

Editorial Introduction to the Special Issue of JESTI on ICSELL 2025

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Introducing JESTI: A Journal for an Interdisciplinary Age

This editorial marks a significant milestone: the publication of the first issue of the Journal of Engineering, Science and Technological Innovations (JESTI). JESTI was founded on the conviction that advancing knowledge in engineering, applied science, and technology requires not only technical excellence but also the communicative and educational practices that allow such knowledge to be generated, shared, and applied across disciplinary, institutional, and linguistic boundaries. The journal welcomes original research, critical reviews, and practice-informed studies from across this broad and interconnected terrain. It is committed to rigorous peer review, open scholarly exchange, and serving the academic and professional communities of the Gulf region and beyond.

That this inaugural issue takes the form of a special issue is itself a deliberate statement. JESTI begins not in isolation, but in partnership, in direct response to the intellectual energy of a wider community of researchers and educators whose work exemplifies exactly the kind of interdisciplinary inquiry this journal was created to advance.

ICSELL 2025: A Landmark Gathering

From 3 to 6 November 2025, the Military Technological College, represented by the Foundation Programme Department, hosted the inaugural International Conference on Science and English Language Learning (ICSELL 2025), held under the umbrella of the International Conference on Engineering Advancements, Science, and Technology (ICEAST 2025). The conference theme, "The Future of Learning," captured both the urgency and the optimism of educators and researchers seeking to reimagine how science and language education intersect in a rapidly changing world.

With 16 research sessions, 7 workshops, and 12 plenary sessions, ICSELL offered a programme that balanced scholarly rigour with practical innovation. It was not merely a venue for presenting papers; it was a vibrant forum for dialogue, collaboration, and professional growth. The presence of distinguished institutional partners, the British Council in the Sultanate of Oman and Cambridge University Press & Assessment, ensured that the conversations were globally relevant, academically grounded, and anchored in the realities of contemporary education. The dedication of the organising committee, reviewers, and presenters shaped an event that embodied inclusivity, intellectual ambition, and a shared vision for the future of learning.

The Synergy Between JESTI and ICSELL

Readers may ask why a journal of engineering, science, and technology opens its inaugural issue with a special focus on English language learning. The answer is fundamental to JESTI's founding philosophy. Science does not advance through discovery alone; it advances through communication. The capacity of researchers and professionals to write, argue, collaborate, and make their work accessible across languages and disciplines is not peripheral to technical progress; it is one of its essential conditions. In a knowledge economy where English functions as the global medium of scientific exchange, linguistic competence and disciplinary literacy are professional necessities, not supplementary skills.

ICSELL 2025 addressed precisely these concerns, creating a forum in which pedagogical and scientific questions converged. By dedicating this special issue to ICSELL, JESTI affirms that innovation in education is as vital as innovation in the laboratory, and that the future of engineering and science is inseparable from the future of how these fields are taught, communicated, and learned.

Themes of the Conference: Shaping the Future of Learning

The research presented at ICSELL 2025 engaged with a wide and interconnected set of concerns in contemporary language education. Several themes emerged with particular force across the sessions, and together they form the intellectual landscape within which the papers in this special issue should be understood.

Artificial intelligence and its transformative role in language education were perhaps the most prominent threads running through the conference. From AI-powered writing feedback and generative tools for productive skills development to the broad institutional impact of AI learning platforms, contributors examined both the possibilities and the responsibilities that accompany these technologies. Their work refuses simple optimism or alarm, instead offering evidence-based analysis of what AI can and cannot yet do for learners and teachers in real institutional contexts.

Pedagogical innovation, encompassing active learning strategies, student-centred approaches, blended learning environments, and technology-enhanced classrooms, formed a second major cluster. These contributions share a commitment to moving beyond transmission models of teaching, foregrounding learner agency, critical thinking, and adaptability: qualities that are as essential to the engineering student as they are to the language learner.

A third significant strand addressed motivation, mindset, and the social dimensions of learning. Research on peer influence, speaking anxiety, and the psychological conditions that support or inhibit language acquisition reminds us that innovation in education must remain human-centred. No technological or curricular reform succeeds without attention to the learner's experience.

Finally, English for Specific Purposes (ESP) and curriculum design, including the localisation of English language education in Gulf foundation programmes, vocabulary instruction methodologies, and assessment practices, spoke directly to the institutional and regional contexts in which most contributors work. These contributions are particularly relevant to JESTI's own audience: practitioners and researchers navigating

the challenges of preparing students for technical, scientific, and professional careers in an English-medium academic environment.

Overview of Contributions

This special issue brings together sixteen peer-reviewed papers selected from the presentations at ICSELL 2025. Each was evaluated through a double-blind review process in accordance with JESTI's editorial standards. Collectively, they offer a rich and representative cross-section of the conference's intellectual range, spanning empirical studies, theoretical contributions, and practice-informed accounts from across the region.

The issue includes the following contributions:

- 1. AI-Powered Creativity: Smarter English Learning Through Blended Pedagogies: Case-Study** — Nariman Moh'd Abdul Muneim AlTahrawi, AlGhaliya Sulaiman AlKindi, Said Ahmed AlBusaid
- 2. An Investigation of the Broad Impact of Artificial Intelligence Learning Tools in Advancing Students' Success in Higher Educational Institutions** — Zainab Salim AL-Ajmi, Mohamed Ali AL-Zaabi
- 3. Entrepreneurship Education As A Catalyst For Transformative Learning: Bridging Skills, Innovation, And National Development** — Hashim Elbadri
- 4. Exploring Omani EFL Students' Reading Habits: The Role of Short Stories in Enhancing Language Skills and Cultural Awareness** — Mohanad Al Habsi, Buthaina Al-Riyami
- 5. GAS vs PAS in Written Feedback: Discrepancies Between Pedagogical Beliefs and Classroom Practices** — Hafsa Karamat Meo
- 6. Harnessing AI for Students' Writing Feedback: A Case Study at Military Technological College** — Einas Almagbali
- 7. Integrating Emerging Technologies in Education: Insights from Global Advancements and GCC Trends** — Vigil Jasmine Vijayan
- 8. Localising English Language Education in the Gulf Region: Integrating Digital Pedagogies in Foundation Programs** — Zahra Zohair Arab, Uzma Hasan, Maryam Zohair Arab, Swati A Sharma
- 9. MFP in Practice: Techniques for Vocabulary Instruction in the EFL Classroom: A Case Study of GFP Students** — Najah Alsiyabi
- 10. Overcoming Speaking Anxiety in Omani EFL Learners: Teacher Strategies and Student Perspectives** — Amira Rashid Aljahwari
- 11. Revolutionising English Language Classrooms: The Role of Generative AI in Enhancing Productive Language Skills** — Sahar Khalifa Al Bulushi
- 12. Teaching Pragmatic Appropriateness in EFL Using AI-mediated Contextual Refinement** — Miyasa Mustafa Alriyami
- 13. The Effectiveness of Brainstorming Strategies on Essay Writing in EFL Classes** — Shaheena Jaleela Faizal, Roy Pushpavillasam Veettil, Faizal Hajamohideen, Kawkab Abdulaziz Al-Balushi
- 14. The Effectiveness of Video-Based Learning Approach in Omani Students' Comprehensive Listening Skills** — Walaa AL-'Isaeel, Marwa Khalfan Al Omairi, Ayoub Al Rashdi

15. *The Influence of Peers on Language Learning Mindset and Motivation: Semester 3 Foundation Students at the Military Technological College (MTC) as a Case Study in Oman* — Said Ahmed Al-Busaidi, Alghaliya Sulaiman Al-Kindi, Nariman Moh'd Al-Tahrawi

16. *The Role of Artificial Intelligence in Enhancing English Language Teaching and Learning* — Hussain Alrashdi

Readers are encouraged to engage with these contributions not only as individual studies but as a collective conversation — one that reflects both the vitality of language education research in this region and the broader global questions it addresses.

Conclusion: A Shared Vision for the Future

This inaugural special issue of JESTI is more than a collection of papers. It is a founding statement — an expression of what this journal believes scholarly exchange can and should be: rigorous, inclusive, interdisciplinary, and responsive to the contexts in which knowledge is produced and used. By opening with the work of ICSELL 2025, JESTI signals its commitment to the full spectrum of innovation: not only in laboratories and design studios but also in classrooms, curricula, and the educational relationships that shape how science and technology are taught and carried forward.

The future of learning, as envisioned across the research gathered here, is dynamic, human-centred, and collaborative. JESTI is proud to give it a home, and to begin this journal's life in dialogue with the scholars, educators, and institutions whose work gives that vision its substance.

We wish to express our sincere gratitude to the ICSELL 2025 organising committee, the conference's institutional partners, the contributing authors, and the reviewers whose diligence and expertise made this issue possible. My thanks also go to the founding editorial board of JESTI for their commitment to building a journal worthy of the community it serves.

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Acknowledgement of Editorial Committee Members

The Guest Editors wish to express their sincere gratitude to the following colleagues who served on the Editorial Committee for this special issue. Their scholarly rigour, careful judgement, and generosity with their time were indispensable to the integrity and quality of this publication.

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