

**Friday, March 11, 1:00-1:50 pm**

**Day 1 Featured Speaker Session 1:**

Prof. Mick King  
*Community College of Qatar*

**Title:**

Content and Language (Dis)integration: Why CLIL fails

**Abstract:**

As an immediate clarification to the title of this session, I should first declare that I am a CLIL supporter. I have had the privilege to teach both language and content in my career, and this experience has made me a more rounded, knowledgeable and confident practitioner as a result. Content and language integration, or CLIL, is ubiquitous in a world where so many learners are studying content in an additional language. Some literature suggests that it is an all-encompassing term for any policy where efforts are made by language and content managers and practitioners to combine learning, so it might include sheltered language instruction at one end of the spectrum or a more radical model of language teachers delivering content at the other. This rather loose interpretation can be seen as a blessing and a curse. Its lack of prescription allows for contextual modification while its lack of direction allows policymakers to see it as a ‘window dressing’ solution to all the challenges an institution may face when delivering content to students who do not master the language of instruction. The parallels between CLIL and English as a medium of instruction (EMI) are evident, as is the likelihood of policy enactment rather than policy implementation. In other words, without a contextually formulated and supported implementation plan, CLIL initiatives may fail, as those tasked with implementation will do it according to their beliefs and the realities they face rather than what is written in a policy document. This session addresses a number of reasons why CLIL can fail, and uses a university foundation/undergraduate program case study to highlight some of the challenges that an institution may face alongside the obvious benefits of using CLIL. Key to the argument will be creating the correct foundation for CLIL policy formulation, design, and implementation, stripping it right back to teacher recruitment policy, and having the right people making the most important decisions. While this may sound Utopian in some of the contexts that we teach in, it at least gives the final negotiated version of CLIL a fighting chance!

**Bio:**

**Dr Mick King** is Assistant Professor at the Community College of Qatar. His 32-year career has been spent primarily in Arabian Gulf higher education. His roles have included teaching, lecturing, training, supervision, and management. Mick holds an EdD in TESOL from the University of Exeter, UK, and an M.Sc. in Educational Management from Aston University, UK, as well as 2 PG Certificates in Higher Education (Middlesex University, UK; The University of Groningen, The Netherlands). He has been formally recognized for his work and service via a teaching fellowship and a TESOL Arabia professional service award. This professional service has included board membership of TESOL Arabia and TESOL Gulf, conference organizing, teacher training, and journal article/conference proposal reviewing. Mick has disseminated his research via publication and presentation over the last 15 years on eclectic topics driven by his need to find answers to questions that are bothering him. This, in his own words, qualifies him as a proud ‘jack of all trades; master of none’!

**Friday, March 11, 2:00-2:50 pm**

**Day 1 Featured Speaker Session 2:**

Prof. Tariq Elyas

*King Abdulaziz University, Jeddah, Saudi Arabia*

**Title:**

Translanguaging: Concepts, Challenges and the Way Forward

**Abstract:**

In Middle Eastern contexts, English has played an increasingly important role in such different areas as business, politics, popular culture, tourism, economics, education, and religion. Mahboob and Elyas (2014) argue that the social status of English is ideologically replete with economic, social, political, and religious overtones intertwined within the fabric of Saudi society. This has encouraged Mahboob and Elyas (2014) to propose an emerging expanding circle variety called 'Saudi English'. The present critical study builds on Mahboob and Elyas's (2014) study investigating the features of Saudi English variety. It sheds some light on four main issues: (1) English post 9/11 in Saudi Arabia; (2) English in the light of Saudi Vision 2030; (3) the impact of religion, culture and language on Saudi English; and (4) translanguaging features of Saudi English in contemporary Saudi Arabia. This critical study also assesses our findings against the Saudi English's literature in an effort to link this phenomenon of English as a lingua franca and find varieties which are exclusively related to the Saudi context. Our observations concur with the literature and show some features which could be related exclusively to the Saudi English variety. The implication of the study is that stakeholders (e.g., teachers, learners, policy makers, employers) should be fully aware of the importance of World Englishes or Global Englishes in order to design and enact English language programs which are socioculturally sensitive to local contexts, such as the Kingdom of Saudi Arabia (KSA) and the Middle East.

**Bio:**

**Prof. Tariq Elyas** is a Full Professor of Applied Linguistics at King Abdulaziz University-KAU (Saudi Arabia). He holds an MA in English Literature (USA) and a PhD in Applied Linguistics (Australia). Prof. Elyas was awarded the British Chevening Fellowship in International Law & Human Rights (UK) as well as a Post-Doctorate in Applied Linguistics from the British Commonwealth Council (UK). Prof. Elyas's areas of interests include Global English, Teacher Identity, Policy Reform, Media Studies, and Women Studies in the Middle East. His research papers have appeared in leading international journals such as British Journal of Middle Eastern Studies, Digest of Middle East Studies, Contemporary Review of the Middle East, Contemporary Middle Eastern Issues, Journal of Arab & Muslim Media Research, World Englishes, Asian Englishes, ELT Journal, as well as a contribution to the (2018) TESOL Encyclopedia of English Language Teaching. Prof. Elyas has been awarded the Bunday Prize for English Verse (Australia); Travel Writing Fellowship (USA); Cambridge Gulf Research Award (UK); Reviewer of the Year-Emerald Publisher (UK); EU-GCC Relations Project Award (Belgium); and the Best Supervisor Award in the Humanities & Social Sciences Track-KAU in 2018 and 2020 (Saudi Arabia). Prof. Elyas has guest-edited three special issues: 1) 'World Englishes in MENA' (with Ahmar Mahboob) in World Englishes; and 2) 'Gender in Language Education' (with Handoyo Puji Widodo) in Sexuality & Culture; 3) 'English Language Education: A Critical Global Englishes Perspective' (with Fan Fang and Handoyo Puji Widodo) in Asian Englishes. His latest book was an edited volume (co-edited with Dr Ahmar Mahboob) entitled Educational Challenges during the GCC in the 21st Century (Cambridge Scholars Publisher). Prof. Elyas has been the most highly cited author in Saudi Arabia in the fields of Education and Applied Linguistics since 2012. Prof. Elyas has served as an external examiner for (23) PhD students from Australia, Malaysia, UAE, UK, and Saudi Arabia. Also, Prof. Elyas has worked in numerous educational posts in Australia, UK, USA and Saudi Arabia. Currently, Prof. Elyas has been assigned as the Associate Editor for Wiley Encyclopedia of World Englishes- MENA region.

**Friday, March 11, 3:00-3:50 pm**

**Day 1 Featured Speaker Session 3:**

Prof. Patrick Dougherty  
Akita International University, Japan

**Title:**

Creative Writing and EFL: A Motivation and Skill Building Powerhouse

**Abstract:**

Creative writing is often assumed to be the domain of the native speaker. However, when used well in EFL contexts it can be both a powerful tool to increase student motivation and also a solid resource for skill building in the target language. Case studies from the UAE, Japan, and Bangladesh as well as examples of lessons will build the case for educators weaving creative writing into their lesson plans.

**Bio:**

Patrick Dougherty is a Professor of International Liberal Arts, the Dean of the Faculty of International Liberal Arts, Director of the Active Learning and Assessment Center, and Head of the English for Academic Purposes Program and Foreign Language Education at Akita International University. He holds a Master of Arts in History and a Master of Education from Northern Arizona University and a Master of Arts in Applied Linguistics from the University of Southern Queensland. Additionally, he holds a Doctorate in Education in Educational Administration from Northern Arizona University. He has been an educator for over 30 years and has taught high school or university courses in the USA, Japan, Bangladesh, and the United Arab Emirates.

**Saturday, March 12, 11:00-11:50 am**

**Day 1 Featured Speaker Session 1:**

Prof. Jacqueline S. Stephen  
*College of Professional Advancement, Mercer University, Atlanta, Georgia, USA*

**Title:**

Unpacking the New Normal: Implications for Teaching and Learning

**Abstract:**

All sectors worldwide, including education, continue to be greatly impacted by the ongoing COVID-19 pandemic. Since the second half of 2020, the term "new normal" has been increasingly used to refer to changes in how things need to be done today as opposed to how things were done prior to the onset of the pandemic. A large number of studies in the last year have examined the impact of the pandemic on education and provided action items for schools and universities to adapt to the "new normal". Despite the daily use of this term in the literature and media, clarity is needed on how it is defined in the context of an academic setting. Furthermore, a deeper understanding of the implications of the "new normal" on teaching and learning is critical. Thus, my talk aims to define the "new normal" as it relates to the education sector and explain its implications for teaching and learning. The impact of the "new normal" on administrators, curriculum and instructional designers, instructors, academic and administrative support systems, and students, will be discussed.

**Bio:**

**Dr Jacqueline S. Stephen** is an instructional designer and educator who holds an Ed.D. in Instruction and Curricular Leadership with a concentration in instructional design and technology, a M.S. in Instructional Technology, and a B.S. in Elementary Education. She has 20 years of national and international experience in higher education. Currently, she serves as Assistant Professor, Director of The Office of Distance Learning, and Instructional Designer, in the College of Professional Advancement at Mercer University, in Atlanta, Georgia, USA. Her research has examined factors associated with persistence of undergraduate online students, with much of her research focusing on self-regulated learning, self-directed learning, online learning self-efficacy, and high-impact practices for online teaching. Additionally, Dr. Stephen has authored and co-authored peer-reviewed journal articles and book chapters on topics such as undergraduate and graduate online learner persistence, instructional design, effective practices for online educators, and virtual peer mentoring for racial and ethnic minority women in STEM, which received the American Educational Research Associations' 2021 Distinguished Research Paper Award on Mentorship and Mentoring Practices. Her current research is centered around diversity, inclusion, equity, and career readiness in curriculum and course design. Dr. Stephen has presented at national and international conferences, and currently serves as a reviewer for international peer-reviewed journals and conferences, and as past-president of the Association Supporting Computer Users in Education. Dr. Stephen was selected by a peer review panel for placement on the Fulbright Specialist Roster for a tenure of four years (2021-2025) for her expertise in instructional and curriculum design.

**Saturday, March 12, 1:00-1:50 pm**

**Day 1 Featured Speaker Session 2:**

Dr Lana Hiasat  
*Higher Colleges of Technology, Dubai*

**Title:**

The Importance of Research Literacy for Teachers in Times of Change

**Abstract:**

Research has always been and will continue to be an important skill for teachers as we enter the post pandemic field of education. 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) Why is research important for teachers? (c) What are the types of research, and, how can we define research so it fits our own professional agenda (d) What does it mean to be research literate in our field? (e) How can teachers measure their impact? And, (f) How can teachers become more research literate? In the process of addressing these six questions, we explore the literature on research literacy and share a number of ideas and resources to help English language teachers develop and continue developing their own research literacy skills.

**Bio:**

**Dr Lana Hiasat** is a senior lecturer and has a doctoral degree in educational leadership with specialization in educational technology. She is currently the program team leader of the General Studies department at HCT, Dubai Men's college. She also is a Senior Fellow HEA (SFHEA) and a certified trainer in future foresight, practitioner in intercultural intelligence, emotional intelligence, and Kaizen Creativity. Lana has published in areas of future foresight, emotional intelligence, artificial intelligence, smart learning, blended learning, educational leadership, intercultural intelligence, and online teaching and learning. Lana has served as the co-chair for several international conferences. She was on the task force to develop the social sciences curriculum in the UAE and has developed certified executive leadership course on emotional intelligence for educational leaders. She is a proud Toastmasters communicator and leader.

**Saturday, March 12, 3:00-3:50 pm**

**Day 2 Featured Speaker Session 3:**

Dr Melanie van den Hoven  
*Barakah Nuclear Power Plant, UAE*

**Title:**

Translanguaging Patterns among Emirati Students

**Abstract:**

The promotion of English as a medium of instruction (EMI) policies in higher education in the Arabian Gulf has generated a range of responses. In the United Arab Emirates (UAE), both English and Arabic support lingua franca communication among its multilingual residents. Given the social dynamics in the wider linguistic ecology, it is not surprising that the use of English in educational domains has enabled Emirati students to experience a range of communicative encounters in English and Arabic. Although official EMI policies seem to encourage monolingual learning environments, there is increasing attention to the triglossic use of English, Standard Arabic and Local Arabic for various oral and written modes of communication, which deserves closer inspection.

This presentation reports on communicative practices of Emirati students during a distinct phase of bilingual education in the Abu Dhabi emirate. Relying on ethnographic research methods and current understandings of English language variation and translanguaging practices, this presentation describes accounts of language practices of Emirati students in - and around - a teacher training college in Abu Dhabi. The findings describe the diverse ways of using English and Arabic, including the strategic purpose, type of interactants, and social domain. By documenting 12 modes of communicative activity, the study draws attention to complex linguistic practices and challenges assumptions that English-medium environments promote a monolingual way of using English. This presentation offers a perspective of linguistic practices in the UAE relevant for understanding 'translanguaging' practices in English-medium contexts globally.

**Bio:**

**Dr Melanie van den Hoven** is interested in how people use the languages they know, with whom and under what conditions. She has published research on English-medium policies and translanguaging practices in the United Arab Emirates (UAE), multilingualism and interculturality, and linguistic landscaping. Her articles have appeared in journals such as *World Englishes* and *Multilingua* as well as in many edited volumes. Melanie has a PhD in Intercultural Education from the University of Durham, England. She was a TIRF Sheikh Nahayan Fellowship recipient in 2010. When living in South Korea she taught Intercultural Communication in a graduate school at Sookmyung Women's University in Seoul. She then taught in the department of Culture, Society and Language Education at Emirates College for Advanced Education in Abu Dhabi. Melanie is currently leading a team of Korean-English interpreters as a Lead Cross Cultural Communications specialist at the Barakah Nuclear Power Plant in the UAE.