

Featured Speakers

Location: Crystal Ballroom B

Day 1 Featured Speaker Session 1

Friday, March 10, 1:00-1:50 pm

Andrzej (Andy) Cirocki, PhD
Associate Professor, University of York, UK

Title: Preparing TESOL Teachers for the Classroom of Tomorrow

Abstract:

Teacher education has undergone many changes over the past few decades and the 21st century seems to be particularly demanding. Teacher education needs to swiftly, sensitively and cogently respond to the emerging demands of the society, including digitalisation, globalisation, internationalisation as well as the growing role of English as a lingua franca. With this in mind, the 21st century teacher education should be about: (1) equipping teachers with the competences, tools and hands-on experience they need to successfully function in this new reality and (2) guiding them in growing the self-efficacy to demonstrate the required competences in their pedagogical practice. This talk revolves around a set of competences every 21st century TESOL practitioner needs to demonstrate to be called a professional teacher.

Bio:

Andrzej (Andy) Cirocki, PhD, is an Associate Professor in English Language Education in the Department of Education at the University of York, UK. He is a Visiting Professor of TESOL at Universitas Negeri Surabaya, Indonesia, the President for the National Centre for ELT Materials Development in Indonesia, and a co-founder of TESOL Café Colombia. He teaches modules such as TESOL Methods, Teaching and Learning Language, Evaluating TESOL Classroom, Curriculum Design, and Methodology of Teaching English for Academic Purposes. His professional interests include English-as-an-additional-language teacher education and professional development, reflective teaching, teacher autonomy, teacher self-efficacy, and teaching English as an additional language. In addition to being author of numerous publications, being involved in international research projects (e.g., Indonesia, Japan, Ecuador) and delivering CPD courses for TESOL teachers worldwide, he is also editor-in-chief of *The European Journal of Applied Linguistics and TEFL*.

Day 1 Featured Speaker Session 2

Friday, March 10, 2:00-2:50 pm

Ahlem Ben-Othman
World Network Consulting Services, Tunisia

Title: Using TESOL Methods to Teach Math

Abstract:

This featured session describes the personal experience of Ms. Ahlem Ben Othman in teaching mathematics to non-English speaking students in an American classroom in the city of Columbus, Ohio. TESOL (Teaching English to Speakers of Other Languages) methods were used to help these students excel in the class and pass exams. The speaker emphasizes the importance of adapting to the students' language needs and cultural backgrounds in order to effectively teach the subject matter. The use of real-world examples, hands-on activities, and visual aids were also found to be effective in engaging the students and making the material more accessible. The results of this approach were positive, with many of the non-English speaking students achieving success in the class and on national exams. The speaker concludes by highlighting the importance of considering the language needs of all students in the classroom, and encourages other educators to incorporate similar strategies to support the success of non-English speaking students.

Bio:

Ahlem Ben-Othman is a Business owner and a consultant, with an engineering and mathematics background, a 17 year career in IT project management and 25 years in Coaching, Training & Human Resource Development. She enjoys helping organizations create an automated way of operating that streamlines the management process and allows for expanded productivity and efficiency. She is an executive coach and trainer with a proven track record of success. She has delivered keynote speeches at conferences for entrepreneurs, business women, and young people. She participated in world conferences such as the US White House Conference on Countering Violent Extremism, the US Institute for Peace and in TEDx Talks. She holds a Civil Engineering Degree (1989) and a Masters in Mathematics Education (1993) from The Ohio State University, USA. A detailed resume is listed on www.linkedin.com/in/ahlembenothman

Day 2 Featured Speaker Session 1

Saturday, March 11, 10:00-10:50 am

Amira Salama
President of Africa ELTA

Title: Navigating Teacher Mentoring in Low-resource Contexts: Experiences from Africa

Abstract:

Discussions on mentoring are often rooted in teacher education and development because mentoring can provide opportunities for novice, mid-career, and experienced teachers to professionally develop and learn from their colleagues in many ways. Mentoring can have different roles and follow various models based on the mentor-mentee's understanding of this mentoring relationship. It is, however, the manifestation of these roles in different contexts that contributes to the success of mentoring and guides the selection of the appropriate method to support teachers in the process.

Recent trends in teacher mentoring research highlight the sociocultural perspective to mentoring. Within this sociocultural understanding of mentoring, two teacher mentoring programs were initiated in Africa. The first one is to mentor African female classroom teachers to become professional conference presenters and the second one is to provide mentoring for teachers to conduct classroom research. Given the challenges of working in a low-resource context in Africa, these two mentoring programs were developed to meet the

needs of African teachers as identified by Africa ELTA (the international regional Africa English Language Teacher Association). The programs are also an attempt to accommodate challenges faced by teachers, many of which are selected to be from remote areas with limited access to resources, to actively participate in professional development and successfully reach their personal and professional goals.

This presentation will highlight the processes of developing and implementing these two mentoring programs. It will also describe ways for overcoming the challenges of teacher mentoring in this low-resource context and offer some ideas for teacher associations working in similar contexts to navigate their way to effectively support their teachers' professional development.

Bio:

Amira Salama is an academic English instructor at Nile University, Egypt. She has an MA TESOL from the American University in Cairo with a research focus on teacher leadership and is currently pursuing her PhD. Amira is a Past President of NileTESOL in Egypt and the current President of Africa ELTA. Her publications focus on teacher burnout, leadership for teachers, equality and inclusion in education settings, and language materials' development and assessment. Amira has led and developed teacher mentoring programs and teacher training workshops in addition to presenting at several international conferences. She is the winner of the TESOL leadership development award in 2020 and the recipient of the Faculty Merit Award for excellence in teaching from the School of Continuing Education at the American University in Cairo in 2021. Her research and professional interests include teacher mentoring, ELT materials development, and teacher leadership.

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

Day 2 Featured Speaker Session 2

Jamie Cardwell & Michelle Beukes
Aldar Al Ghad Charter School, Abu Dhabi, UAE

Title: Raising Academic Achievement for Emirati Students

Abstract:

During this session, participants will learn strategies for how to increase academic achievement of Emirati students through a wrap-around approach that supports all stakeholders including parents, students, teachers, and required authorities. Based on the work done in a three-year-old charter school, the presenters will share practical strategies and experience focused on encouraging parental engagement; teacher buy-in and use of templates to standardize teaching and learning; and empowering students to advocate for their needs and choices.

Bios:

Jamie Lynn Cardwell, EdD, has been teaching various classes in ESL/EFL, curriculum methods (instruction/assessment), and teacher education for the past 25 years. Originally from Alton, IL, her experience ranges from children to adults in multilingual, diverse contexts in the U.S., Uganda, Turkey and the UAE. Dr Cardwell holds a B.S. in Education, an M.A. in English/TESL, and a Doctorate in Education: Curriculum, Instruction, and Assessment. She is an active participant in various organizations, conferences and

roundtables. Her latest research focuses on Emirati achievement in the ADEK charter school project. In her free time, she enjoys reading, cooking, playing the flute and traveling. Dr. Cardwell currently works as a Vice Principal at Al Ghad Charter School in Abu Dhabi, UAE.

Michelle Beukes is a qualified English and Drama teacher with over ten years' experience. Having started her career in South Africa, she now has over five years' international teaching experience, which includes British and US curriculum. Ms Beukes has held leadership roles in both pastoral care and curriculum, with her focus mainly being high school/secondary education. Ms Beukes holds a Bachelor's degree in English, Drama and History, and is currently an Assistant Principal at Al Ghad School, a charter school in Abu Dhabi, United Arab Emirates. In her free time, Ms Beukes enjoys reading historical fiction, watching football, and playing the guitar.

Saturday, March 11, 12:00-12:50 pm

Day 2 Featured Keynote Speaker

Tom Gantt
Amplify, USA

Title: Teaching Students to Think Like Scientists Enhances English Language Learning

Just as research supports the Science of Reading approach in literacy and language development - that approach can be applied to the Reading of Science. There are a number of strategies that educators can use when teaching English language learners in content areas.

Participants in this interactive session will participate in active learning strategies and be engaged as a learner as they experience a model multi-modal science lesson. Attendees will experience of the Six Strategies for Teaching ELLs Across the Content Areas

Science can provide exciting opportunities for students to make discoveries and use their language skills, especially through inquiry-based lessons. This talk offers strategies, resources, and guidance for helping English learners language succeed in science, as well as information about the Next Generation Science Standards.

Through the proven multi-model instructional strategies of Do, Talk, Read, Write, and Visualize, students have the opportunity to learn language in context. This approach to instruction is highly congruent with research about effective science knowledge and literacy development; for example, science and literacy practices driven by inquiry are known to support rich and immersive learning.

Literacy is an integral part of science. Scientists read, write, listen, and speak in order to obtain, evaluate, and communicate information about the natural world. They explain their findings, conduct research, connect to the work of other scientists, and communicate ideas to a variety of audiences. In a multimodal learning model in the science classroom, students learn to read, write, and speak as scientists do, as they acquire facility with the academic language and vocabulary of science. Through the seamless integration of science and literacy instruction, students also learn that reading, writing, and talking are essential practices of science, and that all scientists use these practices to gather information, communicate claims, leverage evidence, draw conclusions from data, and share their ideas through oral and written explanations and arguments.

Situating literacy instruction in a content area like science has several benefits. First, it helps students develop ways of thinking that are characteristic to the discipline. Second, building background knowledge in a discipline also helps students access complex content in texts that can be difficult to grasp. Finally, situating literacy in a content area like science provides an authentic reason for reading, writing, and talking — to better understand the science ideas under study.

Reading, like science, can be an act of inquiry when there are genuine questions to be investigated. The following are the guiding principles for disciplinary literacy in a science classroom

- Students acquire literacy expertise through the pursuit of science knowledge and by engaging in scientific and engineering practices.
- Attention to disciplinary literacy instruction should begin as soon as students enter school and should continue throughout the grades.
- Participation in a community is key to acquiring disciplinary expertise and literacy.
- Argumentation and explanation are the central enterprises of science and, thus, these practices are the focus of reading, writing, and speaking in science.

Ultimately this foundational approach to instruction can be applied to other content areas and lead to successful student outcomes.

Bio:

Manager, STEM Product Specialist at Amplify

Saturday, March 11, 1:00-1:50 pm

Day 2 Featured Speaker Session 3

Jim Pastore

Emirates Schools Establishment, Dubai, UAE

Title: Get out of the way: One Principal's View of Language Learning in School

Abstract:

A personal commitment to supportive leadership in an ELL environment, and how a Principal can be both a leader/guide, as well as a supporting facilitator for teachers. I have used a melange of personalized techniques borrowed from various schools of educational thought over 34 years as an educator with the overarching goal of making the acquisition of English fun, meaningful, interesting, and impactful for the students. Layered into this is my profound understanding that I am not an ELL/TOEFL expert and never will be. I do however, have a bit of expertise in helping make things work. And as a Principal/Head of School I have had the implicit authority to, when I have needed to, 'insist' on a change in a culture of a school in order to show a group stuck in a rut how they can do things differently. Like word walls; like a front lobby display "word of the day" (in English AND Arabic!); like communicating to parents that TV is great- as long as they have the close captioning on so their child sees the English on the screen; like having a translator side by side with me in staff meetings, so the non-native English speakers who might miss nuances on the one hand or even feel left out due to a lack of much English on the other feel respected while also being

included not marginalized; like newsletters of 1 page a week- in English one side, Italian the other- after all bilingual in school extends to school communications; etc. I couple the above with my own style. But every building manager has their own style that has to work for them.

Bio:

Born and raised in suburban Philadelphia, Jim attended Cheltenham HS and then the University of Notre Dame. Travel as a pre-teen to Europe on a 10-month VW van “gypsy” family trip is what his mother blames on a 35-year crisscrossing of the world as a Secondary English teacher and school administrator with stops in 5 Latin American cities, the Caribbean, Italy and now the UAE. Jim currently works with ESE--Emirates Schools Establishment--as a Senior Academic Support Specialist, and agrees fully with the Director General of Emirates Schools Establishment, Mohammed Al-Qasim that “the next 50 years (for the UAE) begins with ESE”...that education leads the way to opportunity in the future.

Saturday, March 11, 2:00-2:50 pm

Day 2 Featured Speaker Session 4

Christine Coombe & Yousuf Al Awadi
Dubai Men’s College and Entrepreneur, UAE

Title: The Power of Public Speaking for a Teacher’s Professional Development

Abstract:

Effective public speaking is one of the most powerful skills in a teacher’s repertoire, yet it is one of the most neglected in today’s teacher development programs. We believe that being an effective public speaker can set the stage for individuals to stand out in the teaching profession. Join Christine and Yousuf, a teacher-student partnership, to learn about how the power of public speaking has opened new doors for them and how it can impact a teacher’s personal and professional development.

Bios:

Christine Coombe, PhD, is an Associate Professor at Dubai Men’s College, Higher Colleges of Technology. She has a PhD in Foreign/Second Language Education from The Ohio State University. Christine has many publications, has won many awards, has served as President of both TESOL Arabia and the TESOL International Association and is the Co-chair of the TESOL Arabia 2023 Conference.

Yousuf Al Awadi is an entrepreneur in various fields with a Master’s Degree in Project Management from the University of Technology in Sydney, Australia. He is a certified NLP trainer, hypnotherapist and an inspired leadership trainer. In 2016, Yousuf qualified for and participated in the Toastmasters World Championship of Public Speaking in Washington, DC.

Sunday, March 12, 10:00-10:50 am

Day 3 Featured Speaker Session 1

Kay Gallagher, PhD

Emirates College of Advanced Education, UAE

Title: Language Teaching through Literature in the Gulf

Abstract:

There are multiple benefits to the inclusion of literature in the language classroom, especially when “literature” is viewed as a big tent that houses multiple genres and multiple modes. In this presentation, these benefits are discussed, and recommendations are made for using literature to enhance language teaching and learning across multiple levels. Recent innovations and novel research into children’s literature in the region are also reviewed.

Bio:

Kay Gallagher (B.Ed., M.Ed., PhD, SFHEA) is an Abu Dhabi-based professor in language teaching, specializing in English education and bilingual education. She has developed, delivered, and led teacher education programs across the UAE. She was a faculty member and Master’s coordinator in English Education at the University of Hong Kong. Kay was also a school principal in her native Ireland. Her edited book, *Education in the UAE: Innovation and Transformation*, provides deep insights into the transformed educational landscape of the Emirates in recent years, and was co-authored with leading UAE-based educational researcher-practitioners.

Sunday, March 12, 11:00-11:50 am

Day 3 Featured Speaker Session 2

Anna Hearrell & Maggie de Oliveira
Bridge Education, Denver, Colorado, USA

Title: Teacherpreneurship: Offering Unique Online Teaching Opportunities for the Global English Teacher

Abstract:

In this session, we’ll explore the rise of the global English teacher and the growing opportunities for teaching English online as a lingua franca. We’ll showcase how online English teachers have an unprecedented opportunity to discover what a flexible teaching schedule means and how you can build your own work scenarios to meet your needs and preferences. From working with traditional online schools to advertising your services on marketplaces to building your own company and becoming a teacherpreneur, the opportunity is there for you to take charge of your online teaching career and expand your skills as a global English teacher. Join us to discover how your unique background can be leveraged to highlight your strengths and cross-borders through online teaching!

Bios:

Anna Hearrell is Bridge’s Director of Operations. She has developed innovative online programs designed to meet the needs of English language teachers around the world, including a Micro-credential course dedicated to Teaching English as a Global Language. As a teacher training provider, Bridge seeks to empower the global English language teaching community with accessible professional development options, teacher recognition, and advocacy.

Maggie de Oliveira is Bridge's Teacher and Institutional Relations Manager. She collaborates with Bridge's partner organizations and supports Bridge trainees throughout their learning journey as the Teacher and Institutional Relations Manager. Maggie holds a Master's degree in Applied Linguistics, a 150-Hour TEFL/TESOL certificate and has 4+ years of experience teaching EFL and ESL both in Brazil and the United States. As a former ELT teacher herself, she applies practices of observation and reflection to continuously improve the overall course experience for Bridge trainees while also striving to implement innovative eLearning best practices to guide trainees in achieving their professional development goals. She works with the Bridge tutors to encourage high-quality feedback and effective communication with our Bridge trainees from all around the world.

Sunday, March 11, 1:00-1:50 pm

Day 3 Featured Speaker Session 3

Eli Ghazel

EU Professional Development and Training, Dubai, UAE

Title: The Pursuit-Of-Knowledge Network

Abstract:

The journey of learning between local and international peers prepares young people to develop knowledge and foresight that can help them become actively involved in development their respective societies and the global community. In The Pursuit-Of-Knowledge Network, groups of young people from different countries work together to explore and investigate matters that are of interest to them and their future. They are mentored and instructed through modules that focus on important topics/issues pertaining to their future. In this presentation, I will talk about our pilot module and how students from the US and the Middle East are investigating, collaborating, and learning together to create a plan for the design of a place for learning, development, and wellbeing for themselves and for the generations to come.

Bio:

Eli Ghazel has followed a career of innovation from the beginning seeking to improve on the status quo, he has worked to improve the system. His many accomplishments in this regard speak for themselves. He is a renowned text book author and editor in subjects ranging from Science and Health to English as a second language working with publishers and Ministries of Education. He has also designed curricula and worked with thousands of teachers for the Ministries of Education in the Middle East and Gulf. In the role of Academic Director for the 21st Century Academic Forum, Montana, USA, Eli Ghazel has given numerous talks and was 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 CA, USA. He is a life-long learner himself, and has made it his goal to inspire quality learning for the better enrichment of students into the future.