

Abstracts	
Day 1 Morning (10:00 a.m.–1:10 p.m.) Thursday, November 28, 2019	
Affiliation	Philip P. Rodenbough NYU, Abu Dhabi
Title	Scientific writing support in a graduate program.
Abstract	NYU Abu Dhabi maintains a robust system of writing support for its graduate students in science and engineering. This presentation will explore some unique features of this specific genre of writing, highlight institutional resources that have been made available, and speculate on how scholars might improve the state of scientific writing pedagogy.

Affiliation	Neslihan Bilikozen American University of Sharjah
Title	The myth of acquiring academic literacy through academic writing courses only.
Abstract	This paper questions the assumption that university entrants can be fully prepared for the academic literacy demands of the undergraduate curriculum across disciplines through a series of academic literacy courses, often offered during the freshman year. It discusses the overlooked, but essential and complementary, role of subject lecturers in this challenging task.

Affiliation	Iga Maria Lehman University of Social Sciences, Warsaw, Poland
Title	The dialogicality of authorial voice in the narratives of tertiary-level, L2 students of business.
Abstract	The aim of this paper is to explore how second language (L2), tertiary-level students from business-related disciplines create their authorial voice by constructing and sustaining dialogicality in their academic texts through the activation of the three voice types proposed by Lehman (2018).

Affiliation	Silvia Vaccino Indiana University of Pennsylvania (graduate student)
Title	Using mobile technology as a vocabulary learning tool.
Abstract	The session examines the effectiveness of mobile technology to foster vocabulary learning and retention in the classroom. The presentation surveys scholarship on the use of mobile-assisted language learning and presents strategies for its inclusion in the EFL classroom

Affiliation	Anoud Abusalim American University of Sharjah
Title	Modern family or game of thrones: A systematic analysis of second language writing.
Abstract	To contribute to the emerging SLW disciplinarity conversation, bibliometrics analysis of research SLW articles in Web of Science from 2002-2017 is provided in this presentation. Its notable findings emphasize the teaching-driven research in the "transdisciplinary" SLW with 43.7% of its research focusing on pedagogical issues across different units (Matsuda, 2013).

Affiliation	Kara Louise Jones American University of Sharjah
Title	A scholarly communications model in crisis.
Abstract	The scholarly communications system is in crisis and in need of urgent reform. What does this mean for researchers and authors of scholarly works in STEM and wider fields? This presentation argues that maintaining an understanding of the scholarly communications landscape is crucial to its evolution and support for a sustainable and effective component of the research lifecycle.

Affiliation	Noor ul Ain PORTAL Consultants, Pakistan
Title	Establishing professional reading circles (PRCs).
Abstract	This presentation will focus on the practical steps involved in establishing a PRC in an educational institution, its advantages and challenges. It will be based on my on-going research (case study). The Pilot Cycle of the PRC, which was carefully monitored, has already taken place at a private school in Lahore.

Day 1 Afternoon (2:20 p.m.–4:50 p.m.) Thursday, November 28, 2019	
Affiliation	Fatima Bailey and Areej ElSayary Zayed University
Title	Reflective writing for promoting STEM competencies of preservice teachers.
Abstract	Enabling learners to acquire STEM competencies needed to be successful citizens is one of the main drivers of the Science, Technology and Innovation Policy (2015) in the UAE. In order to enable student learners, teachers must be enabled. This presentation explores how reflective writing can promote STEM competencies for preservice teachers preparing to enter 21st century classrooms.

Affiliation	Tharwat El Sakran American University of Sharjah
Title	Using data mining SEMMA steps in teaching academic writing skills.
Abstract	This presentation proposes adopting the data mining sequential steps of Sample, Explore, Modify, Model and Assess (SEMMA) in the analysis of research articles published in academic journals in students' respective academic fields. I will argue that this approach creates awareness of the generic structure of the texts read and has positive effects on students' writing.

Affiliation	Vijay Singh Thakur Dhofar University, Oman
Title	Developing an independent mind: Building bridges between independent thinking and writing.
Abstract	As the scientific disciplines are discovery-oriented, students' success in STEM education primarily depends on independent thinking. This presentation focuses on (a) the primacy of independent mind and thinking skills, (b) the need to teach language in a contextualized, integrated, interactive framework, and (c) how to design and deploy reflection-oriented activities, based on authentic materials, to promote reflective writing skills.

Affiliation	Maher Bahloul American University of Sharjah
Title	Assessing graduating students' writing performance.
Abstract	Dr. Maher Bahloul will share concordance results of a writing performance investigation of students after finishing four years of college. More than 350 students were involved in generating a learner corpus of more than 25,000 words. The scores were way below institutional expectations.

Affiliation	Sarah Hopkyns and Timothy Nicoll Zayed University
Title	Transforming essay writing through app-smashing.
Abstract	This presentation will introduce an app-smashing workflow (combination of apps and websites) for academic essay planning and writing. These comprise: Random.org, Popplet, Adobe Spark, Schoology, and Google Docs. Audience members will learn the steps of the workflow and hear positive feedback from students who have used it.

Affiliation	Stephanie Schmidt Alfaisal University, Saudi Arabia
Title	Using topic-comment analysis to help students understand academic texts.
Abstract	In this workshop, participants will receive a brief overview of the meaning and use of Topic and Comment in applied linguistics. Then, participants will engage in Topic and Comment analysis of texts. Finally, suggestions for classroom activities will be both presented and elicited from the participants.

Affiliation	Nafisa Baba-Ahmed Lancaster University, UK
Title	Unlearning to learn or learning to unlearn? Teaching critical thinking in EAP.
Abstract	This presentation aims to explore the concept of "unlearning to learn" specifically using Bloom's framework to present practical strategies for teaching of both critical-thinking and critical reading and writing simultaneously.

Day 2 Morning (10:45 a.m.–11:55 p.m.) Friday November 29, 2019	
Affiliation	Philip M. McCarthy American University of Sharjah
Title	Introducing auto-peer: A computational tool designed to provide automated feedback.
Abstract	Auto-Peer is an on-demand computational peer-review tool. The app provides a wide range of feedback, requiring students to either 1) modify their text and/or 2) justify their writing choices. Auto-Peer guides students towards improved writing, allows instructors insight into student misconceptions, and provides researchers with opportunities to better understand student writing.

Affiliation	Amani Alsharief King Abdulaziz University, Saudi Arabia
Title	The unseen bond between literature and STEM.
Abstract	STEM is a prestigious educational technique that improves students' cognitive and problem-solving skills. Though STEM appears scientific, it's influenced by literature. From wireless devices, space travel and DNA cloning to geography and other sciences, literary authors have always inspired scientists. Therefore, incorporating literature with STEM helps the students become innovative.

Affiliation	Christopher Horger American University of Sharjah
Title	Enhancing literacy with student models.
Abstract	This presentation will discuss the advantages of using student essays as a pedagogical tool to provide readings with more accessible language, to demonstrate specific rhetorical strategies, to offer a more transparent glimpse into the writing process, and to empower students by seeing their peers' published writing discussed seriously in the classroom.

Affiliation	Louise Greenwood Zayed University
Title	Using graphic organizers to enhance academic reading and writing skills.
Abstract	Graphic organizers are a practical and visual way to help students understand the discourse patterns of academic texts and enable them to extract essential knowledge. Graphic organizers can also be used to guide students' writing. This presentation will give an overview of research and share graphic organizers for classroom use.

Affiliation	Anuja M. Thomas American University of Sharjah
Title	This is the end: Identifying, categorizing, and teaching the final remarks of paragraphs.
Abstract	Research on <i>paragraph ending sentences</i> has been extremely limited. In this study, we analyzed a corpus of student papers, with our analysis suggesting that paragraph endings can be categorized along three dimensions: Action, Function, and Cue. In our talk, we discuss the pedagogical and computational importance of our findings.

Day 2 Afternoon (1:10 p.m.– 5:00 p.m.) Friday November 29, 2019	
Affiliation	Raja Bahloul American University of Sharjah
Title	Enhancing writing skills through self-reflections and writing portfolios.
Abstract	This study seeks to investigate the role of portfolios in English as a Foreign Language (EFL) writers' metacognition as well as their writing skill. The findings revealed that portfolios can be used not only as assessment tools, but also as indirect means of introducing self-reflection into writing courses.

Affiliation	Fauzia Janjua International Islamic University, Islamabad, Pakistan
Title	Systems of appraisal and critical reading.
Abstract	Critical reading implies teaching the students the way to think while reading. Lack of critical reading tends to a shallow ascription of text. My presentation outlines an engaging appraisal framework to develop the teaching of reading comprehension skills of English readers. These findings are the result of my teaching of SFL at the International Islamic University in Pakistan.

Affiliation	Rachel Buck American University of Sharjah
Title	Reading with a purpose: Engineering students' metacognitive awareness of reading strategies.
Abstract	The presenter discusses the beginnings of a research project at AUS using a survey about metacognitive reading strategies in order to explore how engineering students' reading strategies change while reading engineering texts.

Affiliation	Christopher Weagle American University of Sharjah
Title	Authentic professional learning through interdisciplinary situated learning communities.
Abstract	Information Literacy (IL) scholarship tends to be the domain of library science, whereas the agency of its application is often shared through IL librarian-led workshops and interdepartmental collaboration. However, professional collaboration often ends there. Recent research shows that IL situated-learning environments that prioritize ongoing collaboration across disciplines can enhance the quality of IL instruction while strengthening authentic learning and professional development.

Affiliation	Mubina Talaat Women University, Multan, Pakistan
Title	The importance of writing for ESL learners.
Abstract	My presentation is about writing difficulties of research students who need to produce ideas and thought as well as facts and findings according to set norms and standards. It is based on my teaching and tutoring experience at different institutions in Pakistan including the Quaid-I-Azam University, Islamabad. I am currently teaching at the Women University, Multan.

Affiliation	John R. Baker National Quemoy University, Taiwan
Title	Going beyond readability formula: How do titles contribute to the readability of writing center self-access materials?
Abstract	Readability formulae (e.g., the Lexile formula) are often utilized when selecting texts for writing center self-access library shelves. However, formulae only measure two of the many features that contribute to readability. To address this, this presentation reports the results of a sequential mixed-methods study that explored the impact of titles on readability.

Affiliation	Naveed Ahmed Khan and Ruqaiyyah Siddiqui American University of Sharjah
Title	The art of scientific writing.
Abstract	The aim of this presentation is to provide recommendations and guidelines to assist authors in the field of life sciences to more proficiently publish their work in peer-reviewed journals. The presentation includes a synopsis of basic scientific writing principles, guidelines for the various sections of an original research article and practical recommendations for selecting a suitable journal and responding to peer review comments.

Affiliation	Ali Alshahrani University of Bisha, Saudi Arabia
Title	Tailoring an assessment model to meet academic writing specifications in an EFL context.
Abstract	This paper investigates the impact of implementing Assessment as a learning strategy in an academic writing course for Engineering students and the potential enhancement in students' writing. Writing samples were collected and assessed. The finding revealed a modest improvement in students writing quality in terms of sentence structure, correct tense and verb choice.

Affiliation	Nadir Ali Kolachi University of Fujairah
Title	Rationality in writing: A case study approach for business educators.
Abstract	This paper reports on a model that outlines a sequential writing method for business educators. Business educators need to be proactive, reactive and techno-active to adjust to technology and bring rationality to their writing. The model first proposes mini case studies and then moves through short solution-based cases to longer case studies.

Affiliation	Huda El Bakhour and Hadeel El Rahal American University of Sharjah
Title	The use of Camtasia as an innovative and interactive feedback tool.
Abstract	The presentation will discuss the use of Camtasia as an interactive feedback tool for students enrolled in English academic writing courses. Using Camtasia will not only be presented as a means of integrating technology in academic writing courses but also a means of providing more efficient, clear, transparent, and engaging feedback to students.

Affiliation	Peter Davidson Zayed University
Title	Maximizing the effectiveness of teachers' feedback on writing.
Abstract	The efficacy of teachers providing students with feedback on their writing has been a contentious issue in English Language Teaching for some time. The purpose of this talk is to provide participants with guidelines on how best to provide effective written and oral feedback to students.

Affiliation	Holi Ibrahim Holi Ali Rustaq College for Education, Oman
Title	Tapping into disciplinary writing challenges arising from EMI in engineering classes.
Abstract	This presentation reports the difficulties with in-class disciplinary writing encountered by Omani engineering students in their EMI engineering study in an Omani public college. The study combined both qualitative and interpretative methodologies with an exploratory research design. The presentation will provide insights for EAP/ESP practitioners as well as content teachers.

Affiliation	Noor W. Kaddoura American University of Sharjah
Title	Hello from the other side: The structure of counterarguments in student argumentative papers.
Abstract	Research suggests that presenting both sides of an argument often enhances persuasiveness. However, students tend to neglect integrating counterarguments into their papers. In this study, we explore the linguistic and structural features of counterarguments. Through identifying these linguistic features, we aim to improve and promote counterargument integration in student papers. We also discuss the computation implications of our findings.

Affiliation	Mohammed Al-Alawi Sultan Qaboos University, Oman
Title	Linguistic and discourse features in EFL students' compositions: Comparing in-class and online compositions.
Abstract	This study aims at examining complexity, accuracy, and fluency constructs of written discourse generated from essays written online and essays written in-class. The results reveal that some writing features (e.g., words per T-unit, clauses per T-unit, text length, and lexical density) noticeably were better in the compositions written online.

Affiliation	Lelania Sperrazza American University of Sharjah
Title	"Success" literacy narratives: What they can reveal about writing practices in academic English.
Abstract	This paper explores how three multilingual students at an American-style university in the UAE constructed success literacy narratives in which they struggled with or against established beliefs about successful academic writing. The study suggests that language practices in academic English impact different understandings of what it means to be a successful writer.

Affiliation	Sara Elkhier Hamad UAE University
Title	Effective STEM education as the path for a better future: Evaluation of a school's readiness for STEM integration.
Abstract	STEM education has recently received growing attention both as an innovational pedagogical approach and as a public means for economic growth. In spite of this attention, there is still ambiguity about what counts as STEM and how the four disciplines can be integrated. The current study contributes in clarifying teachers' perceptions about the process of STEM integration while shedding light on the associated current practices in actual classrooms.

Affiliation	Hanan Shafer Almarashdi United Arab Emirates University
Title	Exploring the mathematics gifted students' experiences through the confluence of STEM project-based learning: A phenomenological study.
Abstract	This paper aims to explore the mathematics gifted students' experiences through STEM Project-Based Learning. STEM is a learning approach that is expected to provide gifted students in mathematics with opportunities to experience greater challenges. Findings from this study are expected to serve the larger goal of informing the education of gifted students.