaches in their respective EFL classes. Further research is required to explore the potential of the aforementioned active learning techniques in teaching various language skills to different age groups in diverse educational settings.

BRIDGING THE GAP BETWEEN FACE-TO-FACE AND ONLINE SESSIONS: EFL TEACHERS' PERCEPTIONS TOWARD BLENDED LEARNING

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There has been a rise in the use of Internet-based technologies in the academic sector. These technologies have opened a whole new world of possibilities for enhancing teaching and learning procedures and results, such as blended learning (BL). When L2 teachers teach the same content face to face and online, such a transition might cause a gap, especially for students with lower grade point averages. This study aims to investigate the perception of foreign language teachers of blended learning at an English Language Institute at a university in Saudi Arabia and how to rectify the gap between online and face-to-face sessions. The study used a qualitative research design with a focus on thematic analysis. Three participants were identified through purposeful sampling. Data was then collected using non-structured open-ended interview questions and observations involving the three selected participants. The outcomes of this research provide insight into EFL teachers' attitudes on blended learning. The findings show that EFL teachers are enthusiastic about incorporating online teaching within face-to-face education. There are different strategies indicated by the participants to bridge the gap using the blended learning. However, there are some limitations to this study such as the small sample size. In addition, as this study was conducted in a female university with female participants, including male participants from a different university would provide more generalization of the findings.

EXPLORING THE EFFECTIVENESS OF SYNCHRONOUS AND ASYNCHRONOUS ENGLISH LANGUAGE TEACHING AND LEARNING: A COMPARATIVE STUDY

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Through a comparative analysis, the goal of this research work is to examine the efficacy of synchronous and asynchronous language teaching and learning techniques. The results of this study are discussed in relation to the design and execution of language learning programs as well as the implications for language teachers and educators. Overall, this study adds to the current debate on the most effective ways to teach and learn languages. By using a comparative analysis, this study intends to investigate the efficacy of synchronous and asynchronous language teaching and learning techniques. The study involved tracking and analyzing the progress of a sample group of language learners who were instructed both synchronously and asynchronously. The sample selection, data collection, and data analysis processes, as well as the experimental design and ethical considerations, are all described in the research methodology. To respond to the study questions and evaluate the hypotheses, cutting-edge data analysis techniques were applied. To compare the efficacy of the two approaches in terms of motivation, engagement, and language acquisition, the data were analyzed statistically. The information was utilized to contrast the two approaches' efficacy in terms of motivation, engagement, and language learning. The study's conclusions showed that both synchronous and asynchronous approaches have particular advantages and disadvantages. Asynchronous methods were found to be more successful at fostering language acquisition, whereas synchronous methods were more successful at fostering motivation and engagement. The requirements, preferences, and unique learning context of each individual learner, as well as the efficacy of both methods overall, play a significant role.

THE BENEFIT OF "THE LAW OF ATTRACTION" IN THE PERSONAL AND ACADEMIC LIFE OF FOUNDATION STUDENTS

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Psychology and education are two fields that can contribute to the success of students. This paper highlights the benefits of the application of the Law of Attraction in students' personal and academic life in their first year. Previous studies have focused only on the usage of the law of attraction in personal life. This study spotlights the effects this law on students' personal and academic lives. It first reviews the

literature on the definition and the application of the law. It also gives the steps and rules for applying the processes of the Law of Attraction.

The research is based on a questionnaire that is distributed to 40 first-year students from different colleges in the Sultanate of Oman. The study concludes that this law affects the students' personal and academic lives positively and helps them to raise their marks. The results prove that most students who experience positive effects from the Law of Attraction have higher marks. . That means this law affects the students' performance positively and helps them to overcome their difficulties in their studies. From a learning perspective, this law helps the students to have a better academic experience. Moreover, it motivates them to learn a new language and enhances their learning skills.

The study offers some recommendations and further research which are discussed at the end. For example, students agree that there is a lack of courses about this law in the universities and colleges in Oman, so they have limited information about it. One of the recommendations that this study ends with is that Higher Education Institutes (HEIs) can introduce the "Law of Attraction" as a required course for all students.

USING VISIBLE THINKING ROUTINES IN UPPER SECONDARY CLASSROOMS

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This workshop will provide attendees with ideas on how to incorporate Visible Thinking Routines in their classrooms with minimal preparation.

During the course of the work session, Visible Thinking Routines will be presented in a loop-in method. The core thinking routines will be discussed and analysed to be used as cognitive tools to showcase student thinking and processing of information. It will equip participants with tools to document student learning and use them as scaffolds to develop and progress through the learning cycle.

OBJECTIVES:

Participants will be able to:

- Recognise that there are already things you do to make your own and your students' thinking visible.
- Appreciate that thinking routines are designed to "teach themselves." They can be used without prior preparation or experience.
- Understand what it's like to use a thinking routine with a work of art/language.
- Appreciate that thinking routines can be used to encourage slow looking and deep learning.

This will enable educators to apply these routines in any classroom setting and allow for maximum student participation and engagement.

THE USE OF CORPUS IN TEACHING TRANSLATION: PERCEPTIONS AND IMPLEMENTATION

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Translation skill is regarded as fifth language skill these days. With the advent of technology and the use of corpora, the translation skill has got high significance. This study aimed to apply the Data-driven Learning (DDL) approach to increase learners' perception of different collocations in translating from Urdu into English and gauge the efficacy of the approach employing an experimental research design. There were 63 participants (39 females and 24 males) who were students of BS English program. Data were collected by administering a questionnaire adapted from Akkoyunlu & Kilimci (2017) and a translation and collocation test. The participants were given a pre-test for translating a paragraph from Urdu to English that was taken from a newspaper along with a collocation test adapted from Akkoyunlu & Kilimci (2017). They were given a treatment of 10 weeks teaching through the use of corpus, in which British National Corpus (BNC) was utilized. The same test (translation test and collocation test) was conducted at the end of the treatment period as a post-test. The findings of the study indicated a significant improvement in learners' perception and usage of collocations in translation. The questionnaire results indicated that the corpus application in translating from Urdu to English was a very useful pedagogical resource. The students enjoyed the practical application of the corpus (BNC). The study suggested that the Data-driven Learning (DDL) approach would yield better results in teaching translation skills.

IMPLEMENTING DISCIPLINE-SPECIFIC WRITING SUPPORT FOR UNDERGRADUATE STUDENTS IN THE OMANI CONTEXT

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This paper will evaluate how a writing centre in a private higher education institution in Oman supports discipline-specific academic writing for undergraduate students in Computing, Electronics Engineering and Business. One of the key interventions introduced by the centre was adopting a writing in the disciplines (WID) approach by offering scheduled writing classes for selected modules. It was designed to support 550 students enrolled in seven modules across the three disciplines in meeting the requirements of their coursework. Integrating this intervention into the curriculum involved close collaboration with subject teachers to understand the genres that students are assigned, designing course materials for

synchronous and asynchronous learning, and implementing innovative and research-informed pedagogies. Students were also offered individual consultations to complement the support offered during the classroom sessions. This study will discuss the effectiveness of these embedded modules based on feedback from students as well as the faculty members involved through the institutional module evaluation surveys and feedback forms. The findings indicate that there is significant improvement in the quality of assignments of those students who availed the services of the center. Although the interventions are specific to these programmes and context, we believe that they will provide a model for other writing and language centres to develop innovative pedagogical models to support disciplinary student writing at both the undergraduate and postgraduate levels.

MATERIAL DEVELOPMENT FOR ESP: A CASE FOR IN-HOUSE MATERIALS DEVELOPMENT FOR MEDICAL ENGLISH

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The need for enhancing English proficiency is one of most significant issues tackled by many medical students in EFL contexts across the globe on a daily basis. In the ESP context, the teacher has numerous roles in order to fulfill the needs of the learners, including needs analyst, syllabus designer, material developer, practitioner, evaluator and is also in charge of setting goals and objectives for the course. While ESP learners are more enthusiastic and demanding in their specialized field, it is essential to consider their needs and requirements first when developing materials. Interests, target and proficiency levels of ESP learners usually differ; therefore, ESP material should be tailored to meet the needs of such an audience. This study provides a detailed account of developing in-house materials tailored for the Medical English II course at Iran University of Medical Sciences, with emphasis on the important features of a medical English course book to enhance technical vocabulary and reading comprehension in an ESP course. Key elements of material development in the ESP context are put forth, followed by selection of content, developing exercises and activities, pilot testing the book, getting feedback from students and ESP experts, revising and implementing changes, and finally, the outcome of such an endeavor. The results of this study can be beneficial on a global scale for students in the field of medicine and other professions, instructors on the lookout for appropriate teaching content, and practitioners in the realm of material development.

TOWARDS THE EFFECTS OF ONLINE LEARNING ON EFL STUDENTS' MOTIVATION

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Since online learning has been an indispensable method throughout the COVID-19 Pandemic (2020-2022), the effect of online learning on students' motivation toward learning has been a major concern. This study aims to investigate the motivation of English as a Foreign Language (EFL) students at the University of Nizwa (UoN) during their online learning experience since the pandemic began. Fifty English learners from all four academic years at the UoN have responded to a questionnaire conducted online via Google Forms to examine the living conditions during online learning, following the ARCS model (Attention, Relevance, Confidence, and Satisfaction) by John Keller (2000). This model was selected as it studies students' motivation from different dimensions: cognitive and behavioral. Also, it is related to the learning content, teaching approaches, learning environment, and the cognition of the students. For deeper investigation, six EFL learners were interviewed to discuss their motivation, in depth, during online learning. The findings depicted that students' motivation was relatively negative, and students have shown lack of attention, relevance, confidence and satisfaction towards online learning. Moreover, the study illustrates that internet conditions have played an integral role in making online learning demotivating.

EVALUATION OF STUDY SKILLS INTEGRATION INTO OMANI SECONDARY SCHOOL CURRICULUM

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Study skills are considered critical in both the academic and professional life of a student. This study aims to investigate the extent to which secondary school students in Omani public schools possess study skills and how these skills are integrated into their English language textbook. Specifically, the study explored: i) the study skills profile of students in terms of college readiness; ii) the correlation between students' academic performance and study skills; and iii) the types of study skills embedded in the 'Engage with English' coursebook and workbook used in Grade 12. For this purpose, an adapted version of the pre-tested Study Skills Inventory developed by Dennis Congo was administered to 162 secondary school

students. The results revealed that the students were relatively strong in the skills of memorising, test preparation, and concentration; however, most students lacked fundamental study skills such as reading, critical and creative thinking, and time management skills. With respect to correlation between study skills and academic performance, a bivariate correlation between the individual high school percentage and skills was performed using SPSS. The results showed a weak correlation between study skills and student performance for most of the skills except concentration which revealed a strong positive correlation with Pearson value of 0.72. The document analysis of the textbook was conducted in alignment with the same inventory. The analysis revealed that although the textbook covers reading and memorising skills, other important skills including note-taking, test preparation, time management, and critical thinking skills are not targeted adequately. Although the student sample size is relatively small and only one textbook used by Grade 12 students was analysed, the study highlights an urgent need for the inclusion of study skills in the Omani public school curriculum to enhance students' transition to higher education and their professional success. The curriculum designers and decision-makers should consider embedding study skills more extensively in the curriculum during the next review cycle.

OPPORTUNITIES AND CHALLENGES OF CHATGPT IN THE ELT SCENARIO OF OMAN

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English language teaching (ELT) practices have been increasingly incorporating technology and have been shaped by many technological advancements. Chat Generative Pre-trained Transformer (ChatGPT) is a recent addition to these advancements. As a powerful large language model, ChatGPT has the potential to positively impact teaching and learning by being used as a tool to enhance e-learning in ELT. This presentation will explore the opportunities and challenges of using ChatGPT, particularly in the ELT scenario of Oman, with a special focus on higher education, based on a small scale research conducted in a university in Oman.

ChatGPT has the ability to generate human-like text based on a prompt, and can be used for various natural language processing tasks, such as language translation, question answering, and text summarization. It can provide a wealth of practice exercises and language-learning resources, including dialogues, reading passages, and listening exercises. It can also assist students with homework, essays, and academic assignments.

This study utilized a qualitative research method. Ten experienced teachers were interviewed, all of whom work at a public university in Oman. The findings provide valuable insights into the potential of ChatGPT as a tool for enhancing ELT in Oman, and emphasize the need for changes in existing teaching, learning, and assessment methods.

The limitations of this study include the small number of participants due to time constraints and the fact that the study did not investigate the actual use of ChatGPT by students or their opinion. Nevertheless, the results of this study will be useful for educators, researchers, and policymakers seeking to make changes to existing teaching, learning, and assessment methods.

KAIZENA: HOW IS IT A TOOL FOR INDIVIDUALIZED AUDIO FEEDBACK ON ACADEMIC WRITING?

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Providing effective feedback through audio technology to promote academic writing has yet to be fully explored in Omani higher education institutions today. This paper reports on an investigation of how undergraduate students have perceived the impact of Kaizena as a digital audio feedback tool in the foundation classes in one of the higher education institutions in Oman. The Kaizena platform was evaluated in terms of its effectiveness in providing personalized audio feedback on undergraduate students' academic writing. The paper adopted an interpretive epistemological stance with quantitative and qualitative inquiries to seek EFL students' perceptions. A questionnaire was distributed to 60 English Foundation programme students, from different levels, to collect their satisfaction with the tool in question while a focus group of 6 EFL students taking up an academic writing course was interviewed to elicit their deep analytical responses towards the investigated modality of feedback. Overall, the data-driven results revealed positive responses from the participants, assuring that Kaizena is an effective tool to be used to ultimately enhance their academic writing skills. Implications on the usefulness of the Kaizena and its potential applicability and dissemination in a wider context of HEIs worldwide are extensively discussed.

AN INVESTIGATION OF STUDENTS' ATTITUDES TOWARDS TEACHERS' CODE-SWITCHING AT DIFFERENT PROFICIENCY LEVELS' CLASSROOMS

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English language proficiency is essential for ESL classrooms. Therefore, teachers are expected to use a high standard of English when interacting with their students. However, achieving proficiency in a second language is not an easy task for English language teachers especially when the medium of instruction (MOI) is Only English (OE). Hence, this research study aims to identify the students' attitudes toward code-switching (CS) used by ESL teachers. A quantitative research design was used through the use of a questionnaire to reach valid and reliable data. Pearson chi-square test was carried out in order to find out

the students' attitudes towards teachers' code-switching at three proficiency levels :low, medium, and high. Descriptive statistical analysis was also employed for parts two and three of the questionnaire. The results of the quantitative analysis indicates that there is a significant difference in students' attitudes toward the teacher's use of code-switching at three different proficiency levels. In addition to this, the results also reported that learners hold positive attitudes toward the functions of CS. This postulates a good indicator of using CS in the Urdu language (L1) and facilitated the students' learning process of L2. These functions exhibited that the students from three proficiency levels see the use of CS as an influential teaching and learning resource to improve their language proficiency. Therefore, CS can be encouraging as it does help in improving their linguistic competence in English. Furthermore, the results indicate that there is a positive relationship between learners' proficiency level and their attitudes toward using CS. The findings identify a set of principles that can help teachers, trainers, and policymakers in varied contexts to develop appropriate language policies, and practices that are suitable for local contexts.

A REVIEW OF BIG DATA ANALYTICS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Although data gathering and analysis in computer-assisted language learning are nothing new, the emergence of vast corpora constructed from collections of human language, particularly when incorporated into artificial intelligence-driven systems, has created new opportunities for language teaching and learning. Incredible linguistic capabilities in artificial neural networks are being produced at present. The education sector is gradually becoming more popular with the usage of data mining techniques when working with massive data sets. For educational institutions, students, teachers, and researchers, data from online educational platforms and the current capacity to swiftly capture, store, manage, and process data offer an opportunity. Big data has several applications in language learning, including real-time tracking and analysis of learner behavior, development and customization of instructional materials and methods, and improvement of equational systems and rules. In this position paper, we investigate the use of big data in language learning and examine some essential concepts as well as the most popular tools, methods, and techniques in educational data mining and learning analytics. In this study, the methodology was built on the systematic literature review process. Data were gathered through interviews and a questionnaire. A total of 85 participants responded to the questionnaire and most of them were in favor of the suggested system. In three different contexts, the usefulness of data analytics in teaching English as a second language is evaluated. The authors of this study have proposed a customized framework for English language learners whose first language is Arabic.

APPLICATION OF DATA ANALYTICS FOR QUICK INTERVENTION TO ENHANCE ENGLISH LANGUAGE LEARNING

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Many non-native English speakers struggle to learn the English language, and therefore great efforts are being invested in finding ways to simplify the learning process for different skills like listening, reading, and writing. Data analytics have been recognized as a possible approach as it allows students' performance data to be easily collected and analyzed to customize their learning experiences. With the increasing number of technologies being introduced to assist learning, such data-driven processes can happen in real time. This study aims to use the same concept to enhance the learning of English language by using appropriate tools to collect and analyze the difficulties and challenges faced by the students in the learning of the language. The analysis of the data will then be used to develop the right learning materials for the targeted learners based on their difficulties and challenges. The findings of this study will be useful for both in-class teaching and learning and for autonomous learning.

VERBAL GRAMMAR ORGANIZERS AS PROFESSIONAL TOOLS TO IMPROVE ESL TEACHING AND LEARNING

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This presentation relates to Teaching and Learning Technologies. I will show my original interactive 2D and 3D models of the verbal core of English language, detail motives that pushed me to design and introduce them into teaching practice and explain how they can improve your efficiency in class (with some practical examples). Links to free online models will be provided at the end of presentation.

EXPLOITING ISHIGURO'S 'THE REMAINS OF THE DAY' AS A LANGUAGE REINFORCEMENT PLATFORM

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Literature, taught through different genres in any language provides authentic material for language acquisition by ESL/EFL learners. It offers a range of linguistic choices and multiple levels of textual engagement. It also caters to Krashen's Input Hypothesis (1985) of $i+1$, in which acquisition is presumably

maximized if input is positioned at one level higher than the learner's existing level of language ability. For this research, the novel, 'The Remains of the Day' (TROD) (Ishiguro 1989) has been used to stimulate language learning. It may be noted that Ishiguro is a Nobel Laureate who depicts the harrowing struggle of the central characters resorting to memory assistance to reconcile with their past. The theoretical framework is informed by Johns & Davies's (1983) ideas of Text as a Vehicle of Information (TAVI), Text as a linguistic object (TALO) and Clandfield's (2005) construct of Text as a Springboard of Production (TASP).

Ishiguro's style may be compared to Hemingway in terms of producing episodic long sentences marked by conjunctions and the associations to his Iceberg metaphor. A single textual extract, guided by TAVI, TALO & TASP, will be used to answer these research questions.

- How can TROD be used to develop the ESL/EFL learners' reading skills?
- How can TROD be exploited to improve the vocabulary and grammar of ESL/EFL learners?
- How can selective paragraphs of the novel be used by ESL/EFL learners to develop their writing and critical thinking ability?

The results of the research will probably highlight some of the ways in which literary texts can be exploited for language learning in an EFL/ESL context. The research may perhaps be restricted by its focus on a single literary text and its theoretical basis, but it will significantly contribute towards creative reimagining of the immense literary possibilities for language use.

THE DEGREE TO WHICH STUDENTS OF ENGLISH LANGUAGE COURSES POSSESS SOCIAL AND EMOTIONAL LEARNING COMPETENCIES AT A'SHARQIYAH UNIVERSITY FROM THE POINT OF VIEW OF STUDENTS AND TEACHERS IN OMAN

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Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. The study aimed to identify the degree to which students of English language courses possess social and emotional learning competencies in Language Center and Foundation Program (CLFS) at A'Sharqiyah University, from the point of view of students and teachers. A descriptive approach was used to conduct the study, and the questionnaire consisted of five competencies, and 46 indicators which are: self-awareness - self-management - social awareness - relationship skills - decision-making skill. The sample of the study consisted of 48 male and female students where the results showed that the total

degree of students' possession of social and emotional learning competencies from the students' point of view was high with an average score of 2.65 (66.25%). The overall degree of students' possession of social and emotional learning competencies from the teachers' point of view was analysed. It was found that there were no statistically significant differences in the degree to which students possessed social and emotional learning competencies in the total score according to the gender variable, while there were major differences statistically in the efficiency of self-awareness and the efficiency of social awareness in favor of the female students. As for the variable of the academic level of students (first - second – third), there are no substantial differences in students' possession of social and emotional learning competencies. The study recommends implementing training courses, workshops and lectures on the competencies of social-emotional learning for students.

USING GAMIFICATION IN EFL GRAMMAR CLASS TO ENCOURAGE STUDENT ENGAGEMENT

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The knowledge of grammar plays a vital role in developing other communicative skills. English has challenging grammar which makes it difficult for the students to retain and apply the rules, often leading to disinterest. In order to improve student engagement in grammar, it is imperative for teachers to devise new techniques to engage and encourage students. One such technique used extensively by teachers is gamification. This paper aims to investigate the student's perception of the use of gamification in learning grammar. The main findings showed that most of the learners found the use of gamification in the grammar course amusing, motivating, and engaging. The findings also showed that gamified grammar courses provided students with a better understanding of ESL grammar concepts. Using gamification also paved the way for learner autonomy, as the gaming interface used for this study enables students to work on their own at their own pace while creating a competitive environment in the class. This paper suggests that grammar courses can be gamified by teachers to teach grammar in a fun and interactive way. Thirty-three Foundations Level 2 students at UTAS, Nizwa participated in the study. Foundations Level 2 students at UTAS, Nizwa. The data were collected through questionnaires, observations, and structured interviews. The results of the study demonstrate that students have positive perceptions of gamification pedagogy in English grammar teaching. It is recommended that gamification be extensively used in teaching English grammar to yield positive results and boost student engagement in the learning process.

IMPACT OF SELF-EFFICACY AND LEARNER AUTONOMY ON WORK- INTEGRATED LEARNING AND EMPLOYABILITY SKILLS AMONG UG STUDENTS

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The flourishing, prominent concepts of self-efficacy, learner autonomy, and work-integrated learning (WIL) have brought about numerous positive changes and improvements in higher educational contexts which are intricately interwoven. In line with that, the future working environments require graduates who are self-regulated, life-long learners who direct their own learning process in a way to adapt to contexts enriched with numerous new opportunities and challenges. Current and future higher educational contexts train students using a coherent system for delivering employability skills to develop students' both generic and work skills and further support them in identifying their future academic and career directions. An exploratory mixed-method study was conducted in Middle East College, Oman including in-depth survey and interviews with students at undergraduate level, graduates, alumnus, and faculty members to determine the impact of self-efficacy and learner autonomy on work-integrated learning to enhance employability skills of the students. A total of 130 responses were received where sample size was 125. Reliability test was done using Cronbach Alpha. Findings of the study indicate a considerable impact of self-efficacy and learner autonomy on work-integrated learning which are in line with fostering employability skills among students. The results of the study are promising and considerable for practitioners in higher educational contexts to contribute to global enhancement of employability skills and improved productivity in the workplace.

ACADEMIC INTEGRITY ON M-READER: THE CASE OF FOUNDATION PROGRAM STUDENTS AT SULTAN QABOOS UNIVERSITY

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M-reader is a free online reading tool that motivates learners to read extensively and autonomously. Through its online quizzes, M-reader helps students comprehend graded readers and improve their reading skills. Today, M-reader is used by several academic institutions around the world to facilitate their extensive reading programs. However, concerns have been raised about academic integrity in connection

with M-reader. For instance, students taking quizzes on behalf of others is one of M-readers' biggest challenges. The current study included 229 first-year university students enrolled in Sultan Qaboos University's Foundation Program (FP) in Oman. The purpose of this paper was to investigate the effectiveness of the measures implemented to reduce cheating on M-Reader, as well as what students perceive as academic integrity on M-Reader. To gauge the efficacy of M-reader in maintaining academic integrity, student participation through an online questionnaire and samples of the various measures were collected and analysed. Findings revealed that the measures taken to mitigate academic integrity on M-reader were ineffective. The findings of the study also indicated that M-reader appeared ineffective in maintaining academic integrity among students. Additionally, the study identified how students perceive the measures taken to mitigate cheating. Moreover, the study suggests ways to improve the effectiveness of M-reader in terms of academic integrity.

A CRITICAL RETROSPECT ON FLIPPED CLASSROOM IMPLEMENTATIONS: A COLLECTIVE AUTOETHNOGRAPHY

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The Flipped Classroom has gained increased popularity in higher education recently. After several trial-and-error attempts of both face-to-face flipped classrooms and virtual flipped classrooms in EFL settings, there has been a need for a critical retrospective on these trials for successful future implementations. Adopting a collective autoethnography research methodology, this research explored teaching strategies and challenges associated with implementing flipped classrooms. It compared face-to-face flipped classrooms and virtual classrooms. The Four Pillars of Flipped Classroom proposed by the Flipped Learning Network guided the thematic analysis of the autoethnographic accounts. The results revealed some strategies and some challenges to creating a flexible learning environment, establishing a learning culture, developing intentional content and becoming a professional educator. When both mediums of instruction were compared, the results indicated that face-to-face classrooms differed from virtual flipped classrooms in creating a flexible environment and establishing the learning culture. Although developing intentional content and becoming a professional educator were somehow difficult in virtual settings, the strategies and the challenges remained very similar in both face-to-face and virtual flipped classrooms. For better future implementations of flipped classrooms, institutional support is required in creating policies and regulations and providing technical resources and professional development for teachers.

INVESTIGATING THE EFFECTIVENESS OF USING CHECKLISTS AS A TOOL TO IMPLEMENT PROOFREADING SKILLS IN WRITING CLASSES

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Academic writing skills are critical for academic success, both at the undergraduate and the graduate level. Yet, many EFL students in higher education institutions where English is the language of instruction and assessment struggle with their academic writing skills. The proficiency level expected by students do not meet teachers' expectations. This study attempts to investigate whether students proofread their work before submitting written work. It also investigates the extent to which the use of checklists in revising writing is effective in enhancing students' proofreading skills. It compares students' written texts with and without checklists by identifying the number of mistakes made before and after. The experiment was designed for two groups of students in the Foundation Programme at a private HEI in Oman. Two writing samples each from the controlled group and the experimental group (25 Level 1 students) were collected and analyzed using the paired t-test. An improvement in the mean of the post-test results was observed in the experimental group. The number of mistakes produced by the control group was significantly greater than the number of mistakes made by students who used checklists. Our results indicate that checklists play an essential part in improving students' writing skills. Checklists help students improving mechanics in writing, such as sentence structures, spelling, and capitalization. Accordingly, educational stakeholders are advised to implement proofreading as a stage in writing classes at the HEI level.

IMPLEMENTING TECHNOLOGY TO CREATE AN INTERACTIVE LEARNING ENVIRONMENT

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Engaging students in an interactive classroom has been acknowledged as critical in the language classroom. However, many researchers agree that engaging the students and making them interactive is not always easy. One way to engage students and thus enhance their learning experience is progressively implementing simulation games in the classes, integrating the use of websites and applications in teaching vocabulary and grammar, and transforming PPTs into live or virtual classes. This paper focuses on

evaluating the effectiveness of these interventions by observing students' interactions and understanding of the lesson, administering a questionnaire to collect data from students and conducting a focus group interview with the teacher participants. The study was conducted on 35 pre-intermediate students enrolled on the Foundation Program in a private higher education institution in Oman. The main findings are that most students believe that using games reinforces their interest and engagement in the classroom sessions and motivates them to achieve the outcomes of the course. These findings indicate that using technology not only creates a fun and relaxed atmosphere but also overcomes students' engagement and participation issues, where young learners can learn fast and retain the learning outcomes better. The insights gathered from this study can prove useful to students in similar EFL contexts.

EMBEDDING WORK-INTEGRATED LEARNING AT UNDERGRADUATE COLLEGE-LEVEL CURRICULUM TO ENHANCE EMPLOYABILITY SKILLS AMONG STUDENTS

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Work-integrated learning (WIL) is a prominent, flourishing, educational phenomenon which has brought about numerous positive changes globally in the field of higher education. The corporate sector and governments around the world are seeking 'work-ready' graduates. WIL as an umbrella term, includes a variety of strategies and approaches that incorporate theory with practice of work within a purposefully designed curriculum. WIL makes meaningful, relevant connections to work throughout the curriculum in higher educational contexts which is intricately interwoven with employability skills and enhances these skill sets. Some of the pedagogical approaches adopted in WIL include Practice-based learning, Professional practices, Problem-based-learning, Experiential learning, Workplace learning, and Practice-based education. A study adopting an exploratory mixed-method was conducted in Middle East College, Oman, including an online questionnaire as part of an in-depth survey and interviews with faculty members, graduates, alumnus and students at undergraduate level to determine the efficacy of the contents of the curriculum enhancing students' Employability Skills. Findings indicate that the curriculum of the English modules offered to various levels of undergraduate students, enriched with WIL develops (a) general employability skills and respective requirements of a workplace, (b) effective communication skills with colleagues across diverse roles, (c) an attitude of working effectively and competently, (d) academic knowledge and transferable skills, (e) understanding of ethical practices, (f) professional identity and (g) digital literacy. Students' WIL experiences were considered in designing and implementing curricula related to WIL, which are in line with enhancing employability among students. The results of

this research are valuable for practitioners in higher level educational contexts to integrate WIL and employability skills to contribute to the global augmentation of these two flourishing phenomena.

THE DIFFICULTIES OF USING RESEARCH WRITING SKILLS IN WRITING GROUP RESEARCH REPORTS: OMANI STUDENTS' AND TEACHERS' PERSPECTIVES

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The present study aimed to identify the difficulties that Omani tertiary students face while writing their first research-based group reports from both teachers' and students' perspectives. The study focused on Omani higher education students from a private institution. A qualitative approach was used to collect and analyze data. The data were collected through report samples, students' focused-group discussions, and teachers' interviews. The report samples were analyzed using content analysis, whereas the focused-group discussions and interviews were analyzed thematically according to emerging themes. The findings revealed a variety of challenges in students' reports, including poor writing of literature reviews, plagiarism, and a deficiency of critical thinking evidence. In addition, the results showed that the students and their teacher expressed concerns related to lack of awareness of plagiarism avoidance strategies awareness, difficulties in searching for academic references, and problems with writing literature review. The factors from both teachers' and students' perspective mainly revolved around factors such as group work, assessment pressure, and linguistic proficiency. Based on these findings, it is recommended that research writing skills are introduced gradually and extensively throughout students' foundation study to avoid overloading students with tasks. In addition, modeling students' attitudes is a must in the current context since the majority showed negative attitudes towards working on research reports.

PRE-SERVICE TEACHER'S CRITICAL SELF-REFLECTION IN MICROTEACHING CONTEXT

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Being reflective is one of the required skills in the 21st century era; however, the concept has been researched since its inception by John Dewey (1859-1952) whose famous observation stated that, 'we do not learn from experience. We learn from reflecting on experience'. This study aims to find out pre-service teachers' self reflection patterns in one of the practical courses at University of Technology and Applied Sciences (UTAS), Rustaq College of Education. Precisely, it is contextualized in a microteaching session where the pre-service teachers are required to teach their peers and then self-reflect on their teaching performances. They had to teach twice. However, it was noticed that they do not sufficiently and critically self-reflect on their performance; thus, there is not much improvement in their second teaching. The study was qualitative-based using Gibbs' (1998) comprehensive model of reflective cycle as an analytical tool through which the 30 self-reflections writing were analyzed. Following the document analysis, focus-group interviews were conducted. The study found that the pre-service teachers provide more descriptive than critical self-reflection. There are a number of reasons behind such finding. It is significant, therefore, as teacher educators to enlighten ELT pre-service teachers about self-reflection based on a rigorous model. The study proved the importance of Gibbs' rigorous model in practical courses. However, the study has its limitations in terms of focusing a) merely on one of the ELT courses and b) on one of the educational institution in the sultanate; thus, it will be beneficial if future research studies focus on a range of ELT courses and across teacher education programs to have insightful implications on how critical self-reflection is practiced and therefore suggest rigor methods and strategies of assisting students to be critically reflective practitioners.

DOES LEARNER CENTERED CLASSROOM MATTER?

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Many teachers face the difficulty to engage their students in their teaching as students are demotivated due to different reasons. One of the reasons could be using English when they share the same first language. Therefore, this workshop focuses on developing learners' English skills in a stress-free environment. It provides some tips that teachers could implement in their classes to involve their students and to increase their motivation and the level of English use inside the classroom. This workshop targets

the higher education English teachers. It is based on practical activities such as wordcloud, Remind, Quizziz and google doc that have a great impact on increasing students' involvement whether in face to face teaching or online.