

## 24<sup>th</sup> International TESOL Arabia Conference & Exhibition

21-23 March 2019 – Hyatt Regency Hotel, Dubai

*New Beginnings in English Language Teacher Development*

### SPECIAL SESSIONS

<b>Date &amp; Time</b>	<b>Thursday, March 21, 4:00-5:00 PM</b>
<b>Debate Topic</b>	<b>TESOL Arabia Conversation: Teaching Content Through the Medium of English</b>
<b>Presenter(s)</b>	<b>Salah Troudi, Mark Wyatt, and Tammy Gregersen</b>
<b>Moderator</b>	<b>Fatmah A Ali</b>

#### **Abstract:**

The speakers will present multiple academic, pedagogical and policy perspectives on the teaching of content subjects in English instead of the learners' mother tongue. The phenomenon of English as medium of instruction (EMI), which has now become established in an increasing number of tertiary institutions in many countries including the UAE, has also started to find a solid place in primary and secondary curricula. EMI is establishing its legitimacy through modernist and neoliberal discourses of globalization, economic growth and international competitiveness. Educationally the argument has been that EMI will empower students and open gates and horizons for them in an increasingly competitive world. The opposite arguments against EMI come from voices who warn against the encroachment and invasion of English against mother tongue education. Critical applied linguists, critical pedagogues and language right specialists invoke discourses of neo-colonialism and linguistic imperialism to explain the drastic effects of EMI on students' first language, the quality of their academic and learning experiences, their sense of linguistic identity and belonging and even the decline of first language status in society. At the heart of the critical argument is that EMI takes away the learner's right to be educated in her/his first language. EMI continues to cause academic controversy in many parts of the world with proponents and opponents using research findings and pedagogical arguments in favor of their positions.

#### **Bios:**

**Mark Wyatt** first worked in the Gulf 19 years ago, as a regional teacher trainer / advisor for the Ministry of Education in Oman. He then worked on a University of Leeds in-service BA TESOL project in Oman, while studying for a PhD in Education. Subsequently, after seven years in the UK as a Senior Lecturer in English Language and Linguistics at the University of Portsmouth, in 2015 Mark came to the UAE. He is an Associate Professor of English at Khalifa University of Science and Technology in Abu Dhabi. Mark has published widely in areas such as language teachers' self-efficacy beliefs, teacher motivation, teacher cognition, practitioner research and language teacher education. He is a committee member of the IATEFL Research Special Interest Group, and co-edits *ELT Research*. He has given plenaries in recent years at conferences in the Republic of Macedonia and Turkey.

**Salah Troudi** is an academic at the Graduate School of Education of the University of Exeter where he is the director of the Doctorate in TESOL in Dubai and the supervisory coordinator of the PhD in TESOL. He supervises doctoral students and also teaches on the MEd, EdD and PhD TESOL programmes. His teaching and research interests include language teacher education, critical issues in TESOL and language education, language policy, curriculum development and evaluation, and classroom-based research. He has published articles in several TESOL and language education journals and edited a number of books. He is an international consultant and speaker in the areas of language education, curriculum issues, programme evaluation, critical research and TESOL. He has taught at Florida State University where he also received his PhD, the University of Tunis, and the United Arab Emirates University. He serves on the editorial board of a number of journals and has served as visiting professor in a number of countries.

**Tammy Gregersen** received her MA in Education and PhD in Linguistics in Chile, where she also began her academic career. She is currently teaching and researching at the American University of Sharjah where she also coordinates their Masters in TESOL program. She is the co-author, with Peter MacIntyre, of *Capitalizing on Language Learner Individuality and Optimizing Language Learners' Nonverbal Communication in the Language Classroom*. She is also a co-editor with Peter and Sarah Mercer of *Positive Psychology in SLA* (all published by Multilingual Matters) and *Innovations in Language Teacher Education*. She has published extensively in peer reviewed journals and contributed several chapters in applied linguistics anthologies on individual differences, teacher education, language teaching methodology and nonverbal communication in language classrooms. Tammy is passionate about traveling and has presented at conferences and taught in graduate programs across the globe.

**Fatmah Ali** is the Vice-President & Program Director for ELTAD/MA in TESOL-ELT programs offered by Master English Education & Training, GCC [an ASIC UK-accredited institution]. She has over 15 years of national and international teaching experience. Ms. Ali has an MA in TESOL with a Trinity Diploma in TESOL. Currently a candidate for her PhD in Education Leadership & Management, she is also an educational consultant, curriculum developer and a journalist who writes on education-related issues for international publications. She was also an IELTS examiner for IDP (Speaking & Writing) in the UAE and was later promoted to train teachers for IELTS training. Ms. Ali works as an accreditation consultant for ASIC UK and was awarded twice by the MENA awards in 2015 & 2016 as the Best Business Leader. She has spoken at various conferences, workshops and school events throughout the GCC region and is a Cambridge Certified Trainer. Her recent feat was currently the Jeddah Chapter Rep for KSAALT. Ms. Ali has trained teachers in UAE, Bahrain and Saudi Arabia for ELT, IELTS and has participated in several conferences throughout the Middle East. Apart from education, corporate clients in Dubai, UAE soft skills and business English. Her core expertise is in curriculum development and provides exclusive consultation to prospective school/institute/college owners.

<b>Date &amp; Time</b>	<b>Friday, March 22, 11:00 AM-12:00 PM</b>
<b>Debate Topic</b>	<b>TESOL Arabia Debate: Assessment Literacy: How Far Should We Go?</b>
<b>Presenter(s)</b>	<b>Sabhi Hidri, Peter Davidson, Deena Boraie and Hisham AlSaghbini</b>
<b>Moderator</b>	<b>Naziha Ali</b>

**Abstract:**

It is commonly believed that teachers' views of language and language learning determine their teaching and assessment conceptions and practices, i.e., assessment literacy. In its well-defined context, assessment literacy is about maintaining ethics and standards, certifying learning and adhering to international standards. While some proponents of assessment literacy claim that for effective assessment literacy to take place, experts in testing should be the leaders in test design and they should be guided by international benchmarks and standards; others think that teachers who have had training in assessment development should design tests themselves. This debate will be led by experienced testers in the region and is intended for classroom teachers, graduate students, school and university administrators, test designers and ELT practitioners.

**Bios:**

**Sabhi Hidri** is currently working at the English Language Institute, University of Jeddah where he is serving as head of assessment. Before that, he worked as an assistant professor of Applied Linguistics at the Faculty of Human and Social Sciences of Tunis, Tunisia. Dr Hidri is the founder of Tunisia TESOL, the Arab Journal of Applied Linguistics and the Tunisian Association of Language Assessment and Evaluation. He is also the local chair of the Language Testing Research Colloquium (LTRC, ILTA) to be held in Tunisia in 2020, first time in Africa and the MENA region. Dr Hidri is an international editor and reviewer in peer-reviewed journals. His research interests include language assessment, testing & evaluation, assessment literacy, test-taking strategies, statistics, measurement, specs validation, curriculum design, SLA and dynamic assessment. He has authored several journal articles, book chapters, and entries on item analysis and discrete vs. integrative testing in TESOL International Encyclopedia of English Language Teaching. He is the editor of four books: (a) Assessment in the MENA Region, (b) Evaluation in Foreign Language Education, (c) Revisiting the Assessment of the Language Skills, and (d) the Status of ELT Research Practices in the MENA Region. Email: [sabhihidri@gmail.com](mailto:sabhihidri@gmail.com)

**Peter Davidson** teaches at Zayed University in Dubai, having previously taught in New Zealand, Japan, the UK and Turkey. He recently co-edited The Cambridge Guide to Second Language Assessment (2012, CUP) and Language Assessment in the Middle East and North Africa (2017, TESOL Arabia).

**Deena Boraie** is the Vice President for Student Life at the American University in Cairo providing leadership, vision and strategic direction for the student life area. Dr. Boraie also serves as the Senior Advisor to Egypt's Minister of Education for assessment, examinations and curriculum. She is Past President (2013-2014) of the TESOL International Association, a large U.S based international association for Teachers of English to Speakers of Other Languages. She is the recipient of the 2019 James E. Alatis Award for Service to TESOL to honor her outstanding and extended service at international, regional and local levels. She has

published on topics ranging from assessment literacy, language testing and assessment, teacher beliefs and student and teacher motivation. She has presented extensively at international conferences on issues of English as a lingua franca, language classroom assessment, teacher professional development and teacher effectiveness. She is also a visiting professor in the MA / PhD Applied Linguistics program at the Faculty of Arts, English Department of Cairo University where she teaches research methods.

**Prof Hisham AlSaghbini** comes with more than 18 years of International experience. As a researcher at a number of universities in the UK, Hisham developed and built more than twenty different programmes for people with special needs including a comprehensive inclusive employment guide for the government authorities in Dubai. Prof AlSaghbini has more than 80 different publications in the UK and Europe in the areas of Education, Inclusion and Assessment. He holds a Bachelor in Business, a Masters in Strategy in Education and His doctorate was on Inclusiveness in Education and bridging the (under)achievement gap in Higher Education in the UK.”

**Naziha Ali Raza** is the Director of Training & Development at School of Education, Lahore University of Management Sciences in Pakistan, where she manages academic & corporate professional development. She has previously worked as Learning & Development Specialist at Emirates Airlines, UAE where she combined English Language teaching with corporate training aligned to business needs for staff. She has a Doctor of Education in TESOL from the University of Exeter, UK. Her area of specialization is Continuous Professional Development of Teachers and she has and contributed immensely to language teacher development in the UAE as well as Pakistan. Naziha has served as a TESOL Arabia volunteer for almost 2 decades including holding office of President (2015-2016) and as conference co-chair. Her research interests include learning evaluation and in-service teacher development. She is currently involved in multiple teacher training projects in less privileged areas in Pakistan as well as co-editing a forthcoming volume on ‘Language Teacher Research in Pakistan’.

<b>Date &amp; Time</b>	<b>Friday, March 22, 12:00-1:00 PM</b>
<b>Title</b>	<b>Rethinking Grammar Instruction: The Case for Processing Instruction</b>
<b>Presenter</b>	<b>Alessandro Benati</b>

**Abstract:**

Empirical research on Processing Instruction has investigated and measured its relative effects on the following:

- Different languages
- Different linguistic features and processing problems
- Different populations and individual differences
- Different language tasks (interpretation and production)
- Sentence and discourse-level assessments
- Primary and secondary effects
- Immediate and durative effects

Experimental research within this research framework has primarily made use of listening and reading measures (so-called off-line measures) to elicit how learners comprehend and process

sentences. On-line measurements such as eye tracking and self-paced reading have now been incorporated into Processing Instruction research to measure more directly implicit knowledge. The purpose of this talk is three-fold: to clarify what Processing Instruction really is, to present and discuss the main findings of the research measuring Processing Instruction and its main implications for language teaching, and to establish specific guidelines for teachers about when to employ Processing Instruction, in what formats to use it, whether, when and how to combine it with other pedagogical interventions.

**Bio:**

**Alessandro Benati** is Professor of English and Applied Linguistics at the American University of Sharjah (UAE). He has previously worked in the United Kingdom at the University of Greenwich, University of London, Middlesex University, and the University of Portsmouth. At the University of Greenwich, he was director of the Centre for Applied Research and Outreach in Language Education. He is internationally known for his research in second language acquisition and second language teaching. He has published ground-breaking research on the pedagogical framework called Processing Instruction. Prof. Benati is author and co-author of numerous research monographs and articles in high-impact journals in the field of second language acquisition (e.g. *Second Language Research*, *IRAL*, *Language Awareness* and *LTR*). He has also coordinated international research projects funded by the EU, Leverhulme Trust, British Academy and other external research bodies. He is co-editor of a new series for Cambridge University Press called *Elements in Second Language Acquisition* and Chief editor of the journal *ISLA*. He is a member of the UK Arts and Humanities Research Council (AHRC) Peer Review College and the Research Excellence Framework (REF Panel 2021) in the United Kingdom. He is a visiting and honorary professor in many universities in the United Kingdom and in Europe.

<b>Date &amp; Time</b>	<b>Friday, March 22, 2:00-5:00 PM</b>
<b>Title</b>	<b>Center for English Language, Ministry of Education, KSA</b>
<b>Venue:</b>	<b>Crystal Ballroom B</b>

**Date & Time Friday, March 22, 2:00-5:00 PM**

	Topic	Presenters
<b>1</b>	<b>Panel Discussion:</b> CEL projects	Eli Ghazel, Abdullah, Khalid, and May Altwaim
<b>2</b>	<b>Modular Learning Design: Taking Conventional Teaching into the 21<sup>st</sup> Century</b>	Suha Almustadi, Yousif Al-shahfi
<b>3</b>	<b>English for early learners:</b>	Nasser Alharbi, Mahfooz Alsalmi
<b>4</b>	<b>The Academy of English and Career Skills</b>	Musaad Al-Muharib, Salih AlQarni
<b>5</b>	<b>What future textbooks should look like</b>	Eli Ghazel
<b>6</b>	<b>Professional Development of EFL Instructors</b>	Maha AlShahrani

### **(1) Panel Discussion Topics**

- CEL Projects
- The CEL website
- The CEL Twitter account @CEL initiative
- The University of Sharjah Writing Project
- The 1<sup>st</sup> Center for English Language Symposium: Creating Learning Designers
- Summer English courses

### **(2) Modular Learning Design: Taking Conventional Teaching into the 21st Century**

- Making English Language Literacy Accessible to Saudi Learners Using a Modular Learning Design (MLD)
- MLD courses

### **(3) English for Early Learners**

### **(4) The Academy of English and Career Skills**

### **(5) What future textbooks should look like**

### **(6) Professional Development of EFL Instructors**

#### **Project Director Eli Ghazel**

#### **Head Consultant, Center for English Language (CEL)**

Innovative and creative, Eli Ghazel has been involved in education and the development of the learning design concept for nearly 30 years. He is now directing and managing the Center for English Language at the Ministry of Education in Saudi Arabia.

He has followed a career of innovation from the beginning seeking to improve of the status quo. His many accomplishments in this regard speak for themselves. He is a renowned textbook author and editor in subjects ranging from Science and Health to English as a Second Language (ESL) working with publisher McGraw Hill and the U.A.E. Ministry of Education. He has also designed curricula and trained thousands of teachers for the Ministries of Education in the U.A.E., KSA, Egypt, Jordan, Lebanon, and Japan, along with private international schools.

Mr. Ghazel is most well-known for his TEDx event entitled "Here Comes The Learning Designer" in which he outlined a model for learning and assessment. The role of Academic Director for the 21st Century Academic Forum, Eli Ghazel has given numerous talks and was a featured speaker at TESOL Arabia in 2008 and the keynote speaker at the First Annual Conference on Curricula in Yanbu, Saudi Arabia in 2012. Most recently, Mr. Ghazel has given talks on technology-aided learning at Harvard University Conferences, and a talk on new assessment models for the 21st century as a keynote speaker at Berkeley California, USA. He is a life-learner himself, and has made it his goal to inspire quality learning for the enrichment of students' future.

<b>Date &amp; Time</b>	<b>Saturday, March 23, 11:00 AM-12:00 PM</b>
<b>Title</b>	<b>Using Immersive Technology for Language Learning</b>
<b>Presenter</b>	<b>Steve Bambury</b>

**Abstract:**

In this session, AR/VR pioneer Steve Bambury will explore some of the ways that augmented and virtual reality technologies can be used for language learning. Steve will dive into the theory of using AR/VR for language learning as well as demonstrate some innovative examples of the technology.

**Bio:**

**Steve Bambury** is Head of Digital Learning and Innovation across the JESS Dubai group of schools where he works with staff, students, parents and school leaders to help them develop their use of education technology. Steve is an Apple Distinguished Educator, a two-time winner of the GESS Award for Best Use of ICT, winner of the 2018 BETT MEA Innovation Award and was named as the 2018 Education Trendsetter by EdTech Digest.

Steve was the founder of the award-winning iPad Educators website and in 2017 he launched VirtualiTeach - a new non-profit site to share ideas, projects and theory related to the use of VR and AR in education. Alongside this, Steve launched the #CPDinVR events and in June 2017, he became the first educator to host professional development sessions inside virtual reality using the Engage platform. Follow Steve on Twitter - @steve\_bambury

<b>Date &amp; Time</b>	<b>Saturday, March 23, 12:00-1:00 PM</b>
<b>Title</b>	<b>Classroom Management: Empirical and Practical Perspectives</b>
<b>Presenter</b>	<b>Christine Coombe</b>

**Abstract:**

Both new and veteran teachers consider the development of effective classroom management to be the most important -- and the most difficult -- skill a language teacher can master. Classroom management refers to the procedures, strategies, and instructional techniques teachers use to manage student behavior and learning activities in their classrooms. It is one of the most talked about topics in English language teaching professional development. Why is it so important? Effective classroom management creates an environment that is conducive to teaching and learning. Ineffective classroom management often creates chaos as teachers must discover new ways of dealing with problematic classroom situations. In this presentation, we will explore the research surrounding why classroom management is sometimes difficult to achieve and why past techniques no longer work with modern-day students. We will look at the causes of classroom management issues and some ways to overcome them. Finally, based on a review of the literature, techniques and strategies that work with teachers worldwide will be shared.

**Bio:**

**Christine Coombe** has a PhD in Foreign/Second Language Education from The Ohio State University. She is currently an Associate Professor of General Studies at Dubai Men's College. She is the former Testing and Measurements Supervisor at UAE University and Assessment Coordinator of Zayed University. Christine is co-editor of *Assessment Practices* (2003, TESOL Publications); co-author, *A Practical Guide to Assessing English Language Learners* (2007, University of Michigan Press); co-editor, *Evaluating Teacher Effectiveness in EF/SL Contexts* (2007, UMP); co-editor, *Language Teacher Research in the Middle East* (2007, TESOL Publications), *Leadership in English Language Teaching and Learning* (2008, UMP) *Applications of Task-based Learning in TESOL* (2010, TESOL Publications), *The Cambridge Guide to Second Language Assessment* (2012, Cambridge University Press), *Reigniting, Retooling and Retiring in English Language Teaching* (2012, University of Michigan Press) and *The Cambridge Guide to Research in Language Teaching and Learning* (Cambridge University Press, 2015) and Volume 8 of the *TESOL Encyclopedia of ELT* (Wiley Blackwell, 2018). Christine's forthcoming books are on innovation in the MENA, international perspectives on language teaching associations and professionalism in education. Christine has lived and worked in the Gulf for the past 27 years. In this capacity, she has served as the President and Conference Chair of one of the largest TESOL affiliates in the world and is the founder and co-chair of its Testing Special Interest Group. During her tenure in the Middle East, she has won many awards including: 2002 Spain Fellowship for Research in Second/Foreign Language Assessment; 2002-03 TOEFL Outstanding Young Scholar Award; TOEFL Board Grant for 2003-04, 2005-06, 2007-08 and 2009-10 for her work in delivering assessment training in developing countries. She served on the TESOL Board of Directors as Convention Chair for Tampa 2006 and was the recipient of the Chancellor's Teacher of the Year for 2003-04. She served as TESOL President (2011-2012) and was a member of the TESOL Board of Directors (2010-2013). Christine received the British Council's International Assessment Award for 2013. Her most recent honor was being named to TESOL's 50@50 which "recognizes professionals who have made significant contributions to the TESOL profession within the past 50 years." Dr Coombe is the 2018 recipient of the James E. Alatis Award which recognizes exemplary service to TESOL.

<b>Date &amp; Time</b>	<b>Saturday, March 23, 1:00-2:00 PM</b>
<b>Title</b>	<b>Should Teachers Do Research?</b>
<b>Presenter</b>	<b>Deena Boraie</b>

**Abstract:**

Teachers may not engage with research because of their belief that many researchers are not practitioners and thus, the pedagogical implications of their research may not be really relevant to teachers. Furthermore, several terms such as teacher research, reflective practice, and action research have been used interchangeably causing confusion. In this session, the presenter will define the terminology used and clarify what is and what is not teacher research. The presenter will also discuss why or why not do teachers engage with research and suggest possible directions to enhance teacher research engagement and bridge the divide between research and teaching.

**Bio:**

**Deena Boraie** is the Vice President for Student Life at the American University in Cairo providing leadership, vision and strategic direction for the student life area. Dr Boraie also serves as the Senior Advisor to Egypt's Minister of Education for assessment, examinations and curriculum. She is Past President (2013-2014) of the TESOL International Association a large U.S.-based international association for Teachers of English to Speakers of Other Languages. She is the recipient of the 2019 James E. Alatis Award for Service to TESOL to honor her outstanding and extended service at international, regional and local levels. She has published on topics ranging from assessment literacy, language testing and assessment, teacher beliefs and student and teacher motivation. She has presented extensively at international conferences on issues of English as a lingua franca, language classroom assessment, teacher professional development and teacher effectiveness. She is also a visiting professor in the MA / PhD Applied Linguistics program at the Faculty of Arts, English Department of Cairo University where she teaches research methods.

<b>Date &amp; Time</b>	<b>Friday, March 22, 2:00-3:00 PM</b>
<b>Title</b>	<b>Old and new questions about language anxiety: What has been settled and where do we go next?</b>
<b>Presenter</b>	<b>Tammy Gregersen</b>

**Abstract:**

Language anxiety is a widely studied emotion in language classrooms. Since the publication of Horwitz et al.'s 1986 paper on foreign language classroom anxiety some 30 years ago, a number of pertinent questions have been asked about language anxiety. In this presentation, I will argue that three significant controversies in the research literature have been adequately resolved: whether anxiety is facilitating or debilitating, whether anxiety is a cause versus an effect of performance difficulties, and finally the more subtle issue as to whether language anxiety is to be conceptualized as an internal state or a socially constructed one. Whereas some questions have been addressed with relative satisfaction, interesting new questions are emerging. I will explore three directions of future research: the dynamics of anxiety as an emotion that shows moment-to-moment fluctuations, that theory and research are connecting language anxiety to other emotions involved in the language learning process including to positive emotions such as language enjoyment and courage, and finally that the connection between anxiety and nonverbal communication is providing new insights into the subtle expression of language anxiety and the ways in which it can be perceived.

**Bio:**

**Tammy Gregersen** received her MA in Education and PhD in Linguistics in Chile, where she also began her academic career. She is currently teaching and researching at the American University of Sharjah where she also coordinates their Masters in TESOL program. She is the co-author, with Peter MacIntyre, of *Capitalizing on Language Learner Individuality* and *Optimizing Language Learners' Nonverbal Communication in the Language Classroom*. She is also a co-editor with Peter and Sarah Mercer of *Positive Psychology in SLA* (all published by Multilingual Matters) and *Innovations in Language Teacher Education*. She has published extensively in peer reviewed journals and contributed several chapters in applied linguistics anthologies on individual differences, teacher education, language teaching methodology and nonverbal communication in language classrooms. Tammy is passionate about traveling and has presented at conferences and taught in graduate programs across the globe.