

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

21-23 March 2019 – Hyatt Regency Hotel, Dubai

*New Beginnings in English Language Teacher Development*

### FEATURED SESSIONS

<b>Date &amp; Time</b>	<b>Thursday, March 21, 12:00-1:00 PM</b>
<b>Title</b>	<b>English and ELT National Priorities of the MENA Region: Replication vs. Creativity</b>
<b>Presenter</b>	<b>Sabhi Hidri</b>

#### **Abstract:**

Being the *Lingua Franca* of so many people in the world, English in the Middle East and North Africa (MENA) region has been given its due momentum. The prevalent use of English in the region has led some countries to reconsider their education policies and needs to compete with other contexts. This presentation highlights the key position that English has in the region and how scholars and ELT practitioners struggle to meet international norms and benchmarks in implementing English in the areas of teaching, assessment and research. The presentation also highlights the fact that aligning the MENA educational scene with international norms and trends has been fraught with different challenges, mainly the dilemma of replication and creativity.

#### **Bio:**

**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: [sahbihidri@gmail.com](mailto:sahbihidri@gmail.com)

<b>Date &amp; Time</b>	<b>Thursday, March 21, 1:00-2:00 PM</b>
<b>Title</b>	<b>Language Teachers' Self-Efficacy Beliefs</b>
<b>Presenter</b>	<b>Mark Wyatt</b>

**Abstract:**

If teachers lack self-confidence in performing specific tasks that they feel will benefit their students' learning, tasks such as answering questions about grammar, using motivational strategies or setting up communicative group work activities, then their language teachers' self-efficacy (LTSE) beliefs for these particular tasks can be described as 'low'. Conversely, if they feel great self-confidence for performing tasks of questionable pedagogical value, such as attempting to address learners' reading difficulties by orchestrating reading aloud of previously unseen texts around the class (while remaining impervious to the humiliation and boredom this can cause), their LTSE beliefs can be seen as dangerously 'high'.

LTSE beliefs may be of most interest to researchers when most under threat, as consequences may include burn-out. Groups vulnerable to low LTSE beliefs include beginning teachers struggling to develop their professional identities, teachers being redeployed to very different teaching contexts, teachers working in difficult circumstances. Non-native speakers' LTSE beliefs may be threatened by widespread discrimination, in terms of pay and employment, relative lack of interest amongst learners in some contexts for language as opposed to science learning, and self-consciousness about their own language proficiency. Consequences of negative factors, such as the last of these, intersecting with low LTSE beliefs can include a very limited amount of target language used in class (Choi & Lee, 2016) and an avoidance of communicative language teaching. Native-speakers may have issues of their own, for example possibly low LTSE beliefs in explaining grammar (Wyatt, 2018).

**Bio:**

**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.

<b>Date &amp; Time</b>	<b>Thursday, March 21, 3:00-4:00 PM</b>
<b>Title</b>	<b>Back 2.0 the Future: Creating Digital Magic</b>
<b>Presenter</b>	<b>Işıl Boy Ergül</b>

**Abstract:**

Creating digital stories is easy and fun. Although they seem magical, it is acknowledged that apps cannot create magic. It is important to design and develop multimedia learning materials according to the multimedia design principles in educational settings with a more learner-centered approach, where the aim is to enhance learning. In this talk, the presenter will introduce some apps to create digital stories, along with some effective multimedia teaching materials. Participants will learn how 2.0 design and develop their own digital stories in the light of cognitive load theory, and travel safely in a time machine.

**Bio:**

**Işıl Boy Ergül** works as a lecturer at Yıldız Technical University and as a teacher trainer for Pilgrims Teacher Training in the UK. She has conducted various ICT training courses across Turkey, Europe, and the Middle East since 2010. She holds a B.A. in TEFL from Istanbul University and an M.A. in Educational Technology and TESOL from the University of Manchester. Currently she is completing a PhD in Educational Technology. In 2015, she was selected as an Apple Distinguished Educator. She is also the founder of the EdTech Summit, the Parent's and Children's Summit in Turkey and ETZ Academy. [www.edtechturkey.com](http://www.edtechturkey.com)

<b>Date &amp; Time</b>	<b>Friday, March 22, 10:00-11:00 AM</b>
<b>Title</b>	<b>Reading in English for Science: Helping Emirati Students Negotiate the Challenges</b>
<b>Presenter</b>	<b>Mark Wyatt</b>

**Abstract:**

Reading in English for science requires strategies that are not necessarily developed by General English and examination preparation courses. This can leave students with competence in General English skills struggling with science texts, which can negatively impact their science education. An added complication is that many science teachers receive little specialist training in teaching English language learners. Considering the local context, this workshop focuses on the various linguistic and pedagogical issues which science students and their teachers may face in schools and universities, and invites participants to consider ways in which English language (teacher) educators can help.

**Bio:**

**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.

<b>Date &amp; Time</b>	<b>Friday, March 22, 1:00-2:00 PM</b>
<b>Title</b>	<b>Teacher Knowledge Development</b>
<b>Presenter</b>	<b>Phil Quirke</b>

**Abstract:**

Contemporary literature on knowledge all points to a review of traditional and cognitive concepts of learning. From teacher studies (Darling-Hammond 2016) and knowledge management (Serenko & Dumay 2015) to biological and neurological studies (Maturana 2012), social constructivists now suggest that our construction of knowledge is not only dependent on the environment that surrounds us and clearly includes the people within that environment and our communication with them but is held by the community and constructed by those within the community. These social constructivist theories view knowledge as a collective, communicative process fully dependent on the community and their interaction. These theories are based on the premises that we construct meaning out of our experience and that we are part of the knowledge constructing community; that knowledge is constructed in a social world. According to Beattie (1997:126) learning to teach “requires experiences and settings which support reflection, collaboration, relational learning and the creation of communities of inquiry”, and a conviction that “a professional knowledge of teaching has many dimensions - cognitive, social, organizational, practical, moral, aesthetic, personal, political and interpersonal.” Tsui (2003) brought together the proliferation of teacher knowledge terminology into a coherent whole, which Quirke (2009) further developed into an extended model of teacher knowledge development. This interactive presentation takes the audience on a journey through the presenter’s 2009 model applying their own experience and knowledge to the teacher knowledge development cycle.

**Bio:**

**Phil Quirke** is Executive Dean Education at the Higher Colleges of Technology in the UAE. From 2006 – 2013 he was the founding Director of Madinat Zayed and Ruwais Colleges, Higher Colleges of Technology in the Western Region of the UAE. From 2000-2006 he was Dean of General Education, Business and Applied Communications at Abu Dhabi Men’s College having moved from the Women’s Campus where he was Chair of English. Before moving to the UAE in 1996, he was Director of Studies for the largest private language institute in Barcelona, Spain. Dr. Quirke has also worked in Venezuela with the British Council for 6 years, and in Germany and the UK. He has been in educational leadership positions for over twenty years and has published on areas as diverse as face, action research, appraisal and journaling. His book, *An Exploration of Teacher Knowledge* is widely available, and his publication on *Reflective Writing* with Jill Burton, Joy Peyton and Carla Reichmann is available online at <http://www.tesl-ej.org/wordpress/books/>. He was also invited to contribute to *The TESOL Encyclopedia of English Language Teaching*, and his entries on *Journals, Observations and Classroom Management* were published in 2018 on the release of

the Wiley publication. Dr Quirke’s doctoral research was on the Exploration of Teacher Knowledge and formed the basis of the publications above. Over the last fifteen years Dr. Quirke has developed an educational management philosophy, DREAM Management, that places students and staff at the core of the institution and he has published widely on this approach, including a book on Managing the Language Classroom in 2014.

<b>Date &amp; Time</b>	<b>Friday, March 22, 2:00-3:00 PM</b>
<b>Title</b>	<b>Practical Uses of Mobile Technology in the English Language Classroom</b>
<b>Presenter</b>	<b>Işıl Boy Ergül</b>

**Abstract:**

The increase in recent technological developments has led educators to play different roles along with traditional ones. One of them is growing into the role of a tech-literate educator which includes selecting, evaluating, and making use of web tools and mobile applications. Since using just web tools and apps is not enough to maximize learning, teachers should learn about ‘Instructional Design Theory’ to ensure that they make effective use of the new technologies. In this talk, a variety of web tools and Augmented Reality (AR) apps, which can enhance language learning and teaching in light of Mayer’s Instructional Design Principles, will be introduced.

**Bio:**

**Işıl Boy Ergül** works as a lecturer at Yıldız Technical University and as a teacher trainer for Pilgrims Teacher Training in the UK. She has conducted various ICT training courses across Turkey, Europe, and the Middle East since 2010. She holds a B.A. in TEFL from Istanbul University and an M.A. in Educational Technology and TESOL from the University of Manchester. Currently she is completing a PhD in Educational Technology. In 2015, she was selected as an Apple Distinguished Educator. She is also the founder of the EdTech Summit, the Parent’s and Children’s Summit in Turkey and ETZ Academy. [www.edtechturkey.com](http://www.edtechturkey.com)

<b>Date &amp; Time</b>	<b>Saturday, March 23, 3:00-4:00 PM</b>
<b>Title</b>	<b>The Role of Action Research in Language Teacher Development</b>
<b>Presenter</b>	<b>Phil Quirke</b>

**Abstract:**

Wallace (1996:292) suggests that action research is a form of structured reflection and its main aim is to facilitate the reflective cycle, and this presentation takes the audience through an action research cycle allowing them to develop their research interest into a concrete action research plan.

This presentation uses an action research cycle developed by the presenter and Christine Coombe, which draws upon Nunan’s model from his paper on Action Research in Language Education (Edge and Richards 1993, p.42) and the six stages of:

1. Problem identification
2. Preliminary investigation
3. Hypothesis
4. Plan intervention
5. Outcome
6. Reporting

This six-stage Action Research cycle closely mirrors the eight given in van Lier (1988) based on Cohen and Manion (1985), and the model used in this presentation further reduces the stages to five as follows:

1. Problem identification
2. Plan Action
3. Implement and collect data
4. Reflect on insights and findings
5. Report

The presentation will involve the audience in identifying a problem they would like to research in their classrooms and then guide them through an action planning process sharing ideas with those around them. Finally, methods of data collection will be reviewed to decide which are most appropriate for the plans being developed around the hall.

The aim is for everyone to leave with a clear action research plan that they can start implementing in their classrooms in the coming weeks and months, along with ideas on reflection, collaboration and reporting with which they can finalise their action research project.

**Bio:**

**Phil Quirke** is Executive Dean Education at the Higher Colleges of Technology in the UAE. From 2006 – 2013 he was the founding Director of Madinat Zayed and Ruwais Colleges, Higher Colleges of Technology in the Western Region of the UAE. From 2000-2006 he was Dean of General Education, Business and Applied Communications at Abu Dhabi Men’s College having moved from the Women’s Campus where he was Chair of English. Before moving to the UAE in 1996, he was Director of Studies for the largest private language institute in Barcelona, Spain. Dr. Quirke has also worked in Venezuela with the British Council for 6 years, and in Germany and the UK. He has been in educational leadership positions for over twenty years and has published on areas as diverse as face, action research, appraisal and journaling. His book, *An Exploration of Teacher Knowledge* is widely available, and his publication on *Reflective Writing* with Jill Burton, Joy Peyton and Carla Reichmann is available online at <http://www.tesl-ej.org/wordpress/books/>. He was also invited to

contribute to The TESOL Encyclopedia of English Language Teaching, and his entries on Journals, Observations and Classroom Management were published in 2018 on the release of the Wiley publication. Dr Quirke's doctoral research was on the Exploration of Teacher Knowledge and formed the basis of the publications above. Over the last fifteen years Dr. Quirke has developed an educational management philosophy, DREAM Management, that places students and staff at the core of the institution and he has published widely on this approach, including a book on Managing the Language Classroom in 2014.