



**Pharos University**  
**2<sup>nd</sup> International ELT Symposium**  
**on**  
**Innovation in Education**  
**16<sup>th</sup> September, 2017**

1. **Matthew Hendershot**

**presenting in Mr Mohamed Ragab Hall**

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**Abstract**

**Learning, Experimenting, and Being Yourself**

Teaching is an art, but becoming a good teaching artist requires a careful balance between learning from best practices, doing our own experiments in the classroom, and learning to find our own unique teaching style

**Biography**

Matthew is the Associate Dean of Undergraduate Studies and the Academy of Liberal Arts at the American University in Cairo. He has taught, consulted, and worked in over 30 countries. His teaching experience includes from grade school through university levels, as well as adult education. His interests include student motivation, experimenting in the classroom, corpus linguistics, augmenting education with technology, and helping each instructor to confidently learn their best teaching style. He also loves not just teaching, but also learning languages, having worked on nine different languages himself. He is married, and has four boys bilingual boys.



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2. Roy Kishore

Presenting in Mr. Mohamed Ragab Hall

[kishore.roy@britishcouncil.org](mailto:kishore.roy@britishcouncil.org)

**Abstract**

**Assessing assessment**

Assessment makes many teachers and students feel uncomfortable – assessment literacy can help both groups appreciate the role language assessment can potentially serve. This talk will look at different types, qualities and concepts of language assessment as well as resources that teachers can utilize for their students and classrooms.

**Biography**

Kishore has worked for the British Council for over 21 years, progressing from teaching and examining to corporate training and teacher training, before taking on leadership roles. He has amassed experience from 7 different countries, and has particular interest in language assessment and online learning.





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3. Wael El Mayyah            presenting in D017

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### **Abstract**

#### **Why Games work for Learning**

Game-based Learning is one of the most up-to-date engaging learning technique. Game industry are increasing dramatically and number of players is getting bigger every second. This generation of learners are fond of games and technology and it could be considered as their common language. Therefore, games, technology and learning should come together to achieve the most effective way of learning. Here comes our invitation to the learning world “Gamers are from the School and Teachers are from the Arena”; an invitation to mix these three sides of the new learning triangle, Games, Technology and Learning. In this workshop, the relations between games and learning are discussed. The role of the teacher as a game designer looking for learning with fun, while the student becomes a player. Why games can easily fit to be a learning tool. Including the player journey and the learner journey and types of players and learners. Finally, what are the challenges that should to be considered in Game-based Learning?

### **Biography**

Dr. Wael El mayyah is the founder and Managing Director of WonderLearn since 2011. He holds a PhD in Mechanical Engineering from the University of Strathclyde, UK. He has a wide experience in teaching and training in Egypt and UK. He provides training and educational consultations for schools and universities through providers like WonderLearn, British Council, Uni of Strathclyde and Promark Ltd. In academia, Dr. Wael is highly interested in active learning, Game-Based Learning, education development and linking all of these with technology. Dr. Wael designed and implemented various game-like and full game based learning programmes in schools, training organizations and corporates.



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4. **Dr. Heba Gaber** Presenting in D019

[hbsherif@yahoo.com](mailto:hbsherif@yahoo.com)



**Abstract**

**Culture as the Fifth Language Teaching Skill**

**Biography**

Dr. Heba Gaber graduated from the Faculty of Arts, Alexandria University, English Department, Literature Section, in 1999. she got my MA, in 2011, in English Language and Literature from the same department with the thesis titled; New Historicism and Post colonialism in the Autobiographies of Penelope Lively and Radwa Ashour: A Comparative Study. In 2017, she earned the Ph.D. in English Language and Literature. Title of thesis is The Depiction of London in Contemporary Multicultural British Fiction. she Works as an English language supervisor and instructor at the Faculty of Commerce, Alexandria University.



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5. **Meriam Morkos** presenting in D027  
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**Abstract**

**Using blended learning to learn a language**

Technology is present in every aspect of our lives. There is not a waking moment in our day that is not linked in some respect to technology. In the same way technology has made our lives easier and richer, it has added tremendous new depth in the field of teaching and learning. Mixing technology with traditional methods to learn a language has proven a great success, however not many teachers in Egypt are able to successfully apply it in their classrooms. This workshop aims at introducing the concept of blended learning to teachers and empowering them with the tools to successfully apply it. Blended learning can benefit both the teacher and the student, if schools are willing to change from traditional methods.

**Biography**

Meriam Morkos is Marketing executive, and a Teacher Trainer at Macmillan education Egypt. She received her B.A from the Faculty of Alsun, Ain Shams University. She has ten years of professional work experience most of which were centered on linguistics and education-focused activities, where she has been teaching English as a second language. She is a certified Voice and Accent trainer since 2012 specialized in teaching English to employees and potential employees of the BPO industry. Her distinctively diversified background and work experience gave her a well-rounded knowledge of the technical aspects of teaching. She added the academic aspect when she got her CELTA degree from Cambridge University through Pharos University. Meriam believes in education as an exclusive gateway to the welfare of the individual and society. It is only through education that people are empowered with the knowledge, skills and abilities that help them unleash their potential



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6. **Noha Hilmy**

presenting in D035

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**Abstract**

**ECE Tips for ECE Teachers**

This interactive workshop is an invitation to all ECE (early childhood education) teachers to learn, participate, and share their own experiences in the ECE with everyone else. To experienced teachers, it is going to be a quick reminder of some fundamental issues teachers usually don't know anything about, or start to disregard by the time it gets hectic. We will discuss the importance of having clear vision and mission in relation to the practical part of designing a system inside your classroom, planning your lesson to bearing in mind useful tips in dealing with your little ones, and managing their behaviour. To new teachers, it is also going to be a chance to learn some essential things about such mesmerizing world. To the parents who want to understand more about how the system should work at this stage in schools, what are the things any parent should look for when enrolling their kids in schools. Plus, if you're in need of some tips and advice, you are welcome to attend.

**Biography**

Noha Hilmy was graduated from Faculty of Education, English Department, Alexandria University in 2002. She started her Early Childhood teaching career in New Zealand in 2008 as a teacher in the early childhood centers in Canterbury University. At the same time, she was a tutor in the children holiday programs for Christchurch City Council. She also gave English courses to university Saudi students, and worked in An-Nur ECE center before travelling to Malaysia in 2011, where she attended intensive workshops to the I-Lift ECE educational program, before becoming the sole marketing agent to it in Egypt. From August 2013- January 2015, she was the manager of Zaitona Academy, an ECE center in Alexandria. In February 2015, she became the head of the foundation stage in Modern Education Language School. Along with her career, she started giving talks and training to new, mid-career teachers, and whoever is interested in the early childhood education. After she became a CELTA certified teacher in March 2016, she started teaching adults in the Arab Academy for Science, technology and Maritime Transport, and also in Sadat Academy. Noha started working as an English instructor at Pharos University- English Language Centre since September 2016



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7. Hala Ahmed presenting in D031  
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**Make it authentic, make it real!**

**Abstract:**

In a fast changing world, 21<sup>st</sup> century ESL/EFL teachers must develop an acute awareness of the critical need to consider students' interests and realities when developing materials. Moreover, experience has shown that students' level of enthusiasm and amazement is raised when materials of local relevance are used in class. In this workshop, the presenter will define and describe authentic materials. She will also outline benefits and challenges associated with using them. Then, she will offer suggestions for selecting and finding locally relevant authentic materials, and for planning activities appropriate for use with these materials. Criteria of selecting authentic materials will be analyzed. Various types of authentic materials will be explored. Advantages and disadvantages will be compared. Finally, the workshop will end with a range of practical activities to give the participants the opportunity to practice what they might like to do in their teaching contexts.

**Biography**

Hala is a highly experienced teacher trainer with a strong back ground in communicative teaching, materials development and course and lesson planning. In her seven years with the British Council, she has designed and delivered multiple training sessions for the organisation's own English instructors and teachers from public schools. This has covered groups with different levels of experience such as novice teachers, experienced teachers, school principals, supervisors and teachers with special needs. Training projects managed by Hala have been funded variously by UNICEF, the EU, USAID, the World Bank and various NGOs. She has been a presenter for five times in Nile TESOL, the biggest ELT conference in Egypt and a presenter at TESOL Arabia, the biggest in MENA, covering different areas such as teaching aids, English salons, cheating, emotional intelligence, writing portfolios and evaluating training programmes. She has worked on educational projects in the UK, Malta and the Netherlands. Hala has trained and mentored CELTA qualified teachers in the Teacher Support Programme and other more experienced teachers aspiring to move from CELTA to DELTA. She is experienced in conducting classroom observations and giving feedback, and is a certified International Quality Control Monitor for educational assessment. Aside from teacher training, Hala enjoys playing squash and singing.



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8. **Eman El Difrawy**

presenting in D113

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**Abstract**

**Teaching Strategies**

Understanding the needs and preferences of the students are key elements in learning. My presentation will be about how an active learning environment allows students to listen, read, speak and write through problem solving exercises and using real-life experiences. So if you would you like to involve "fun" in your classes? What are the different teaching strategies that you use to encourage students' participation? In this workshop attendees will be introduced to some activities to teach productive and receptive skills. Moreover, attendees will participate in the tasks and share their ideas.

**Biography**

My name is Eman EL Difrawy. I have been teaching Adults for ten years. I am a holder of advanced TEFL certificate from Notting hill UK. I worked as a Language instruction supervisor at Berlitz Language Centers and I worked as a coordinator and a part time instructor at the American university (Teaching young learners). I am a presenter at the Nile TESOL and now I am a lecturer at the Ahram Canadian University.





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9. Dr. Mona Eid

presenting in D113

[monaeid6@yahoo.com](mailto:monaeid6@yahoo.com)

**Abstract**

**Three Mobile-Assisted Language Learning Applications**

This workshop introduces a hands-on opportunity for exploring the following three mobile assisted language learning activities:

- I. A virtual environment tool
- II. Vocabulary building and brainstorming online software
- III. A video upload and editing option



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**10. Andrew Ghaly**

**Presenting in D129**



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**Abstract**

Learner autonomy is when students take control and responsibility for their own learning, both in terms of what they learn and how they learn it. It takes as its starting point the idea that students are capable of self-direction and are able to develop an independent, proactive approach to their studies.

In the field of higher education, learner autonomy is particularly important. Students may have limited classroom contact time for learning English but they may need to rapidly increase their knowledge and skills. It is therefore important for them to become self-reliant language learners who can continue learning efficiently outside the classroom.

**Biography**

Andrew graduated from the Faculty of Education, English department in 2010. He has experience in translation, simultaneous interpretation and movie subtitling. In 2011, he taught English to middle-stage students at the Egyptian English Language School, where he taught an intensive Cambridge First Certificate (FCE) course. In September 2012, he started teaching at College de la Mere de Dieu and is currently the coordinator of English language, and a senior stage teacher there. In 2015, he completed Harvard University course on improving learning and teaching. In 2017, he completed his Professional Diploma in curriculum and instruction and is currently working on his Special Diploma. Andrew has been working at Pharos University – English Language Centre since January 2016.



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**11. Hania Shafik**

**Presenting in D131**

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**Abstract**

**“Differentiated math’s instruction strategy”**

Differentiation is a form of personalized instruction so that all children in the classroom can learn effectively. Students in the same class may vary in culture, gender, motivation, ability, personal interest and more..., so it makes sense to provide different avenues of learning for students to reach the same destination. Through differentiated instruction teachers should group students according to: Teachers should consider delivering their lessons at varying levels of difficulty, and have variable expectations of each group, which accordingly might require tailored worksheets, activities, and assessments. This workshop will target brainstorming the pros & cons of differentiation from a teacher’s perspective, and how far could this actually be applied in a math’s classroom. Attendees will be involved in hands-on activities of differentiated instruction through experiencing 4 different ways of practicing the same mathematical topic. They will also experience some class management tips on how to apply differentiated instruction.

**Biography**

Hania M. ShafikAbou El Ela, a mathematics teacher at Riada International School, spent her early childhood in the United Kingdom, graduated from the E.G.C, and earned a bachelor degree from the faculty of commerce English department. A teacher with a lot of passion for education and enjoys delivering her passion to students through interactive and joyful lessons. Having nine fruitful years of experience, 7 of which in teaching mathematics, and 2 previous years in teaching other fields such as business and soft skills. Has practiced teaching in different educational systems (British, American, and national) for various age groups.



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**12. Walaa Salim**

**presenting in D231**

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**Abstract**

A blind Kahoot for enhancing HOTS and learning new concepts

Instructional practices based on authentic tasks enhanced with digital tools can positively affect students' development of HOTS (Hopson, 2001). As Churches (2009) indicates that HOTS is related and relevant to the 21st century skills, the digital tool and represents a social constructivist approach. One of the universal human needs is to learn to discover our world to connect and to grow through the learning experience itself. How can we make learning experience more relevant, meaningful and powerful to all Ss, no matter their age, background or needs? Kahoot! was born out of the aim to support as many different types of learners as possible. Blind Kahoot is "A powerful way to teach new concepts and is all about building and reinforcing knowledge brick by brick in a single game (Miller, 2017)". While many people create and play 12kahoots for review, formative assessment or to re-energize the class, Blind Kahoots are designed to teach the new material in an engaging and impactful way and with lasting effects, every student will have a chance to feel success and motivation. As Plump & La Rosa (2017) states "A class without Kahoot! is like a car without wheels".

**Biography**

Mrs. Walaa Salem is a senior teacher and a teacher trainer in the ministry of education. She has been teaching English for thirteen years in public and language schools. She is a TKT holder (teaching knowledge test) in 2013. She is a MA holder in curriculum and instruction in 2015. She is a MCE (Microsoft certified educator) in 2017. Currently, she is studying Ph.D. in Ain Sham University. She attended many teacher training programs such as TWT and TOT.



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**13. Nesreen El Nesr**

**presenting in D233**

[nesreen2912@yahoo.com](mailto:nesreen2912@yahoo.com)

**Abstract**

**Inspiration and Motivation with Gamification**

**Biography**

Nesreen Bahgat El-Nesr is an EFL supervisor and teachers' trainer at the ministry of education. She holds a Bachelor of Arts and Education; CELTA; TESOL and MCE certificates. She is accredited as a speaking examiner by Cambridge ESOL. She is certified as a trainer from USA, UK and KSA. She is Microsoft Innovative Educator 2016. She is one of the founders of the Innovation Center of East Educational Directorate in Alexandria. She delivered professional presentations at different national and international conferences like IATEFL, TESOL Arabia, Egypt TESOL, AUC Skills Conference, Nile TESOL, IELP2 Conference for Returned Participants and RELO.



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**14. Dalia Ashraf**

**Presenting in D229**

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**Abstract**

**Do you understand?!**

How many “YESSES “do you get whenever you ask “Do you understand?”. Naturally, your students don’t want others to know they are not as clever as the rest of their colleagues! It is really embarrassing to say “No”, even for you as a teacher when you attend a seminar or any input session you rarely admit your lack of comprehension. Getting feedback from the students, on their understating, is not that easy. This session aims at providing the attendees with different techniques to ask valid and effective CCQs.

**Biography**

Dalia is a graduate of faculty of Education English department –General in 2016. She is a CELTA holder. She is teaching English, American History and World History for different age groups, from juniors to seniors. She has been working in Pharos University since February 2017



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**15. Ihab Badr (British Council)**

**presenting in D017**

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**Abstract**

**Workshop title: Why Getting your Students to Speak Seems Like a Hard Job?**

Teachers prepare speaking activities to encourage students to speak, but are often struck by students' weak production or their inclination not to participate. In order to encourage students to speak, teachers have to prepare them for it. In this workshop attendees will discuss what really helps and encourages learners to speak. Participants will try some ideas as to how to boost students' confidence to engage in speaking activities. Teachers can tap into a variety of techniques to use to prepare learners to speak. Participants will engage in a series of activities to examine putting these ideas into practice. Then there will be some time to reflect on the above ideas.

**Biography**

Ihab Badr is a Cambridge DELTA holder and works as a teacher trainer at British Council Heliopolis. He has worked as a teacher, coordinator and mentor. He is particularly interested in learning technologies and teacher training.



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**16. Dr. Nadia Touba**

**presenting in D019**



[nadiatouba@gmail.com](mailto:nadiatouba@gmail.com)

**Abstract**

**Key Issues for Teacher Education in Egypt**

Moving into the 21<sup>st</sup> century there are a number of issues we trying to cope with in the hope that we will progress smoothly and be able to handle the challenges faced in teacher education. This talk will focus on some points that need to be understood and seriously considered for any kind of educational improvement or reform in Egypt to efficiently proceed. The presenter will focus on M Learning, assessment and leadership with special reference to language teaching.

**Biography**

Nadia Touba worked as a professor of English Language Methodology at Alexandria University for most of her professional career. She also worked with USAID on several education projects in cooperation with the Ministry of Education in Egypt. She was the Director of the English Studies Division at the American University in Cairo and until recently she was the Director of the Nile Egyptian Schools project which is in partnership with Cambridge International Examinations CIE. She has played the leadership role in several high level projects in Egypt like developing education standards, developing and implementing the first Egyptian standardized tests for teacher placement in the Egyptian Teachers' Cadre and leading the development of the first Egyptian standards-based textbook to introduce the teaching of English to very young learners. She has worked as a consultant with English Testing Services ETS in Princeton. She is also a consultant for the Commission for Academic Accreditation in the Emirates. Nadia has also widely published her research and has co-authored a variety of books on English language teacher training, curricula and testing.

**Nehal Okba.17**

**presenting in D027**





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**Abstract**

**The 4 Cs of the 21 century skills:**

Life skills or 21<sup>st</sup> century skills are turning to be a buzz word not only in education; but it is also happened to be a focus of discussion across a range of industries around the world. Life skills have been defined by the World Health Organization as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Recently, the world has caught up with the modern English language classroom, mentioning 21<sup>st</sup> century skills is not referring only to teaching English, but skills that can be used to prepare learners for the 21st century. Such skills enable our students to Perform independently and with groups in a highly technologically advanced atmosphere, as well as being ready for daily, global interaction, being capable of adaptation, flexibility and creative thinking, and finally understanding how to plan for, build, and include collaboration with peers. In this workshop, we will identify the 4Cs and how to apply them in English Language Teaching

**Biography**

Nehal Okba is a teacher Trainer supervisor at Macmillan education Egypt. She received her B.S from Cairo University in 2 Majors Mass communication & English Arts. Her career is back to 2001, she started as an English teacher until she became Head teacher and vice principal at the one of the most reputable school in japan. Her Teaching experience in Japanese Local & International schools lasted for 7 years. Nehal returned to Cairo, where she accepted supervising positions at several private language schools, in addition to teaching, Nehal is also marketing supervisor which gives her a great exposure on the publishing and education industry. through conducting TOT programs, Marketing research, analysis and find out new Teaching trends and Methodologies for Macmillan education in the Egyptian market.



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**18. Hania Sameer**

**Presenting in D035**

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**Abstract**

**Classroom Behavioural Strategies and Interventions**

Knowing your students and planning interventions can help prevent behavioural problems by addressing their cause. Behavioural strategies and interventions were developed for teachers to use with students who may have challenging behaviours. To share behavioural strategies and interventions that can help prevent behavioural problems.

**Biography**

Hania Samir Hafez has twenty-one years of experience in education in both national and international schools as a teacher, senior teacher and a key stage leader. She started her teacher training career after being selected by the ICDL committee as a master leader teacher to deliver the course content to staff members. She then participated as a trainer on a post graduate teacher training course (ITTC). Then recently took part as a trainer on courses prepared and run by Educational Services for EIPL "Egyptian International Publishing Company Longman" and delivered a number of classroom management workshops to staff members and newly appointed teachers.



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**19. Hania Youssef**

**Presenting in D031**

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**Abstract:**

**Vocabulary Activities based on Social Interaction Learning Styles**

More and more students search for ways to improve their ability to learn vocabulary nowadays. We as teachers might find difficulty answering their questions such as, “How can I learn this set of words easily?” This workshop sheds light on the diversity of students and how their learning styles affect their language acquisition. It also provides a variety of activities that help students reach their goal much easier.

**Biography**

Hania M. Youssef has taught different age groups in schools and reputable private centres in addition to PUA for 14 years. She was one of the Academic Coordinators in the ELC last year. In 2015, she obtained her CELTA from PUA. In August 2016, she attended a training course under the title: Testing, Evaluation and Assessment at NILE in Norwich, England. She has given a number of workshops in training workshops and conferences such as "Using Songs and Literature in English Classes", “Techniques to help students become better writers” and “Using Visuals in the English Classrooms.



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**20. Dr. Silvia Elias**

**presenting in D113**

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**Abstract**

**Innovative Techniques in Teaching Literature; Creating an Enjoyable Class**

This presentation will attempt to show how a teacher of literature can only succeed if he/she adopts a learner-based approach and does not stop at the historical facts or the simple narration of the events: taking the students to a whole new level of knowledge allowing them to relate to the text and characters in the book rather than feel distanced or alienated. The different models/approaches explored in the presentation – cultural, language and personal growth – are guidelines that can assist the teacher in creating a useful informative class that remains enjoyable and memorable. Teachers start by examining the social, political and historical background to a text and then include the stylistic analysis and linguistic features that enable students to come up with their own personal interpretations: encouraging them to interact with the text and draw on their own opinions, feelings and past experiences. This presentation is an attempt to list the different approaches that could be used for teaching literature appropriated to different age groups as well as the demonstration of some innovative techniques and tools that can be used to engage students in the learning process. The presentation introduces teachers to innovative techniques tailored for elementary, intermediate and upper intermediate students. It incorporates the traits that characterize a passionate teacher of literature. One who recognizes the immense power of literature and knows how to pass his/her passion to students in order to create readers. Once a student develops a habit of reading, acknowledges his/her preferences and no longer associates reading with studying, a teacher's mission is successfully completed.

**Biography**

Dr. Silvia Elias is assistant professor at Faculty of Languages & Translation, PUA (English Dept.) Her major is American Drama. She has published a number of papers in many reputable universities and presented in prestigious conferences. Her teaching experience includes teaching both English and American Literature (Fiction & Drama), Comparative Literature, Criticism & Critical Theories, Cinema and Adaptations. She is a trainer and Coordinator at the Career Development and Entrepreneurship Centre (CDEC), former president of LAVA student activities club, instructor at the Education Development Centre (EDC), Member of the Interactive Learning Committee for Inspection and vice head of the Quality Unit at her faculty. Her passion for literature is what makes both her classes and books enjoyable for students and readers.



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**21. Marwa Amin**

**presenting in D116**

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**Abstract**

**Everyday language made simple through media use**

**Content:**

-How can movies and songs be used effectively to help learners improve their language competence?

-How can we teach learners “chunking” which can lead them to better results with their language competence progress?

Estimated time: 30-40 minutes

**The content in a nutshell:**

I am supposed to help teachers of English to use movies and songs effectively in their classes so as to support learners in their competence progress. I firmly believe that listening plays a major role in a learners’ language competence improvement. Movies and songs, if being made good use of, can help a great deal since they are a rich source of everyday language.

I depend on a way called “chunking” and it is proven successful in helping learners progress and improve their English in a short period of time.

I shall shed light upon this idea as well in my workshop.

**Biography**

Marwa Amin graduated from Faculty of Arts, English Department, Linguistics and Translation section, class 2006. The day she did her final exam in college was the same day she was employed in a private training center. She had nothing to do with teaching other than standing in a lecture room giving her colleagues presentations on some topics she had been assigned in college. She did her best and attended some teachers’ training workshops and peer-observation classes. What really made a great difference with her teaching career was in-class training, giving classes to ESL/EFL learners. She has been in the field of English teaching for more than seven years. She is also a TESOL holder. Currently, she is the head of the teaching department in Level Up training center.





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**Innovation in Education**  
**16<sup>th</sup> September, 2017**

**22. Nermine Galal**

**presenting in D129**

[nermine\\_galal@yahoo.com](mailto:nermine_galal@yahoo.com)



**Biography**

Ms. Nermine Galal Ibrahim holds an MA degree in curriculum and Methodology from the faculty of Education, Alexandria University. Currently, Ms. Ibrahim is studying to earn her PhD degree. Upon her graduation in 2004, Ms. Ibrahim worked for The ESP Centre, Alexandria University; then she joined the Arab Academy for Science, Technology and Maritime Transport since 2005. Over her years of experience at AASTMT, Ms. Ibrahim taught/ coordinated various ESP/ EAP courses at college of Maritime Transport & Technology, college of Engineering & Technology, college of Computing & Information Technology, college of International Transport & Logistics, college of Pharmacy and Technology and college of Fisheries Technology & Aquaculture. Ms. Ibrahim is also a member of the materials development team and the translation & editing team at the college of Language and Communication, AASTMT.



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**23. Aliaa Fahmy**                      **presenting in D131**

[aliafahmy57@gmail.com](mailto:aliafahmy57@gmail.com)

**Biography**

Alia Adel Fahmy graduated from Riada Language School in the year 2007 and graduated from Faculty of Pharmacy Alexandria Univeristy in the year 2012. Alia trained as a pharmacist in Amr's Pharmacy in the year 2012 then started working as a science teacher in the junior department for grades 2, 3, 4 and 5 in the year 2013 till the year 2017. Alia took the ILETS preparation certificate from Cambridge in the year 2012 and took the DTTC (Developmental Teacher Training Certificate) in the year 2014. Alia is working now in Forsan British School as a science teacher for grades 3, 4, 5 and



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**24. Nadine Mouhasseb**

**presenting in D233**

[nde89@hotmail.com](mailto:nde89@hotmail.com)



**Abstract**

Teaching Language for young learners

**Biography**

Working with young learners, taking part in developing their skills and seeing them grow to become independent learners is one of the most rewarding life experiences. This is why I chose to continue working with young learners, and I am willing to share with you my experience in the field. Teaching a second language is the most challenging when you find yourself in a class filled with little ones who can barely express themselves in their first language. I've been working in the field of education since 2010, dealing with students of varying ages through the years (ages 3 to 15), and with different disciplines including teaching language. Obtained the CELTA certificate last year and I am currently the primary Years program (PYP) coordinator at the Swiss International School.





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**25. Ayat Gaber**

**presenting in D229**

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**Abstract**

Many people consider literature as a separate subject that has nothing to do with language learning. The problems faced in teaching foreign languages forced the teachers to find out and develop some new methods and techniques. Literary texts are basic components and source of the language curriculum, and it has been going momentum. Literature and Language can work together and interact for the benefit of students and teachers too. Many teachers consider the use of literary texts in language teaching an interesting and worthy perception. The session highlights the need and importance of using literary texts, and it gives tips and techniques on how to teach these texts in ESL Classrooms.

**Biography**

Ayat Gaber Abd ElAziz is an English Language Coordinator and Instructor at Pharos University. She is a graduate of the Faculty of Arts English Literature section. She has a diploma in Applied Linguistics, and she is currently working on her MA. in Applied Linguistics. She is a CELTA holder, and she has been working in ELT for 15 years.