CALL Project-Based Program to Enhance Student-Teachers' TEFL Skills

Marine Milad

Faculty of Language Studies, Arab Open University, Kuwait

Abstract—**Students-teachers are students who study to become Teaching English as a Foreign language (TEFL) teachers. They receive teaching trainings, observe certified teachers' teachings performance, and do some supervised teaching practices in EFL classrooms for the elementary and secondary stages. The current study aims at presenting a supplementary program to support a practical course on methods of teaching English as a foreign language for the elementary stage. The supplementary program has been developed by the researcher to enhance Arab Open University (AOU) student-teachers' skills of teaching listening, speaking, reading, writing, and vocabulary for elementary stage pupils through a language project that focuses on instilling social values in these young pupils. This was mainly done with samples of practical examples, interactive discussions and tasks of practical nature posted on Learning Management System (LMS) following Computer-Assisted Language Learning (CALL) methodology in accordance with the Intended Learning Outcomes (ILOs) of the course. The study has adopted the Constructoactive Model developed by Sahakian and Ghoneim (2007) to promote pupils' knowledge of different methods of teaching English as a foreign language and to familiarize young pupils with good social values and their related vocabulary items. In addition, the supplementary program has adopted Stoller's (1997) model for developing project work. The model has proved to be helpful in promoting the student-teachers' performance in teaching different language skills, writing lesson plans and giving demo class presentations for the developed lesson plans by using PowerPoint/Prezi presentations, open-source video/audio links and a number of software programs (such as Kahoot, Quizlet, and Grammarly).**

Index Terms—**student-teachers, Constructoactive Model, CALL, Top-down/Bottom-up Approaches**

I. INTRODUCTION

Being a universal language spoken by nearly two thirds of the world, TEFL has become a thriving career. Henceforth, numerous implications of the teaching process with varied pedagogical frames have been offered. At the present time, computers have become an essential part of modern life. They have been used almost in every field of science which applies to TEFL, and knowledge of Computer-Assisted Language Learning (CALL) methodology has become of a paramount importance especially in the contemporary age. Computer-Assisted Language Learning dates back around 1980's, with Davies' and Steel' publication wherein they developed the term (Warschauer & Meskill, 2000). Davies et al. (2012) described CALL as "the search for the study of applications of the computer in language teaching and learning". When tracing back the beginning of CALL, we can notice that it used the computers in several phases for language teaching and learning. Computers have been employed as a tutor that presents varied language skill practice and drills to promote class discussion and active interaction. In addition, they have been used as a tool for researching language regularities and discrepancies via concordance programs. Hence, the computers have been considered as a medium of global communication and a source of limitless authentic materials produced by native speakers of English Language (Warschauer, 1996). A typical instance of computer-assisted language teaching would usually involve a teacher using a computer connected to a large data show projector or a TV screen for visual output. The process of language training starts when the teacher asks for responses from students regarding the words or shapes that appear on the screen (Davies et al., 2012). CALL seems to be effective in handling and analysing a variety of simulations and software programs.

CALL has been divided into three main approaches each of which has different uses and perspectives (Warshauer & Healey, 1998). The first approach is behaviouristic CALL which is primarily used for grammar instruction or translation tests. The behaviouristic use of CALL, which started in the 1960s and 1970s, has mainly focused on students' behaviour and learning through drilling where the computer serves as a vehicle for delivering instructional materials to the student (Bulut, 2010). It is claimed that computer is perfect tool for conducting repeated drills and practice because it cannot get tired of presenting the same material several times and it is effective in providing instant neutral feedback. This has proven to be very helpful for students to proceed with the material at their own pace and provide more class time for other activities. CALL drills are still in use at present.

The second approach is the communicative CALL which encourages students to think about the appropriate use of form rather than the form itself to generate original utterances rather than just manipulate assembled language. This is different from the behaviourist approach as this system utilizes a variety of programs to provide skill practice but in a non-drill format. CALL model used for communicative activities involves the "computer as stimulus" (Warshauer, 1996).

The third approach is integrative CALL which focuses more on using technology to encourage and enable the actual use of language via the use of multimedia and hypermedia technology which means that the multimedia resources are all linked together and that learners can navigate their own path simply by pointing and clicking a mouse (Rashid, 2017).

The suggested CALL project-based supplementary program focuses on the communicative and integrative use of CALL. It presents an overview of the main methods and techniques of teaching English as a foreign language (TEFL). It exposes the student-teachers to the traditional and modern approaches of teaching English as a foreign language, such as the communicative approach and project-based learning to guide them on how to teach the four English language skills while instilling common social values in young learners. The proposed program provides some pedagogical implications in teaching methodology. It also discusses the content-based and task-based instructions as the medium of instruction.

II. THEORETICAL FRAMEWORK

From a theoretical point of view, the evolution of CALL was greatly influenced by developments in four areas of research namely individualization of instruction, experiments in programmed instruction, developments in computational linguistics, and work in machine translation in the 1950s (Dhaif, 1989). However, CALL has moved away from programmed learning toward a wide range of applications more in keeping with modern theories of language learning and current pedagogic trends over the past few years (Kenning & Kenning, 1990). Today's programs aim to develop communicative more than linguistic competence (as cited in Abdel-Majeed, 2017).

Several types of CALL programs have been developed and used during the phase of communicative and integrative CALL to provide skill practice, but in a non-drill format. Examples of these types of programs include courseware for paced reading, text reconstruction, and language games. In these programs, like the drill and practice programs, the computer remains within the model of the computer as tutor and computer as stimulus (Warshauer & Healey, 1998). In this case, the purpose of the CALL activity is not so much to have students discover the right answer, but rather to stimulate students' discussion. In contrast to the drill and practice programs, the process of finding the right answer involves a fair amount of student choice, control, and interaction (as cited in Abdel-Majeed, 2017). The hypermedia used in the suggested CALL project-based program provides several advantages for language learning/teaching. First, it presents a more authentic learning environment since listening is combined with real life contexts. Secondly, the four skills are easily integrated since the variety of media makes it natural to combine reading, writing, speaking, and listening in a single activity. Third, learners have great control over their learning, since they can not only go at their own pace but even on their own individual path, going forward and backwards to different parts of the program (Warschauer & Meskill, 2000).

Sahakian and Ghoneim's "Constructoactive Model" (2007) is an instructional model that merges constructivism and active learning into one entity and translates it into pedagogical practice through employing project-based learning. The model is employed as a framework for the CALL project-based supplementary program of the current study since it incorporates learning and teaching by enhancing the learner to be one's own instructor and assessor as well.

Sahakian and Ghoneim's Model considers the different learning styles in a way that; on the one hand, the slow learner(s) or those with poor knowledge begin learning by working in groups to gather *(act & construct)* new data through posing open-ended questions and using research techniques *(knowledge)*. These collected data must be relevant to the topic under investigation. Therefore, the learners classify and analyze these raw data *(assess/evaluate)*. Then, the learners reflect *(reflect, understand, assess & valuate)* on these data and process them into information that helps them in gaining new experiences and predicting new concepts based on the previously acquired ones *(experience)*. These new experiences are judged and assessed *(assess/evaluate)* according to the social values, one's own values and ethics *(values/ethics)*. This will result in the development of a new product *(act & produce)* based on all the previous points that are assessed and evaluated at every stage leading to high-quality assurance of the end-product.

On the other hand, the distinguished learners may learn by simply retrieving their previous knowledge and experiences related to the topic under investigation (instilling social values in young learners while studying the English Language). They, then, judge *(assess/evaluate)* these experiences to develop and produce a new product considering social values and one's own ethics *(values and ethics)*. This ensures the quality control of a product. All the above take place in an encouraging environment where questions are cherished and valued.
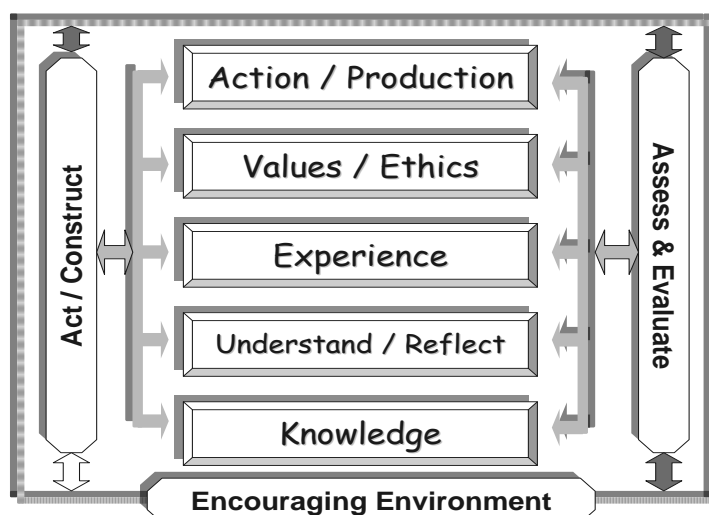
Figure 1 Constructoactive Model (Sahakian & Ghoneim, 2007)

Sahakian and Ghoneim (2007) experimented the above model and reported that "Constructoactive learning thought authentic activities like problem solving and project work assist learners to find meaning and usefulness in their products" (Sahakian & Ghoneim, 2007, p.62). The Constractoactive model is used as a framework of the current study where the learners will *produce* lesson plans through posing open-ended questions and using research techniques to exchange *knowledge*. These collected data are relevant to the requested lesson plans. Hence, the learners classify and analyse these raw data through assessing the processed data.

Then, the learners reflect on the processed data and process them into information that helps them in gaining new experiences and predicting new concepts based on the previously acquired ones to gain experience in writing lesson plans. These new experiences are judged and assessed according to the intended learning outcomes, values, and ethics. This will result in the development of the lesson plans based on all the previous points that are assessed and evaluated at every stage leading to high quality assurance of the end-product (written lesson plans and demo class presentations in this study).

On the other hand, the distinguished learners may learn by simply retrieving their previous knowledge and experiences related to the steps of writing a lesson plan. Then, judge their gained experiences to develop and produce the desired lesson plan in the light of the social values and one's own ethics.

Hence, project work is considered a meaningful activity that can be spread over a series of lessons or a term. One useful tactic is to provide learners with a menu of tasks and a pre-set time schedule of the due time before beginning the work (Fried-Booth, 2002). Thus, learners should know that long or short projects must pass through certain stages of development. These stages are represented in stimulating topic of interest, defining the project's objectives, practicing language skills, and designing spoken/written materials (product).

Many researchers who studied project work application have reached the same conclusion i.e., project work has certain characteristics which encourage instructors to use this method to develop the learners' learning (Chard, 1998; Stoller, 1997; Fried-Booth, 2002; Thomas & Macgregor, 2005). These researchers agree that project work focuses on content learning as well as language targets since it improves learners' content learning and language learning abilities. It is based on real world subject matter and topics of interest.

The ten-steps of Stoller's (1997) model for developing the project work illustrated below summarize all the phases of a project work that have been followed by the student-teachers in implementing their projects of instilling good social values in young learners while teaching them English language. Stoller's model of project work constructs the learners' knowledge and experience step by step reaching an end-product (written lesson plans and demo class presentations).
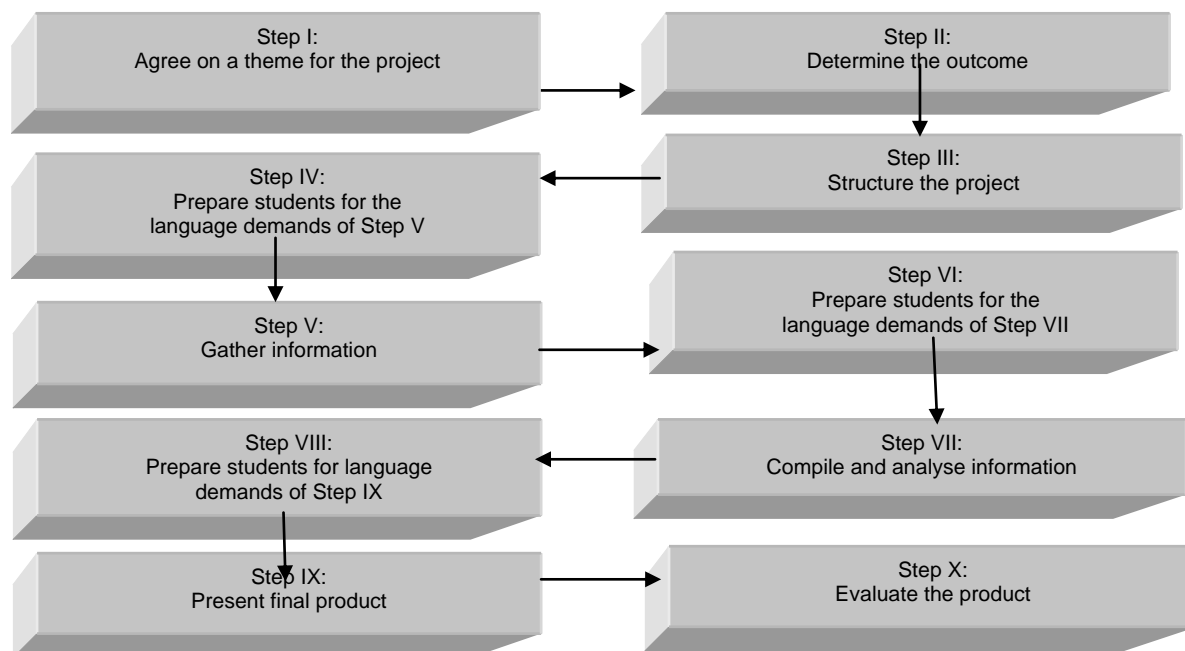
Figure 2 Ten Steps for Developing a Project in a Language Classroom (Stoller, 1997)

As seen in the figure above, Stoller's model of project work constructs the learners' knowledge and experience step by step to reach an end product. Numerous projects that are related to the learners' real life have proven that theory can effectively guide educational practices which are highlighted in the main characteristics of project work (Milad, 2021). Consequently, merging the two models (Sahakian and Stoller) helps attain the purpose of the present study.

III. CONCEPTUAL FRAMEWORK

The conceptual framework of this project includes its description, aims, duration, participants, hypnoses, methodology, design, delivery, instruments, assessment, findings, and discussion.

A. Description

The implementation has been administered on a group of Arab Open University (AOU) students registered in Teaching English as a Foreign Language course, Faculty of Language Studies to investigate whether there is a correlation between the students-teachers' performance achievement in writing lesson plans and giving demo class presentations especially after implementing a CALL project-based program as a supplementary module on how to teach the four English language skills (listening, reading, speaking and writing). The supplementary program was posted on the Learning Management System (LMS).

The study seeks to implement the constructivist theory and translate it into pedagogical practices highlighting the role of constructive teachers who encourage the active constructions of knowledge. This can be done through applying active learning practices as a means of emphasizing constructivism during adopting CALL project-based approach as an application tool. The project work is applied in AOU students-teachers' developed lesson plans and demo class presentations.

The supplementary program has helped the student-teachers develop their teaching practices of the four skills following bottom-up/top-down approaches. In teaching listening and speaking skills following bottom-up approach, the listeners break down chunks of speech into elements of sound, link these elements to form a word, put the words together to form sentences and join the sentences into texts; from the smallest element, such as a phoneme to words, sentences, and discourse. In following top-down approach, listeners start with the context of the situation: the participants in the interaction and their relationship, the place of talk, the form of talk, and the subject of the talk to get the overall message; from discourse to smaller elements; understanding the context of situation. Then, they choose the appropriate syntactic elements, which require understanding the relationship between language and its context of situation.

In teaching reading and writing following the bottom-up approach, the readers start recognizing the letters and relating them to their sounds, combining these sounds to form words and words into sentences with the purpose of understanding the meaning which is very useful for beginners. Then, they start writing the letters of the alphabet, combining letters into words, then the combination of words becomes sentences. At that point, the students are taught the connectives and the paragraph organization. In following top-down approach, the readers start with the context going downwards to the sentences and words. The meaning with its parts is the most important aspect in this process because words and sentences are meaningless unless they are put in a certain context that gives the meaning. When it

comes to writing, the students start with the context of the situation where they start forming an idea about the setting, such as the time and place of the event of writing, and they should have a purpose to deliver to a specific reader in mind. The students here know what genre they are tackling, whether it is a medical report, an advertisement, an email, etc. This will help them choose a suitable structure for the text and the appropriate words and grammatical elements.

B. Aims and Objectives

The study aims at enhancing the students-teachers' knowledge on:
1. identifying different traditional and modern methods of TEFL
2. integrating the communicative approach into classroom practices
3. integrating the natural approach and total physical response into classroom practices
4. adopting content-based and task-based instruction models
5. applying top-down and bottom-up approaches to teach the different language skills (listening, speaking, reading, writing and vocabulary)
6. promoting the uses of CALL in language learning and teaching
7. designing a lesson plan incorporating all the learned approaches and instructional models

C. Duration

The implementation started on the first semester of the academic year 2019/2020 and continued through the second semester of the academic year 2019/2020

D. Participants

A wide age range was represented in this experiment with the youngest participant being 18 and the eldest being 40+ years. Most participants were under 30 years of age (77.7%). The participants were 22 female students and 5 males for the experimental group and 19 females and 3 males for the control group.

E. Hypothesis

There is a statistically significant difference between the controlled group and the experimental group in the students' mean scores on writing lesson plans in favour of the experimental group because of the application of the CALL project-based program.

F. Methodology (Design and Instrument)

An experimental design was selected to detect the improvement of the students-teachers' written lesson plans and demo class presentations, if any. An observation checklist was developed by the researcher to assess and evaluate the students-teachers' performance of experimental and control groups. Data for this study were collected from thirty-six questions divided into five sections rayed by the researcher and another tutor for achieving inter-rater reliability.

The Constructoactive model (Sahakian & Ghonime, 2007) is adopted as a framework for the present study. This framework embraces well the ten-steps of Stoller's (1997) model for developing the project work illustrated below. Therefore, Stoller's model was adapted according to the research objectives and limitations.

G. Assessment

The assessment technique used in this experiment is the performance assessment which is a measure of assessment based on authentic tasks such as activities, assignments or tasks that require students to show what they can do (Appendix A). Performance assessment, also known as alternative or authentic assessment, is a form of testing that requires students to perform an authentic task rather than select an answer from a ready-made list or respond to a certain comprehension question. It is to act upon and bring to completion a certain project or assignment. Performance assessment involves displaying one's knowledge effectively to bring to completion a complex product or event (as cited in Milad, 2020). It typically involves the creation of products. "Performance assessment requires students to accomplish approximations of real-life authentic tasks, usually using the productive skills of speaking or writing" (Brown & Hudson, 1998, p.564). Accordingly, this assessment technique was used to evaluate the students-teachers' written lesson plan and demo class presentations using PowerPoint/Prezi presentations, open-source video/audio links and some software programs (such as Kahoot, Quizlet, and Grammarly), regalia, role plays, banners/poster, charts, notes, cards, mind maps, etc.

H. Findings and Discussion

To determine the relative extent of change fostered by the implementation of the project-based program on students' performance in writing lesson plans and to compare the level of skill performance of the controlled group and the experimental group, a *t*-test for two samples was used to determine any statistical differences between the mean scores on the written lesson plans. These findings are presented in Table 1.

TABLE 1
DESCRIPTIVE STATISTICS OF THE WRITTEN LESSON PLANS COMPARING THE STUDENTS' PERFORMANCE IN THE CONTROL GROUP AND THE EXPERIMENTAL GROUP
Two Samples Statistics

		Mean	N	STD. Deviation	STD. Error Mean
Pair 1	Experimental Group	22.0882	27	3.09904	.37581
	Controlled Group	5.4118	22	1.28406	.15572

The statistical results presented in the previous table show that the students' mean scores of the experimental group (22) is higher than the mean scores of the controlled group (5.41). These results indicate that the students' written lesson plans have improved due to the implementation of the project-based program. Then, the *t*-test was conducted to test the significance of the differences between the students' mean scores of the written lesson plans. The results are shown in table (2).

TABLE 2
t-TEST RESULTS OF THE TWO GROUPS COMPARING THE STUDENTS' PERFORMANCE IN WRITING LESSON PLANS
Pair Sample Test

		Paired Differences					
		Mean	STD. Deviation	STD. Error Mean	T	DF	Sig.(2-tailed)
Pair 1	Experimental - Controlled	16.67647	2.26222	0.27433	60.789	26	0.001

Table 2 presents the mean scores, standard deviation, *t*- value and *t*-significance of the students' total scores in the written lesson plans. The above table shows that there are statistically significant differences at 0.001 level between the mean scores of the controlled and experimental groups on the written lesson plans in favour of the experimental one since the *t*-value is 60.7. These results confirm the hypothesis and show the effect of the project-based program on the students' performance.

I. Conclusion

To sum up, students-teachers' lesson plans in the experimental group were found to be more detailed including all the needed sections of the learned lesson plan, such as lesson details, materials, and resources, learning objectives, employed grammar structures, warm-up, presentation, practice, production, and conclusion. Moreover, their performance in the demo class presentations was found to be more effective in delivering the topics related to the given theme in comparison to the control group who did not have access to the supplementary module on the LMS. This can be attributed to students-teachers' effort in completing and responding to the project-based program (supplementary module posted on the LMS) which included a variety of activities on how to teach listening, speaking, reading, and writing.

The previous findings assert that the developed project-based program posted on the LMS has proved to be effective in developing the written lesson plans for the student-teachers registered in the said Teaching Methodology course. In addition, students' overall achievement has been considered satisfactory since no one failed in writing the requested lesson plan and presenting it in the demo class presentation using PowerPoint/Prezi presentations, opensource video/audio links and some software programs (such as Kahoot, Quizlet, and Grammarly). This is attributed to applying the steps of project work and the moves of the Constructoactive Model that combines various learning/teaching strategies.

APPENDIX A. ORAL DEMO CLASS PRESENTATION OF THE WRITTEN LESSON PLAN

Category	Criteria	Likert Scale					
Presentation	• Does the introduction (warm-up) grab participants' attention? • Does the introduction (warm-up) explain the objectives of the presentation? • Does the presenter follow this by clearly defining the theme/topic of the demo class presentation? • Are the main parts of the lesson plan 3Ps (Present, Practice, Produce) organized in logical sequence? • Do these main parts of the lesson plan 3Ps (Present, Practice, Produce) flow well? • Have these main parts 3Ps (Present, Practice, Produce) been supported by visual aids? • Does the presenter's closing summarize the presentation clearly and concisely? • Is the conclusion strong? • Has the presenter tied the conclusion to the introduction?						
Written Lesson Plan (notes, summaries, slides, flip charts, posters, etc.)	• Is the written lesson plan concise to the point? • Is it grammatically accurate? • Does it contain technical and relevant vocabulary? • Does it contain examples and stories to support the main points? • Does it contain transitions to shift the listener/reader smoothly among the ideas?						
Delivery	• Is the presenter knowledgeable about the theme/topic covered in his/her presentation? • Does the theme/topic have up-to-date information? • Is the theme/topic original? • Does the presenter have his/her notes in order? • Does the presenter hold the participants' attention and involve them in the demo class presentation? • Has the presenter checked the used visual aids to ensure that they are working well before the presentation? • Does the presenter know how to use the visual aids skilfully? • Does the presenter have high sense of time management and make excellent use of the time allowed? • Has the presenter finished on time?						
Visual Aids	• Are the visual aids easy to read and easy to understand? • Are they tied into the points the presenter is trying to deliver? • Can they be easily seen from all areas of the room? • When using a video, does it have good picture with high audio quality?						
Presenter's Characteristics & Appearance	• Does the presenter have high perception of self-confidence and master stresses? • Is the presenter well prepared? • Does the presenter have clear voice? • Can the presenter perform variation of the voice tone when needed throughout the demo class presentation? • Is the presenter pronouncing correctly and accurately? • Does the presenter have high fluency? • Is the presenter dressed and groomed appropriately to keep with the participants' expectations? • Is the presenter paying close attention to his/her body language (i.e. posture gestures, eye contact and body movements)? • Is the presenter looking directly to the audience/students all the time?						

Comments

………

………

………

REFERENCES

[1] Abdel-Majeed, M. M. (2017). *Computer assisted language learning: models and applications*. English Language Unit, Qatar University. Retried August 2022 from https://qspace.qu.edu.qa/handle/10576/8369

[2] Alan, B. & Stoller, F.L. (2005). Maximizing the benefits of project work in foreign language classrooms. *English Teaching Forum, 43*(4), 10-21.

[3] Brown, J. D., & Hudson, T. (1998). Alternatives in assessment. *TESOL Quarterly, 32*(4), 653-675. https://doi.org/10.2307/3587999

[4] Bulut, A. (2010). *English teacher's barriers to the use of CALL in university EFL classes*. Cukurova University. Retrieved December 2020 from http://www.geocities.com/musician_a_b/Important_files/project_2.htm

[5] Brown, J. D., & Hudson, T. (1998). Alternatives in assessment. *TESOL Quarterly, 32*(4), 653-675. https://doi.org/10.2307/3587999

[6] Chard, S. (1998). *The project approach: developing the basic framework practical guide 1*. Scholastic.

[7] Davies G. & Steel D. (1981). First steps in computer-assisted language learning at Ealing College of Higher Education. Paper presented at the CAL 81 Symposium, University of Leeds, 8-10 April 1981. Published as part of an article, *Micros in modern languages, Educational Computing*, October *1982*, 30-31.

[8] Davies G., Walker R., Rendall H., & Hewer, S. (2012). Introduction to computer assisted language learning (CALL), ICT4LT module 1.4. In G. Davies (Ed.), *Information and Communications Technology for Language Teachers (ICT4LT).* Slough, Thames Valley University. Retrieved December 2020 from http://www.ict4lt.org/en/en_mod1-4.htm

[9] Dhaif, H. A.(1989).Can computers teach languages? *English teaching forum, 27*(3), 7-19.

[10] Fried-Booth, Diana (2002). "Project Work." *OUP Forum 16,* 15-22. https://archive.org/stream/ERICED578161/ERICED578161djvu.txt

[11] Kenning M.-M. & Kenning M. J. (1990). *Computers and language learning: Current theory and practice.* Ellis Horwood.

[12] Milad, M. (2020). Developing productive skills through an interactive approach: present to learn." *International Journal of Education, Macrothink Institute, 12* (4), 24-35 http://www.macrothink.org/journal/index.php/ije/article/view/17898https://doi.org/10.5296/ije.v12i4.17898

[13] Milad, M. (2021). Translating constructivism into pedagogy from philosophy to practice: Active project-based learning. *The International Journal of Humanities Education, 19*(1), 39-51. ISSN 2327-0063 https://cgscholar.com/bookstore/works/translating-constructivism-into-pedagogy-from-philosophy-to-practice?category_id=cgrn&path=cgrn%2F228%2F232

[14] Rashid, S. (2017). Computer Assisted Language Learning in Pakistan: Teachers' Perspectives. *The Journal of Asia TEFL, 14*(4), 802-808. e-ISSN 2466-1511/ ISSN 1738-3102 http://journal.asiatefl.org/

[15] Sahakian, S. & Ghoneim, O. (2007). *"Constructoactive learning and quality assurance in applied arts: Developing performance in faculties of specific education."* Eighth Scientific Conference, 61-62.

[16] Thomas, W. R & Macgregor, S. (2005). "Online project-based learning: How collaborative strategies and problem solving processes impact performance." *Journal of Interactive Learning Research, 16* (1), 83–107. https://www.learntechlib.org/p/5059/

[17] Ware, P., & O'Dowd, R. (2008). Peer feedback on language form in telecollaboration. *Language Learning & Technology, 12*(1), 43-63. https://scholarspace.manoa.hawaii.edu/bitstream/10125/44130/1/12_01_wareodowd.pdf

[18] Warschauer M. & Healey D. (1998). Computers and language learning: An overview. *Language Teaching 31*, 57-71. https://www.cambridge.org/core/journals/language-teaching/article/abs/computers-and-language-learning-an-overview/0CF20A4837B377B3A214BF410F4775EB

[19] Warschauer, M. (1996). Computer-assisted language learning: An introduction. In S. Fotos (Ed.), *Multimedia language teaching* (pp. 3-20). Logos International. http://www.ict4lt.org/en/warschauer.htm

[20] Warschauer, M., & Meskill, C. (2000). Technology and Second Language Teaching and Learning. In J. Rosenthal (Ed), *Handbook of Undergraduate Second Language Education*. Lawrence Erlbaum.

Marine Milad is an assistant professor of English Language and Applied Linguistics at Arab Open University (AOU), Kuwait Branch. She has a PhD in TEFL, Curriculum and Instructions from Cairo University with the grade of distinction. She also attained a Master Level Course in ESL/EFL Assessment Techniques from Indiana University, Bloomington, U.S.A. Currently, she is the General Course Chair for four courses: reading comprehension, academic writing, methods of teaching English as a foreign language and grammar in context across eight AOU branches.

Through her teaching/training sessions, she has facilitated the professional development and career advancement of teachers, managers, and employees of some reputable organizations. She has delivered several academic and technical presentations in local and international conferences in the field of Language Learning, E-Learning, Blended Learning, Multiple Intelligences and Brain Colour, Constructivism, Learning by Doing, educational reform and soft skills. Her sessions are student-centred that consider different brain colours, learning styles and multiple intelligences through employing authentic real-life situations and activities. Dr. Marine is currently the president of TESOL Kuwait, affiliated by TESOL International.