

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

21-23 March 2019 – Hyatt Regency Hotel, Dubai

*New Beginnings in English Language Teacher Development*

### PLENARY SESSIONS

<b>SESSION 1</b>	
<b>Day &amp; Time</b>	<b>Thursday, March 21, 10:00-10:50 AM</b>
<b>Plenary Speaker</b>	<b>Dorothy Zemach</b>
<b>Title</b>	<b>The Chocolate Museum</b>

#### **Abstract:**

“I may not have been the best teacher and they may have not gotten very far in their textbook, but we had FUN,” blogs a new ESL teacher.

Teachers strive to create an enjoyable classroom atmosphere with motivating topics and texts, new and entertaining activities. Teachers worry that a class that is difficult or “boring” will displease students.

The presenter argues that learning is a more desired outcome than entertainment. By keeping our students from the real work of learning, we are disadvantaging them. This lecture and discussion examines classroom goals and techniques for making studying both successful and enjoyable.

#### **Bio:**

**Dorothy Zemach** taught English, French, and Japanese for over 20 years in Asia, Africa, and the USA. She holds an MA in TESL from the School for International Training in Vermont, USA. An author of over 20 textbooks, she now concentrates on writing and editing English language teaching materials and conducting teacher training workshops. Her experience in the Arab world includes teaching and training experience in Morocco, Algeria, Libya, Tunisia, Jordan, and Yemen. Her areas of specialty and interest are teaching writing, teaching reading, business English, academic English, testing, and humor. She is a frequent plenary speaker at international conferences, and a blogger for Teacher Talk at Azar Grammar. Her personal website is <http://dorothyzemach.com>

<b>SESSION 2</b>	
<b>Day &amp; Time</b>	<b>Thursday, March 21, 5:00-5:50 PM</b>
<b>Plenary Speaker</b>	<b>Alessandro Benati</b>
<b>Title</b>	<b>Key Components of Instructed Second Language Acquisition</b>

**Abstract:**

As a linguist, I assume that the product of acquisition is an abstract, complex, and implicit system called “language”. Language defies easy explanation and looks nothing like textbook rules, paradigms or descriptions language learners might find in a Google search. This perspective pushes us to always look at the research in terms of what it means to speak to the creation of this underlying “mental representation” of language.

Second language acquisition (SLA) research has been carried out from different perspectives (linguistics, psycholinguistics, education, psychology and neuroscience) and has adopted different methodological frameworks in the attempt to shed some light on the complexity of language development and the role of a number of internal mechanisms.

Unlike general SLA research, instructed SLA focuses on the degree to which external manipulation (e.g., instruction, input manipulation) can affect development in some way.

In this talk, the presenter will take the audience through what we know about second language acquisition by identifying key issues in this field. Findings from SLA and instructed SLA have provided a shift in the way we understand language acquisition and the role of language instruction.

**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>SESSION 3</b>	
<b>Day &amp; Time</b>	<b>Friday, 22 March, 9:00 – 9:50 AM</b>
<b>Plenary Speaker</b>	<b>Deena Boraie</b>
<b>Title</b>	<b>Professional Development Matters</b>

**Abstract:**

Teacher policy is high on national agendas and almost all education systems have been or are engaged in major reform programs. There are no signs that the pace of reform is easing and teachers are always under the microscope. There is global concern about teachers and teacher quality with a focus on professional development and the need to foster a culture of constantly upgrading teachers’ skills, knowledge and competencies. This presentation reflects on the current landscape of professional development of teachers and analyzes the gaps between the theory and actual practice. The presenter proposes ways forward to bridge these gaps.

**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 (she served as President from 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>SESSION 4</b>	
<b>Day &amp; Time</b>	<b>Friday, 22 March, 5:00 – 5:50 PM</b>
<b>Plenary Speaker</b>	<b>Tammy Gregersen</b>
<b>Title</b>	<b>Because We Matter: Language Teachers in Pursuit of Heightened Motivation</b>

**Abstract:**

As opposed to the more common topic of language learner motivation, I will address teachers' motivations. Through an exploration of what engendered our passions in the first place, one of my purposes is to help teachers tap into those initial motives. Also, because teacher motivation impacts that of our learners, we will examine these connections as well. As language teachers, we have felt the motivational ups and downs that transpire over the course of a day, week, or academic year and some of us have been fortunate enough to find ways of experiencing flow, a particular heightened form of motivation. Most of us at certain times have also had to tackle apathy and demotivation and on other occasions have celebrated uplifting perceptions of achievement. Throughout this talk, we will venture together on a quest for heightened language teacher motivation through a variety of activities such as discovering our signature strengths, job crafting, exploring flow, creating future visions, and finding self-initiated and self-directed strategies for growth.

**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.

<b>SESSION 5</b>	
<b>Day &amp; Time</b>	<b>Saturday, 23 March, 9:00 – 9:50 AM</b>
<b>Plenary Speaker</b>	<b>Salah Troudi</b>
<b>Title</b>	<b>Critical Research for English Language Teachers: Possibilities and Preferred Futures</b>

**Abstract:**

The purpose of this talk is to introduce the main tenets of critical research in TESOL and language education and the main methodologies and methods associated with this approach. This research agenda is based on a general view of society and social realities as shaped by the hegemony of powerful economic and political structures, social and educational institutions and discursive practices. The speaker will provide examples of research projects and questions that practicing teachers can conduct in their educational contexts. Informed by a number of powerful theories such as critical theory, post-structuralism and postmodernism critical research in language education and applied linguistics has made some progress in the last two decades. It has covered a wide range of topics and issues such as materials design, teacher education, classroom talk, student assessment, teacher voice, and cultural representation. However, critical research is still in its infancy in TESOL when compared to other approaches to research such as the interpretive and positivistic models. This is mainly because TESOL is mostly mainstream in its general orientation with a tendency to be consumerist in its educational aims and pedagogical approaches. This is often done with little critical reflections on its main tenets and practices. However, critical research offers a feasible alternative to TESOL researchers and practitioners to ask difficult questions about the nature of teaching and learning English as a foreign or second language and its possible and preferable futures.

**Bio:**

**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 programs. 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, program 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.

<b>SESSION 6</b>	
<b>Day &amp; Time</b>	<b>Saturday, 23 March, 5:00 – 5:50 PM</b>
<b>Plenary Speaker</b>	<b>Christine Coombe</b>
<b>Title</b>	<b>Research Literacy for Language Teachers</b>

**Abstract:**

This presentation will explore a number of questions that are important to any language teaching professional: (a) What is research in language teaching and learning? (b) What are the types of research, and, how can we define research so it fits our own professional agenda (c) What does it mean to be research literate in our field? And, (d) how can teachers become more research literate? In the process of addressing these four questions, we explore the literature on research literacy and share a number of ideas for how English language teachers can develop and continue developing their own research literacy skills.

**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 Spaan 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.