



13TH ELTA INTERNATIONAL CONFERENCE

**ADJUSTING TO NEW REALITIES IN EDUCATION
AND EXPLORING NEW WAYS OF TEACHING AND LEARNING**

**Research Centre in Human Sciences (CRISU),
Catholic University "Our Lady of Good Counsel"
&
English Language Teachers Association (ELTA) Albania**

BOOK OF ABSTRACTS



**Catholic University "Our Lady Of Good Counsel"
May 26-27, 2023, Tirana, Albania**

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GENERAL INFORMATION

13TH ELTA INTERNATIONAL CONFERENCE

ADJUSTING TO NEW REALITIES IN EDUCATION AND EXPLORING NEW WAYS OF TEACHING AND LEARNING

May 26-27, 2023
Albania

Organized by

Research Centre in Human Sciences (CRISU),
Catholic University "Our Lady of Good Counsel"
&

English Language Teachers Association (ELTA) Albania



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Research Centre in Human Sciences (CRISU) with English Language Teachers Association (ELTA) Albania is honored to organize the 13th International Conference on May 26-27, 2023, at Catholic University “Our Lady of Good Counsel”. The topic of the conference is “Adjusting to New Realities in Education and Exploring New Ways of Teaching and Learning”. The main perspective of the conference is to connect researchers, professors, experts, and learning practitioners in the same place and provide them with a unique forum to share their experiences. It is also the place to support teachers in doing their work at the international standard level.

This conference is a major scientific event of the Catholic University “Our Lady of Good Counsel” and ELTA Albania. It is organized annually in cooperation with partner institutions from the region and Europe and the USA and it aims to support foreign language teachers in their professional development and stay up to date on the latest educational tools and techniques, as well as provide them with valuable resources to help engage students and make learning more effective. It also enables teachers to explore new techniques and strategies that can help them to be more effective in their classroom, to reflect on their teaching methods, and to gain insights into how they can improve their practice.

Key Topics of the Conference:

- Teaching young learners.
- Teaching adults
- Professional development of the English language teachers
- Language teaching and teacher training
- Assessment and Evaluation
- Curriculum Development
- 21st-century skills regarding teaching and learning
- Student engagement in language learning and in the language classroom.
- Cultural Studies in ELT
- Multilingual classrooms
- Diversity and inclusivity in language learning
- The future of online teaching
- Online teaching and hybrid classrooms.
- The role of technology in language learning

The conference includes a number of very interesting and motivating plenary sessions and a great number of workshops where the participants are going to learn from the new experiences in education, in EFL teaching and learning, and in the psychology of people how to sustain the new insights on the post-pandemic global world.

We sincerely thank the ELTA Board, CRISU, Catholic University “Our Lady of Good Counsel”, the speakers, the plenary speakers, the partners, and also the conference organizing team for making this event a real international scientific event. They all contributed so magnificently to the success of the conference. We tried hard to ensure that the conference would be well-organized.

Dr. Appolinaire Anguissa Metogo

Director of the Research
Centre in Human Sciences
Catholic University
“Our Lady of Good Counsel”.

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A New Way of Learning Was Forming to Become a New Normal, a Norm.

Dr. Anita Caprice Powell

Doctor of Philosophy, Honoris Causa, and a Doctor of Metaphysical Science, USA

Abstract

History has the propensity to repeat itself. In 1918, the Influenza Pandemic, a struggle ensued whether to keep the schools open. Once again, we were met with a world-wide health and safety challenge, and its name – COVID (19). In 2020, the establishing of how teachers will teach and how will students learn took a dramatic shift and thus the Hybrid teaching and learning began.

In the midst of chaos, confusion and fear, ideas bloom and ways and means are productively restructured providing a tutelage that proves the old adage “necessity is the mother of invention”. The Hybrid model - both online and traditional classroom learning. Also known as the “Blended Learning, Flipped Classroom or Mixed Learning” (Hybrid method provides the flexibility and accessibility of online learning. In addition, traditional learning provides face-to-face interaction between teacher and student. This is fundamental for building socialization skills, giving the child opportunities to interact with peer and other groups establishing on-going, growing relationships enhanced by an exchange of body language and other physical communication that may be experienced by physical interaction. Since the birth of the Hybrid model, we’ve developed and discovered benefits addressing the diversity of learning styles, according to researchers Fleming & Mills. In 1992, these researchers developed the VARK: Visual, Aural or Auditory, Read/Written and Kinesthetic model. Other researchers divided this model even more, to wit, Logical, Social and Solitary. Blending modalities of learning is beneficial to the learner, including butnot limited to the following: 1. Different people learn different things in different ways. 2. Learners can control thepace of their learning. Choice reduces learner apathy, diminishes some of the stress while learning and motivatesstudents to engage with the material. 3. Using more than one modality significantly reinforces engagement, learning, and retention.

Keywords: *flipped classroom, blended learning, body language, learning styles*

The ZEST Vaccine

George Kokolas

Academic And Business Development Director, Express Publishing

Abstract

Zest is considered one of the main character strengths a human can possess. In Positive Psychology, zest is categorized under the virtue of “Courage”. It is strongly connected to energy, engagement, meaningful work, and motivation, which are necessary for successful learning.

A common misconception about zest is that it is usually the product of “talent” or even “genes,” whether you have it or not. The speaker will try to prove that zest can be a self-driven and generated feeling and that we all have a bit of it inside us. Furthermore, he will try to demonstrate that one of the main reasons we usually feel “non-zestful” is because, as humans, we have a natural proclivity for negativity, which allows negative feelings to dominate us and somehow convince ourselves that we “cannot make it.”

According to the speaker, “the zest vaccine” can be found in energy procurement, embracing our nonlinear performance scheme, boosting our memory, and taking complete control of our learning.

Furthermore, significant concepts like brainstorming, students’ lack of ideas, and collaborative work will be seen as effective means for generating zest, as remedies for boosting our confidence and energy, and as a shield against negative feelings that may occur in our classes. The speaker will try to demonstrate that inspiration is not something that comes and finds us but instead, a path of creation that we should go and seek ourselves.

Finally, specific fundamental theories of positive psychology linked to zest will be mentioned and briefly discussed, along with suggestions on how they can be positively transferred through ELT tasks.

Keywords: *Zest Vaccine, Positive Psychology, confidence, learning.*

Beyond the Classroom: A Call for Improved Working Conditions for Educators

Aleksandra Popovski, Ma
President of IATEFL

Abstract

The COVID-19 pandemic has forced the education system to undergo significant changes, with remote learning becoming the new norm. This shift has put more pressure on teachers to adapt to new technologies, teaching strategies, and methods of delivering lessons. Teachers are now more than ever required and expected to facilitate and support learning, encourage creativity and collaboration, and instill a love of learning in their students. These increased demands have highlighted the importance of teachers' working conditions and well-being. This talk will explore how the pandemic has impacted teachers' working conditions, including the challenges they face, the support they need, and the need for systemic change to improve the profession's working conditions.

Keywords: *classroom, working conditions, well-being, teachers.*

Positive Education (Posed) for Beginners

George Kokolas

Academic and Business Development Director, Express Publishing

Abstract

It looks as though many people or professionals have misinterpreted the concept of a “positive mindset” as a simplistic attitude of intentionally maintaining a more positive life view. Irrespective of what some people think, it might be a good idea to see what science thinks about this matter.

Positive Psychology branched out from the field of “general psychology” as a framework for preparing people against adversity, training them on resilience and, through this process, increasing their happiness levels.

Martin Seligman, one of the fathers of Positive Psychology, was the first one who tried to implement Positive Psychology in Education using a mighty army of experts, scientists, and practitioners and applying purely scientific practices, as well as drawing significant scientific data.

Because of Seligman, today, we can feel assured that we have a complete and practical manual of positive practices implemented in our classes and schools that can open new paths towards happiness for our students.

Some of the basic concepts for POSED that the speaker will demonstrate are:

- Teachers and students must embrace adversity as a natural part of life.
- The need for a self-intervention by the educator and the application of a positive mindset first in their own lives and then in the lives of others (in that case, their students)
- The educator must become the daily embodiment of positive education.
- Educators must realise that POSED is a sport in that you cannot be a spectator but a player.

The speaker will concisely present some of the fundamental theories on POSED and recommend easily applicable activities for immediate positive interventions to classes that would like to consider POSED as a new context for education seriously.

Keywords: *Positive Psychology, Education, theories, positive interventions.*

Dyslexia and Learning English: Literacy and Wider Issues

Jon Hird

Teacher Trainer and ELT Materials Writer, University of Oxford, UK

Abstract

We are more and more becoming aware of a need for provision for dyslexic learners in the English language classroom. Dyslexia not only affects core literacy skills, such as reading and writing, but it can also result in wider issues relating to study and learning. To be able to make provision for learners with dyslexia, we as teachers first and foremost need an understanding of what dyslexia is and, importantly, what dyslexia isn't and thus which accommodations and adaptations are and aren't helpful. To this end, this session aims to provide you with an understanding of what dyslexia is and how we can approach, modify and adapt our lessons and classroom materials to ensure inclusivity and successful learning for all learners with dyslexia.

Keywords: *Dyslexia, learning, English, inclusivity.*

Preparing Teachers to Work with Multicultural Learners in Albania

Dr. Elona Mehilli

President of ELTA Albania

Professor at Catholic University “Our Lady of Good Counsel”

The relationship between culture and language is a key topic in the research and teaching of foreign languages, where it has been emphasized that cultural content must be given the same importance as linguistic content and language abilities. Many textbook authors and EFL teachers are now interested in the cultural content of teaching languages. Well-known sociolinguists like Byram, Kramsch, etc. claim that language learning and learning about target cultures cannot realistically be separated.

This presentation looks at various multilingualism strategies used in teacher education programs in Albania. In order to address the growing linguistic and cultural diversity that is visible in classrooms in Albania it is necessary to look into how teachers are being prepared to work in multilingual situations. Students from different cultural backgrounds are included in the focus and aspects of contemporary teacher education in this context. Additionally, particular strategies and measures that teachers can take within their historical and teaching contexts will be part of the research. It is important to analyze the complexity of the Albanian educational context and the significance of linguistic policies, and multicultural program priorities.

Keywords: *multicultural learners, culture, language, teachers, Albania.*

The Contemporary Classroom as a Space to Celebrate Diversity: An English Perspective

Dr. Mary Mihovilovic

Programme Lead - Postgraduate Taught Programmes in Education, St Mary's University, London, UK.

English Schools are increasingly diverse communities. In 2021, 34.5% of pupils were from a minority ethnic background and 19.5% of pupils were recorded as having a first language known or believed to be other than English. As Martin (2021) argued ‘focusing on one dimension of difference and a preoccupation with individualised responses can deflect attention away from teaching that reaches out to all learners, or lead to assumptions about sameness or otherness of the remainder of the class’.

This presentation is predicated on an understanding that effective inclusive practice is of benefit to all students. It will explore inclusion in schools at the levels of policy and practice, within the context of state funded comprehensive secondary schools for students aged 11-19. Whilst, giving an overview of current provision in acknowledging the presence of children and young people from different backgrounds, perspectives, and abilities in classrooms the focus will be on the inclusion of students from a variety of religious and non-religious backgrounds and inclusive strategies to meet their needs.

Keywords: *Contemporary, Classroom, diversity, English perspective.*

The Quest for Academic Excellence in ELT

Christine Coombe

Higher Colleges of Technology, Dubai Men’s College

Abstract

Academic excellence is the demonstrated ability to perform, achieve, and/or excel in academic activities. Academic excellence for teachers has been identified with achieving superior performance and engaging successfully with activities related to teaching, scholarly output, and service. For most of my teenage years and adult life, I have been in the pursuit of academic excellence. Now as I am closing in on my golden years, I would like to share what I have learned about this topic and provide some strategies that I have found useful. We will first look at what it means to achieve academic excellence, the professional lifecycle of a career teacher, the characteristics inherent in academically successful teachers and strategies you can use to increase your levels of excellence and achievement.

Keywords: academic excellence, superior performance, strategies, professional lifestyle, strategies, achievement

Benefits of Learning Through Reflection - A Case Study of SEEU

Prof.Dr. Brikena Xhaferi
South East European University

Prof. Dr. Gëzim Xhaferi
South East European University

Abstract

Learning through reflection is one of the most rewarding experiences that students might have. It is considered a very beneficial tool for self-assessing learning. It is believed that “teachers who promote reflective classrooms ensure that students are fully engaged in the process of making meaning” (Costa and Kallick, 2008, para.5). Dewey (1991) was among the first researchers who based his work and research on the positive roles that reflection plays in fostering self-reflection and critical thinking. He has defined it as an active, persistent and careful consideration of any belief. Reflections give students opportunities to think and reflect about their learning and note down the obstacles they might face during this process.

The present study aims to investigate the impact of journal writing in promoting students’ critical- thinking skills, and its impact on enhancing learning. The study was conducted at South East European University in Tetovo, North Macedonia. It uses two instruments, a student reflection journal and an interview. Also, Marzano’s New Taxonomy of Educational Objectives developed in 2000 was used in the third phase of the study. This Taxonomy contains Three Systems: the Self-system, the Metacognitive system and the Cognitive system.

The overall study results show that reflection journals help students to become more independent learners, reflect on their learning experiences and identify the most useful learning strategies. Most importantly, all study participants hold positive attitudes towards reflection and they consider it as a valuable tool which can increase learning.

Keywords: *students’ reflection, University, self-assessment, learning, critical thinking*

New Education Policy 2020: Reimagining Education in the 21st Century and Beyond

Prof. Archana Bhattacharjee

Kakojan College - India

Abstract

Every child has the right to an education with learning outcomes. Providing every young person regardless of their background or circumstances with great learning experiences throughout their growing stage requires that we reimagine an entirely new education system - one that designs education with equity keeping the learners at the center.

The NEP 2020 of India is one way that education has been reimagined and leaning into those opportunities where young people engage in great learning, learning that is joyful, meaningful, and relevant to every individual from the formative to the higher education level, regardless of all disruptions coming in their way.

In the 21st century globalized world, learning and more towards skills and technologies, but simply infusing technology into our traditional pattern of teaching and learning won't solve problems. Taking the support of technology, learning has to be personalized in a way that will enable our younger generation to succeed in a world that at present requires collaboration, critical thinking, decision-making, grit, and perseverance to make the learning process more effective and fruitful. India's dream of becoming self-reliant in all respect will become true only through the successful implementation of NEP 2020.

Kew Words: *learning outcomes, formative education, critical thinking, collaboration, self-reliance.*

Co-Teaching: Creating Collaborative Leadership in The EFL Classroom

Loren Lee Chiesi, M.A.

English Language Fellow at University Aleksander Moisiu in Durres

Dr. Anisa Trifoni,

Professor of English Language and Education at Aleksander Moisiu University in Durres

Abstract

The co-teaching dynamic has become increasingly useful on university campuses and in public schools. The benefits of having a co-teacher are enormous: two (or more) educators leading one group of students allows for a more personalized experience with students, broader perspectives around the course topic, and more shared skills at play for the teachers to draw upon during the teaching terms. However, creating a cohesive, collaborative teaching team is not easy. In the practice-based workshop, attendees will learn the steps to create a dual-leader classroom context and important discussion questions to reflect on before/during/and post- co-teaching. Attendees will discover both the benefits and caveats of co-teaching. In this workshop, participants will learn strategies that they can incorporate into their teaching contexts and everyday lives. Communication skills presented in this workshop will aid participants to be more collaborative, cooperative, and reflective teachers and faculty members.

Keywords: *teacher training, teaching, co-teaching, teacher observation, reflective teaching*

How to Motivate and Inspire Through Teaching at Any Level

Enolia Foti

Expressions Of Humanity Foundation & Enolia, Llc. - Founder and Ceo
Luanda Angola

Abstract

Enolia shares with you how to inspire, motivate and share your passion when it comes to students, improving and exploring new ways of teaching, and contributing to humanity. It starts with the self. She bases her work on the Empower Achieve Succeed (EAS) methodology and the 7 principles of Self-Mastery tools you already possess in order to inspire and motivate at any level you teach. EAS allows you to go within and discover whom you believe you are, by observing. Using the 7 principles, what you will find is who you are not. You will realize through observing your own mind, the stories we tell ourselves, and how to let go of false identities. Only then will you truly master-self. With EAS methodology, you are the observer of your own thinking, patterns, fears, and judgments. The 7 principles are tools we already possess to keep us on the task of how we think, observe our logic, and understand what motivates our actions. We learn to walk through life conscious of what we say, think, feel, and do. Our thoughts are what create reality and our reality is what we choose to make it. Consciously create a positive reality as your foundation that can be built upon.

Keywords: *motivate, inspire, teaching, new ways, students.*

Defining Success – Is it all About the C-Suite?

Shada Francis, South Africa

Transformational Life Certified Cognitive Behaviour
Therapist Neuro-Linguistic Programming Practitioner

Abstract

Defining success can vary depending on the individual or organization. While the C-suite may have played a role in defining success for a company, it is not solely about the C-suite any longer.

Success can be defined in many ways, including achieving certain financial goals, meeting students' needs, reaching specific milestones, or making a positive impact on society. In many cases, success is a combination of these factors. Over the years and more recently Skill Gaps have appeared, and schools are trying to close them. The findings from recent survey suggest that schools and companies lack the talent they will need in the future: 44 percent of respondents say their schools and organizations will face skill gaps within the next five years, and another 43 percent report existing skill gaps. In other words, 87 percent say they either are experiencing gaps now or expect them within a few years. It has become evident that C-Suite is fast lacking the necessary soft skills to be able to work with the emotions of employees and students, graduates are entering the job market with not enough soft skills to successfully work in the marketplace. So that leaves us with the Big Question?

What are we now doing as Educators and Teachers to change this so that every educator and teacher will be more mindful to introduce these skill gaps in the classrooms? Creativity, Curiosity and Growth has to be explored at all levels for all educators All teachers and students need to experience the world of work, particularly work of the future, long before they leave school, according to a new report out today. The latest Mitchell Institute report, Connecting the worlds of learning and work, says collaborating with industry and the community is vital to better prepare children and young people for future work and life. And governments globally need to play a leading role to ensure this happens. Following criticism from talent acquisition professionals that universities, colleges and schools are not doing enough to upskill their teachers and students the soft skills they need in the workplace, the latest trend for higher education institutions is to focus on personal growth and development.

How Can This Be Implemented and Achieved? Teacher Training colleges must draw up new curriculums that must include Job Required Soft Skills. Only when teachers are skilled, can they then take this and implement these skills into the classrooms and prepare students for the job market by doing this students and teachers will see the success in teaching and learning. This will change the dynamics of teaching and learning; there will be greater interest in learning where teachers and students can see a future that has Hope.

We need to ACTION and not wait to Follow but let's LEAD from the Front in our classrooms and schools.

Key words: *soft skills, growth mindset, skill gaps, explore, experimentation.*

Gamification And How It Can Improve the Teaching Process of Children

Chris Kostas

International Marketing Manager with English Language Publishing House Ahead Books

Abstract:

In our modern world, Gamification is a driving force behind keeping students engaged in the learning process. When there is no engagement happening in a classroom essentially there is No learning happening.

Winning the attention of learners is the hardest thing to do and traditional methods of education no longer work because they are designed for students to be fundamentally passive. Imagine that today an entire generation of children has never known a world without the internet, tablets, and video games.

Time Traveller gamified learning platform will transform the way students engage with their classwork/homework, making education an enjoyable and memorable experience by learning through playing!

Together we will explore how teachers will face the challenges of creating engagement, improving retention of language, and making learning almost an addictive experience to keep students focused and motivated.

Keywords: *Gamification, English language, learning process, teaching.*

Student Engagement in Language Learning

Dr. Anjeza Brahja

Polytechnic University of Tirana, Albania

Abstract

New developments in educational psychology contribute to the increased need for student engagement in language learning and teaching, emphasizing the great importance of students and their attitudes toward learning and language acquisition.

Teachers must make a lot of effort to compile and implement appropriate materials, as well as use various strategies in order to include all students in the teaching and learning process, considering them as the main actors of the whole process.

This paper aims to find out activities that motivate students to be fully involved and to contribute to a successful teaching and learning environment. The importance of teachers' role in urging students to be engaged and willing to give their best, and simultaneously students' role when giving and receiving feedback. A study was conducted to highlight the expectations that students have, to discover the role and responsibilities they undertake in the learning process, and the reasons that prevent students from always being active.

Results are analyzed in order to achieve better student performance in the classroom and improve feedback interaction in order to promote motivation and student engagement.

Keywords: *learning, teaching, engagement, motivation, feedback.*

Teaching Business English at University – Opportunities and Threats

Mariana Mircheva

University of National and World Economy – Sofia

Abstract

School education is fundamental to creating university curricula/content and selecting teaching methods. Business English lecturers prefer to assume that their students have already acquired general English at least B2 level from where they can build and master skills and vocabulary they will need in their professional careers. English language classes at Business schools should focus on developing communication skills, e.g., presentation, active listening, written and spoken skills, introducing and mastering business-related vocabulary, raising students' awareness of cultural differences, etc. To achieve that Business English lecturers, take advantage of all opportunities offered by developments in technology, and global changes which provide both opportunities and challenges but also face the difficulties which they have to overcome and implement the lessons learned to further improve the education process and the content of their classes.

We are lucky with all the technological developments we have had the chance and the responsibility to use in order to adjust our teaching techniques to students' expectations. The Covid-19 crisis was the catalyst that triggered some overdue processes – lecturers trained in using various learning platforms introduced their students to a wide scope of learning materials and switched to the flipped classroom with greater willingness. Globalization still calls for the acquisition of a very good level of English so that students can feel confident when communicating – today English is seen as a must.

However, the linguistic dissimilarity students demonstrate still poses a challenge for university lecturers. Students fail to realize the importance of developing and implementing the adequate skills needed in their particular line of business. The skills students need in today's highly interconnected world – critical thinking, decision-making, digital literacy, etc. – are to be the focus of university education. We should go beyond grammar and vocabulary.

University education features both opportunities and threats that educators and students face and to achieve the desired results both parties should adjust.

Keywords: *business, university, curricula, teaching methods.*

Card Games: An Easy and Proven Way to Practice all Four Skills

Alenka Tratnik

Assistant Professor, University of Maribor, Faculty of Organizational Sciences, Slovenia

Abstract

In this workshop, I will present a series of card games and activities, such as puzzles, quizzes, word games, riddles, brainteasers, writing poems, finishing the story, giving a reason, etc., developed by the IATEFL Slovenia team for colleagues teaching and learning English as a second/foreign language. The cards are a great learning tool that creates a playful atmosphere and an enjoyable learning environment; they facilitate spontaneous learning, bring an element of light-hearted fun and increase student engagement and satisfaction. The card games and activities can be used in a variety of ways: to practice conversation, develop students' reading, listening, and writing skills, expand their vocabulary, reinforce a particular grammar point, and the like. They're suitable for different levels and ages and can be used at different stages of the lesson: as an introduction to warm up the class and get the students active, as a setup for a whole lesson, at the end of the lesson when you have a few minutes to spare or to give the students a break from other activities. Participants will be able to take part in the activities/games and discuss the benefits and possible uses with their students.

Keywords: *card games, learning tools, spontaneous learning.*

Envisioning the Future: Preparing Our Students for New Realities

Andrée Myers

State University of New York in Cortland, New York, USA

English language education has been an essential component of educational systems worldwide for many years. With the ever-growing need for effective communication skills, English proficiency has become a critical skill for students of all ages. However, as the influence of AI and other technology grows, the way English language is taught and learned is also changing. This talk aims to explore the future trends in English language education that educators must adopt to prepare students for success in an AI-dominated world.

This talk aims to discuss the emerging trends in English language education and the impact of technological advancements, global cultural shifts, and evolving teaching methodologies on language learning.

The growing importance of English language education.

Significance of English language proficiency in today's world

Impact on employability and career prospects Emerging trends in English language education.

Technological advancements in teaching and learning.

Personalized and adaptive learning methodologies.

Integration of cultural competency in language learning.

The impact of global cultural shifts on English language education.

Importance of intercultural communication skills.

Need for culturally relevant language instruction Evolving teaching methodologies in English language

education Shift from traditional classroom-based instruction to experiential learning.

Collaboration and project-based learning.

The importance of adapting to changing trends in English language education.

Preparing students for success in a globalized world

English language education is essential for students to thrive in a globalized world. As the world continues to evolve, the methods for teaching and learning the language must also change. It is important for educators to stay updated with the latest trends in English language education to ensure that students receive the best possible instruction to succeed in their personal and professional lives. This talk aims to provide valuable insights and guidance to educators to help them prepare students for a successful future.

Keywords: *intercultural learning skills, globalized world, changing trends, classroom-based instruction, cultural shift*

The Function of Language in The Mental Reality

Alketa Coku

Catholic University “Our Lady of Good Counsel”

Abstract

Language helps us to form our world, the reality that surrounds us. In this meeting, I would like to examine the function of language in the formation of the human subject. We cannot speak of the human subject except through the signifiers of each specific language.

Reflect on the importance of language, starting from the birth of the subject who comes into the world "in a bath of language" as expressed by the French psychoanalyst Jacques Lacan, Sartre, De Saussure, and other structuralists. We will investigate how language influences and conditions our lives.

How emotions originate from the language, in relation to others. How language and memory develop human reality. I will examine the function of second, and third, languages, by the relationship that humans invest in as affective connections.

This can be useful for teachers, to use and articulate the word, and the sentence, adapting it to the moment and the context, arriving at more specific and successful objectives.

Keywords: *language, brain, mental reality, teachers.*

English Language Resources for Teachers

Mirela CUPI

Educational and Cultural Specialist
US Embassy Tirana

Abstract

This presentation focuses on the English Language programs and resources available for English language teachers and learners in Albania including educational programs, teacher training opportunities, online courses, educational materials, and statistics of their use in the country. The Embassy of the United States in Albania is responsible for the implementation of English language programs funded by the U.S. Department of State in close cooperation with the English Language Office at the Bureau of Educational and Cultural Affairs and the Regional English Language Office at the U.S. Embassy Belgrade. The Public Affairs Office at the U.S. Embassy Tirana coordinates and liaises with the local partners including the Ministry of Education and Sports, Albanian Universities, and groups of interest.

Keywords: *English Language, resources, teacher, training.*

The Role of Bilingualism in Curriculum Development

Prof.Assoc. Malvina Hoxha, Prof.Assoc. Bruno Zappacosta
Catholic University “Our Lady of Good Counsel”

Abstract

Bilingual education helps students to develop their skills, exchange their cultural background, develop a positive self-concept, increase their mental flexibility, and create more professional contacts. A bilingual education curriculum model is essential for having more efficient teaching and learning and higher academic achievements. Bilingual students are more cognitively creative and have greater skill of problem-solving. The bilingual education course syllabus helps students in improving their comprehensive abilities in listening and writing in a second language. Moreover, bilingualism helps students earn higher incomes, and have satisfactory job positions. However, we still need to consider the challenges of bilingual education. Adapting the national to the international curriculum is a major issue for curriculum development. Finding academic bilingual staff is another challenge that the institution should face.

Keywords: *Bilingualism, Curriculum Development, students, education.*

More Than a Teacher

Hana Ethem Mahmuti

English Teacher and Director, London Academy

Abstract

21st-century skills regarding language teaching and learning, Student engagement in language learning and in the language classroom, Diversity and inclusivity in language learning, The role of multilingual teaching in the classroom and in teaching materials, Intercultural Communication, The role of technology in language learning Teaching methods in order to make students love learning a foreign language and to understand the difficulties or problems that they have in different phases of their age.

Offering students' different ways of studying a foreign language by involving technology. Playing different educational games. Motivating students by teaching how valuable is to know a foreign language, especially English. Presenting different ways to solve problems with students who deal with difficulties in learning. The plan of the presentation is in

Keywords: *foreign language, educational games, motivation*

Ecological Project-Based Learning: Components and Practice

Erik Wennermark
English Language Fellow
University of Banja Luka

Abstract

This workshop will introduce and discuss the pedagogical ideas of student centering, project-based learning, and service learning. It will give an example of an ecologically-focused course built using this model and finally provide an example activity utilizing these concepts.

The presentation will begin with a discussion of the terms student centering, project-based learning, and service learning. After defining these terms, the four main tenets of a project-based course will be introduced and explained. The course must be authentic, disciplinary, collaborative, and iterative. Following the introduction of these terms and concepts, I will provide an example from my current teaching practice. This semester at the University of Banja Luka I am teaching a course called “English for the Benefit of BiH” that I have based on the United Nations (U.N.) Sustainable Development Goals (SDG). Students pick one issue that impacts Bosnia and relates to a U.N. SDG; throughout the semester, they work on a variety of tasks related to the goal. I will discuss the way the course has gone and what improvements I hope to make in the future. Next, we will do a mini-lesson on writing a “Satirical Mission Statement.” The lesson uses authentic information about climate change and pollution along with several mission statements from polluting companies. The “students” will need to write their own humorous mission statement using the common elements of the authentic statements. The lesson could be used as part of any larger unit on the environment, media literacy, or even public relations. That will conclude the presentation.

Keywords: *Project-Based Learning, students, foreign language teachers, professional development.*

Conflict and my Students

Dr. Fitore Sulejmani

Teacher trainer/ Qendra Rinore Multifunkionale Berat

Abstract

Society at large is a grand theater of conflicts. Humans are in conflict with other humans and with, and within themselves. If conflict at large arises due to clash of interests, imagine a classroom where conflicts arise because of misunderstandings, fights, rivalry between groups, discrimination, bullying, use of spaces and assets, etc.

How aware are teachers of this? Do they know that behind the apparent calmness there is a clash of values, attitudes, needs, preferences, goals, power? Can they do anything about it?

There will be a small questionnaire to get to know how much teachers know about conflict theory. Then a scenario will be introduced to make the teachers think and provide a solution to the problem. Some slides will be about the dynamics of conflict in a classroom. The last part of the Presentation will be dedicated to the conflict resolution methods, mediation techniques and qualities of a mediator.

Keywords: *society, conflict, classroom, teachers, values, causes of conflict, aware, conflict resolution*

Teaching Tolerance Through Games/Activities

Brankica Jovica Radojicic

Venera Baraliu

English Language Teachers

Abstract

You can teach tolerance through practical activities, and you can enjoy them as well outside of your classroom. We will present some of the activities that we learned at a Teaching Tolerance through English summer camp in Hungary, organized by the Regional English Language Officer (RELO) at the American Embassy.

In this workshop you will be given some practical tips how to help, encourage and motivate pupils in rising their awareness of different cultures, how to respect others and how to pass on their knowledge about Tolerance to their peers. Throughout practical activities that will be shown the teacher will be able to encourage pupils to respect others and to work with others. The aim of the workshop is also to demonstrate how working together help solving not only issues among peers, but also among other ethnic groups. We will show the following activities: Index card: each participant will be given a piece of paper and a pen to make the index cards about themselves. Presenter will show his card and explain how to make one. In the centre of the card participants should write their names and then draw in the upper left place where they come from, upper right family status, lower left hobbies and lower right future planes. Then just above their name they should draw their religious symbol. When this is done participants will be asked to find a pair and to explain their cards to a partner. Importance of this activity is that it introduces everything that is of importance to know about someone. It also promotes the human rights and tolerance at the same time. The role play activity: Presenter can choose actors and throughout a simple story of segregation, participant can actually be physically involved in the role play. The main actors and others can play for instance glass, chair, tree, monster etc. At the end of the activity feed back is required from all participants. The Congo line: Simple text is given to the participants to read and then they will be asked to stand in two rows facing each other. To each participant presenter will give a piece of paper with a single question about the text. They should give answers to their pairs and exchange the places (first one from the first row with the last one from the first row), and they also exchange questions. This activity can be use during regular classes to practice listening and reading skills. The carrousel: this activity contains blank papers that are placed all over the room. All participants are divided into groups, each group will get a different color marker and within each group there should be a presenter of the group, the reader, the writer and the explainer. The last group will have a task extra and that would be to present all answers to all groups.

Keywords: *teaching, tolerance, games, activities.*

Adjusting to new realities of Education: Online teaching and hybrid classrooms

Prof. Dr. Richa Ranjan

Swami Devi Dyal Law College. Panchkula (Chandigarh) India

Abstract

Adjusting to new realities in education and exploring new ways of teaching and learning. The COVID-19 pandemic has drastically changed the landscape of education, with many schools and universities worldwide shifting to online or hybrid learning models. This shift has forced educators to adjust to new realities and explore new ways of teaching and learning. Here are some ideas and strategies that educators can use to adapt to these changes: Embrace technology: Technology can be a powerful tool for enhancing teaching and learning, especially in online or hybrid settings. Educators can use a variety of digital tools to engage students, such as online discussion forums, interactive quizzes, and virtual reality simulations. Focus on flexibility: Online and hybrid learning models offer flexibility that traditional classroom settings often lack. Educators can use this to their advantage by offering flexible assignments and deadlines, providing asynchronous learning opportunities, and allowing students to work at their own pace.

Keywords: *realities in education, landscape of education, hybrid learning models, asynchronous learning opportunities, flexible assignments.*

The Role of Brainstorming Activities as Effective Learning Tools in SLA

Egzona Salihu- Rexhepi

English Teacher, Sidi Education, Kosovo

Abstract

Teaching at the primary level, Student engagement in language learning and in the language classroom

The topic is about “The role of brainstorming activities as effective learning tools in SLA.” A main insight will be explained to the audience about their impact. Also, participants will have to engage in these activities so they can realize better how these activities work within English classes. The activities include: energizers, brainstorming activities and games. An example of each will be demonstrated to the audience.

Firstly present an energizer to the audience which I have practiced with my students, the audience will stand up and together we will shake our hands and legs and count together downward from 5 to 1 (5 min). This energizer will make them more focused on the topic. Then, briefly explain the impact of brainstorming activities in a second language class. Tell how these activities develop students’ imagination, arouse their interest during the lesson and also help teachers to understand students’ behavior and how to deal with them. Since the audience is sitting I will demonstrate some other activities which are divided in three sections: energizers, brainstorming activities and games. An example of each will be shown where the audience will be part of it again. The first was presented in the beginning whereas the second activity it is called ‘All my neighbors.’ Together with the audience we will form a round circle with chairs, I will be in the middle of it and I will say a sentence: “all my neighbors who have black shoes”, those who have should change their seats, in this way the game continues approximately 7-10 minutes. The last brainstorming game is “English Shiritori” that is often used to teach language and cognitive skills. The aim of the game is to think of a word that begins with the letter that the previous word ends with. For example, a sequence could be ‘Bottle, Elephant, Tap’. I will add a 10-second time limit for additional pressure. This game is great to teach simple association skills that transfer well to brainstorming activities. In the end, we will discuss and share ideas with each other.

Keywords: *brainstorming, language learning, language classroom, activities.*

Neuroeducation one of The Smartest Choices in Education

Marsela Tarelli

English Teacher, Hafiz Ibrahim DalliuAbania School,
Albania

Abstract

My talk intends to create a new vision about our schools putting a special attention to Learning to learn Competence and Thinking Competence, which mean taking control of their own learning and reflecting on it. Implementing Growth Mindset Strategies versus Fixed Mindset and Brain friendly learning strategies, can be fostered in our class. We should turn to Emotions and learning: We feel, therefore we learn. Emotions guide cognitive learning and decision-making. All of these should be permeated by Brain friendly communication and secure attachment with teachers. Self-regulation strategies in students, Social and Emotional Intelligence Programs, and Trauma informed Schools are today's education imperatives.

As teachers we should share with students the 7 life competences and field competences, which we haven't done after 8 years of implementation of New Curricula, which was undoubtedly an advance in our curriculum development. If students are not aware of these competences, how are they supposed to progress and to develop them? Learning to learn Competence and Thinking Competence, which as stated in our curricula, is not a complete model to stick by. There are some strategies to improve learning but, taking control of their own learning is missing, and also reflecting on their learning, which are very important aspects that motivate students. Cambridge life Competences are a perfect example to follow in order to bring change. These competences should be revised and enriched with the exact concepts which will help students' work towards developing them. Brainfriendly learning strategies: How does the brain learn, how does it react, metacognitive strategies, etc. Emotions and learning: We feel, therefore we learn Emotions guide cognitive learning and decision-making.

Keywords: *neuroeducation, mindset strategies, learning strategies, new curricula*

How to Help Students Learn from Context

Lidiya Simak

Celta, Celta P/S Trainer, Academic Director - Grade Education Centre - Ukraine

Abstract

We will look at why students might not understand new grammar or vocabulary, and the role of context in ELT in general. We will look at how to use context in lessons to convey meaning step by step. Moreover, we will look at the context from different coursebooks critically to assess whether it is good enough for teaching purposes, or not. We will also discuss using original texts which were not meant for teaching purposes in lessons.

When you teach without translation, there must be other ways of conveying the meaning of new language items (grammar structure and vocabulary). At lower levels, we can get by using pictures and gestures. However, when it comes to more abstract notions that cannot be taught that easily, here comes the question – how can we help students understand what they mean, especially if there are no equivalents in their native language? There is a great solution to this problem. We need to create suitable context that will help students understand new language items and structures. In this workshop, we will look at why students might not understand new grammar or vocabulary, and the role of context in English language teaching in general. We will look at how to use context in lessons to convey meaning step by step. Moreover, we will look at the context from different coursebooks critically to assess whether it is good enough for teaching purposes, or not. We will also discuss using original texts which were not meant for teaching purposes in lessons. Together we will discover what makes good context. May the power of good context be with you!

Keywords: *ELT, students, motivation, lessons.*

A Journey to Excellence: Navigating English Teacher Professional Development

Yuliia Chorna

Grade Education Centre - Delta Module 1 / Celta Certified Teacher - Ukraine

Abstract

In this presentation, we'll explore the various teaching qualifications and their impact on your career. We'll also discuss more accessible and affordable ways to develop your skills as a teacher, no matter where you are. Finally, we'll highlight the importance of continuing education throughout your career.

Every teacher knows that professional development can be the key to unlocking new opportunities, boosting your confidence, and bringing new ideas to your classroom. Moreover, most states actually require a minimum number of annual continuing education hours for you to maintain your right to teach. After all, every school wants its teachers to update their knowledge, learn innovative teaching techniques and maintain their enthusiasm. But, let's be real, the cost for teacher continuing education can vary widely, and with so many options out there, it can be tough to know where to start. We can help you embark on a journey to teaching excellence. For the ultimate convenience and flexibility, you can take teacher-training courses online and complete the work around your own schedule. Join us and find out where to start, how long it should take, what to take with you, how to plan every step of the journey and what these steps should be.

Keywords: *teaching techniques, teacher training, educationa, qualifications.*

Task-Based Instruction for a Challenging Homework Assignment

Marija Petkovska

English Language Teacher

Dsulud "Lazar Licenski" State Secondary School of Fine Art and Design,

Skopje, North Macedonia

Abstract

Task-based instruction engages students in meaningful tasks that encourage them to use authentic language. The activity introduced in this workshop elaborates how productive skills of learners with different learning styles can be developed by using a long-term task-based activity for homework. The importance of constructive feedback and formative assessment will also be discussed and elaborated.

The brief 5-minute-long introductory part covers the importance of formative assessment and the types of formative assessment. The focus shifts on task-based instruction (TBI) which is defined and explained. The speaker announces that the workshop illustrates how TBI can be used for gradual development of learners' productive language skill and the increase of learner autonomy. During the main part, the speaker introduces The flat friend long-term task and where the inspiration comes from. The participants draw an imaginary character and then invent its personality. The participants work in small groups of four to introduce their friend to the others in the group. The speaker points out the language skills can be developed at this introductory stage of the activity. (20 minutes) Examples of the implemented activity are used to explain in-dept the process of introducing such a task to students, the variations of its implementation, and the types of learners that benefit most. The benefits of involving students in long-term task-based learning with a focus on the development of the productive skills are also pointed out. The speaker also suggests how technology can be used to make the activity more appealing to students. The speaker then focuses on how this activity can improve the learners' autonomy and how the students learn to self-assess their productive language skills besides being offered feedback from the teacher. The importance of immediate and constructive feedback, which is crucial for meeting the objectives of the task, is analyzed as well. (15 minutes) The speaker suggests the participants take a photograph of themselves and the imaginary flat friends they have made.

Keywords: *Task-Based Instruction, Homework Assignment, learning styles, skills.*

Students’ Academic Performance and Motivation: The Impact of Technology in English Learning a Case Study in Albanian Secondary Public Schools

Brisida Sefa

Lecturer - Canadian Institute of Technology
Tirana, Albania

Abstract

The use of technology in education has become increasingly popular in recent years, and its impact on students’ academic performance and motivation has been a topic of interest among educators and researchers. This study explores the impact of technology on English Language learning in Albanian secondary public schools. The use of technology in English language learning can enhance students’ motivation and engagement in the learning process. It can assist the instructor in delivering a more effective lesson.

10 min presentation

The use of technology in education has become increasingly popular in recent years, and its impact on students’ academic performance and motivation has been a topic of interest among educators and researchers. This study explores the impact of technology on English Language learning in Albanian secondary public schools. The use of technology in English language learning can enhance students’ motivation and engagement in the learning process. It can assist the instructor in delivering a more effective lesson. The use of technology can provide students with immediate feedback on their progress, which can boost their confidence and motivation. This study identified some challenges associated with technology integration, such as inadequate infrastructure and limited teacher training. To conduct this case study, data from a sample of Albanian secondary schools was collected. The data was collected through surveys and classroom observation. There were 20 secondary school students who were interviewed about their experience of technology use in the English language classroom and also 3 English classrooms were observed. The interviews provided in-depth insights into students’ experiences with technology in the classroom. Whereas classroom observations provided information on how technology is being used exactly in English language classrooms and its impact on students’ engagement and performance. The findings revealed that technology can positively impact students’ academic performance and motivation when appropriately integrated into classroom instruction. However, the Ministry of Education in Albania should make more efforts in supervising how the technology is designed and implemented and how teachers are trained to use it and more importantly ensure that all students have access to technology and the necessary skills to use it effectively. The study concluded by recommending that Albanian schools should continue to embrace technology in the classroom, while addressing the challenges with its integration to maximise its positive impact on student learning.

Keywords: *Technology, motivation, academic performance, secondary education, English language learning.*

Teaching Beginner ESOL Classes - A Woven Approach

Eliza Winnert

English Teacher - Habibi. Works, Devon, UK

Abstract

I share my experience of working with refugee communities in Greece and the multi-stranded approach that I have developed over time in the beginner ESOL classroom - weaving together different literacy methods and making use of realia, flashcards, games, role plays, TPR, and home-made graded readers to create an inclusive and motivating learning environment. Come along to add some more strands to your teaching basket, whatever your context.

For refugee communities arriving in Europe, English is widely valued as a language of global communication when people don't know where they will ultimately end up. Whilst learners in this context come from across the spectrum of educational backgrounds, this talk will focus on the experience of working with very low-level and non-literate adult English learners in Greece. Such learners are often highly motivated yet many are not literate in their mother tongue, not having had the opportunity to attend school in their homelands. On top of this, many have been through traumatic experiences and continue to face a precarious living situation, exacerbating the challenges of learning a new language. Most classes are community classes in a low-tech setting, led by volunteer teachers. Even for 'qualified' teachers, most of have not had the training or experience to equip us for working in such a context or with such learners, and have had to rethink our pedagogic approach. Faced with the limitations of existing EFL and literacy material for the refugee context, volunteer teachers based in Greece have been adapting methods and creating and sharing inclusive and relevant material for teaching adult ESOL learners. This talk aims to celebrate the resilience and perseverance of the adult ESOL beginner learner, as well as the creativity of teachers on the ground, and share with participants the woven approach I have developed over time. This approach draws on both Jolly phonics and the Language Experience Approach and makes use of sight words, realia, flashcards, games, role plays, TPR and some very basic graded readers which I have created. Participants will leave the session with ideas for creating a welcoming safe space in the classroom, adaptable activities for lower-level classes in any context, and editable resources to add to their teaching collection.

Keywords: *Teaching Beginner, ESOL learners, community classes, pedagogic approach.*

Teaching in a World of Artificial Intelligence

Marilda Salla

Faculty of Natural Sciences,
Albania

Abstract

Artificial Intelligence is growing with giant leaps and it is becoming a crucial part of many aspects of our lives, especially education. 21st Century has witnessed an immense inclusion of technology in education, and this is more than obvious. Covid-19 made us understand how fast we can go digital and what kind of productive interaction you can create while teaching in your virtual classroom. There has always been a debate about online and face-to-face teaching pros and cons, but now things are getting serious and we should start thinking or implementing of the ‘hybrid’ solution. Technology has advanced rapidly and I think that it is time to use it in a clever way in favor of education without risking to lower the level of students’ productivity and commitment.

Artificial Intelligence is growing with giant leaps, and it is becoming a crucial part of many aspects of our lives, especially education. The 21st Century has witnessed an immense inclusion of technology in education and this is more than obvious. Covid-19 made us understand how fast we can go digital and what kind of productive interaction you can create while teaching in your virtual classroom. There has always been a debate about online and face-to-face teaching pros and cons, but now things are getting serious, and we should start thinking or implementing the ‘hybrid’ solution. Technology has advanced rapidly, and I think that it is time to use it in a clever way in favor of education without risking to lower the level of students’ productivity and commitment. I am an experienced teacher and trainer with over several years in the industry, two of them in an online education platform that directly connected me with the technological ecosystem. I have always tried to find ways on improving learning activities to support the achievement of learners' specific educational needs, while still meeting the learning targets. As such I would like to share details from my research and implemented methods where the technological aspects perfectly combine with the traditional ones.

Keywords: *artificial intelligence, education, learning activities, learners' needs.*

Use of Technology in Student Assessment

Anisa Sela

"Vaçe Zela" School, Albania

Abstract

Education is constantly evolving. This is due to continuous emerging educational tools and technologies. This development has altered the traditional ways of teaching and learning. Present global trends have further increased the adoption of technology.

This presentation discusses the need for enabling teaching and learning environments in the face of swift and continuing technological developments in a post-global pandemic era, which has resulted in a contactless world. Using technology in the classroom is related to the fact that teachers use electronic resources to facilitate and improve the teaching/learning process.

It plays a key role in helping the teacher to answer the question of "What should they teach?", to select the teaching material that meets the learning outcomes.

Technology has revolutionized the field of education. The importance of technology in schools cannot be ignored. In fact, with the onset of computers in education, it has become easier for teachers to impart knowledge and for students to acquire it. The use of technology has made the process of teaching and learning all the more enjoyable. This presentation discusses the need for enabling teaching and learning environments in the face of swift and continuing technological developments in a post-global pandemic era, which has resulted in a contactless world. This presentation will be about the use of technology in the students' assessment. It will help teachers with their ICT skills. Help them use apps and tools online. Use ICT to facilitate student learning, student assessment and in particular students with special needs and those with learning difficulties. They will learn how to make a test on google forms. There will be a discussion about personal teachers' experiences. -What are some of the experiences that teachers/schools have developed in relation to the use of ICT for curriculum implementation? -What are some of the difficulties teachers have in using ICT as a teaching/learning methodology? What are some of the difficulties teachers have in using ICT for student assessment? -Have you shared these experiences with each other? If so, how did you cope with it about making it happen? -What are some of the professional development needs of teachers regarding the use of ICT? On the PowerPoint presentation, I will show how to make a quiz and an evaluation test online, on the "Google forms", platform.

Keywords: *education, technology, student learning, student assessment.*

Teaching Grammar Through Games and Fun Activities

Albina Hoti

University of Prishtina , Kosovo

Abstract

My workshop is designed to teach indefinite pronouns in an engaging and enjoyable way. Rather than simply presenting a list of pronouns and their definitions, the workshop includes a variety of activities that make learning fun and memorable. The use of riddles and tricky questions is a clever way to challenge learners and keep them engaged. By presenting pronouns in the context of puzzles and brain teasers, learners are encouraged to think critically and creatively about how they are used. This can help them to better understand the nuances of indefinite pronouns and how they can be used in different situations. Roleplay is another great way to teach indefinite pronouns. By acting out different scenarios and conversations, learners can practice using pronouns in context and gain confidence in their ability to communicate effectively in English. This approach can be particularly useful for learners who struggle with shyness or anxiety in social situations. Creative writing is another important component of the workshop. By providing learners with prompts and encouraging them to write stories, essays, or poems that incorporate indefinite pronouns, the presenter is helping them to apply what they have learned in a practical and meaningful way. This can help learners to internalize the rules and usage of indefinite pronouns and become more confident and effective communicators in English. Overall, this workshop is a well-rounded and engaging approach to teaching indefinite pronouns. By incorporating a variety of activities and exercises, learners are given multiple opportunities to practice and reinforce their understanding of these important grammatical structures.

This will ultimately help them to communicate more effectively and confidently in English, both in writing and in speech.

Keywords: *teaching, grammar, games, activities.*

Integrating the Latest Technological Apps and Software in Language Teaching

Arjan Pula

English Teacher, Skender Luarasi, Tirana

Abstract

In recent years, the integration of advanced technological applications and software has revolutionized the field of language teaching, providing innovative tools to enhance learning outcomes and engage students in interactive and personalized language acquisition experiences. This abstract examines the benefits, challenges, and implications of integrating the latest technological apps and software in language teaching.

The integration of technology in language teaching offers numerous advantages. Firstly, it enables educators to create immersive language learning environments through multimedia resources, such as interactive videos, virtual reality simulations, gamified language exercises and some apps like Classdojo, Canva, Quiver and some other surprising apps which you will get to know during the presentation. These resources can cater to diverse learning styles and facilitate active student participation.

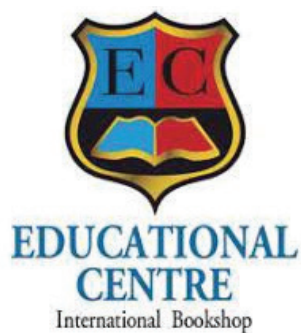
Secondly, intelligent language learning platforms equipped with artificial intelligence and machine learning algorithms can provide personalized feedback, adaptive assessments, and targeted practice exercises, enabling learners to progress at their own pace and receive tailored support. Additionally, technology fosters collaboration and cultural exchange by facilitating communication and interaction between learners and native speakers through platforms like language exchange communities and video conferencing tools.

However, several challenges and considerations arise when integrating technology in language teaching. These include the need for effective teacher training also parent training and professional development to ensure educators can effectively navigate and leverage technological tools, addressing the digital divide to ensure equitable access to technology for all students, and balancing the integration of technology with traditional teaching methods to maintain a pedagogically sound approach.

In conclusion, integrating the latest technological apps and software in language teaching holds immense potential for enhancing language learning experiences. By leveraging these tools, educators can create dynamic, personalized, and immersive language acquisition environments that empower students and promote effective language proficiency development.

Keywords: *Language Teaching, technology, classroom.*

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