

## Plenary Speakers

**Location: Crystal Ballroom B**

**Friday, March 10, 11:00-11:50 AM**

### **Day 1 Opening Plenary**

Joyce Kling, PhD  
*President, TESOL International Association, USA*

**Title:** Revisiting the International Classroom and Role of English for the Multilingual Learner

#### **Abstract:**

Since the turn of the century, globalization and internationalization of education have been on the rise. This shift in educational goals and policies resulted in increased mobility of researchers, teachers, and students. With this increase, a focus on the international classroom and use of English as an academic lingua franca for the multilingual, multicultural classroom have been closely linked. The challenges of the past few years, however, have resulted in drastic changes in student mobility for education. The current state of affairs regarding mobility and internationalization has pushed us to reconsider the international classroom and English language needs for both students and staff. In this presentation, I will outline some of the changes that we have encountered and look at current considerations of what means to have an international classroom. Depending on the context, our future may involve learners and teachers from a variety of backgrounds, or not. It may involve learning explicitly through English, or a fusion of languages – the local language of the institution or of a representative majority. Through the lens of linguistic diversity, I discuss what a global perspective can mean for local English language education and how we as ELT professions can address the needs of our multilingual students.

#### **Bio:**

**Joyce Kling, PhD**, is a Senior Lecturer at Lund University, Denmark, where she teaches second language teacher education courses to pre-service and in-service teachers. Over the course of her career, she has worked as an ESL & EFL teacher, program director and administrator, teacher trainer, researcher, materials developer, author, and consultant. She received her PhD in Applied Linguistics, with a focus on English-medium instruction (EMI), from the University of Copenhagen. Her research interests include EMI, teacher cognition, the international classroom, and language testing and assessment. She is currently TESOL International Association president 2022-2023.

**Friday, March 10, 4:00-4:50 PM**

### **Day 1 Closing Plenary**

Ali H. Al-Hoorie, PhD  
*Saudi TESOL Association, Saudi Arabia*

**Title:** The Classroom of Tomorrow

**Abstract:**

As technology has been playing an important role in education, everyday classrooms have changed significantly in recent decades. This development is expected to continue, perhaps at a faster pace. In this talk, I will speculate on how the classroom of tomorrow might look like. This includes possible changes in how teachers interact with students, students with other students, schools with parents, and through the implementation of artificial intelligence and other forms of advanced technology. At the same time, and in spite of the benefits that technology might bring, there are some concerns that educators need to be aware of and be prepared for, such as the changing role of teachers, the need for retraining, and the possibility of instituting new laws related to data privacy.

**Bio:**

**Ali H. Al-Hoorie, PhD**, is an Associate Professor of English Language. He completed his PhD in English Language at the University of Nottingham under the supervision of Professors Zoltán Dörnyei and Norbert Schmitt. He also holds an MA in Social Science Data Analysis from Essex University. His research interests include motivation theory, research methodology, and complexity. His publications have appeared in various journals including *Language Learning*, *Modern Language Journal*, *Studies in Second Language Acquisition*, *ELT Journal*, *Language Teaching Research*, and *Learning and Individual Differences*. His books include *Research Methods for Complexity in Applied Linguistics* (Multilingual Matters, 2020, with Phil Hiver), *Student Engagement in the Language Classroom* (Multilingual Matters, 2021, coedited with Phil Hiver and Sarah Mercer), and *Contemporary Language Motivation Theory: 60 Years Since Gardner and Lambert (1959)* (Multilingual Matters, 2020, coedited with Peter MacIntyre). The latter book is the winner of the Jake Harwood Outstanding Book Award.

**Saturday, March 11, 9:00 – 9:50 AM**

**Day 2 Opening Plenary**

Heather Van Fleet  
*Specialist, U.S. Department of State*

**Title:** SEL 101: Tips and Tools

**Abstract:**

Social and Emotional Learning (SEL) is a growing priority in educational communities around the world, but what is it exactly? And why does it matter? This introductory session aims not only to define SEL and its importance, but will also provide an opportunity to practice and reflect on strategies and techniques to develop SEL competencies in yourself and your students. Participants will leave the session with a number of ideas to start practicing right away.

**Bio:**

**Heather Van Fleet** is from New Jersey, U.S., and has worked in the field of education for almost 20 years in a variety of countries and roles, such as the U.S., Spain, and Mexico as an ESL teacher, Director of Studies, and Teacher Trainer. As a certified Mindfulness Teacher

and Social Emotional Learning (SEL) Facilitator, for the past 7 years she has taught Mindfulness and SEL competencies to students and teachers in El Salvador, Thailand, and the U.S. In addition, one of Heather's passions is coaching, and as a National Board-Certified Health & Wellness Coach, Mental Health Coach, and Leadership and Resilience Coach, she enjoys supporting others in enhancing their well-being and emotional intelligence to make desired changes in their lives. She is also a Certified Nature and Forest Therapy guide. In her free time, Heather also enjoys being in nature, doing yoga, walking, reading, and spending time with family and friends.

**Saturday, March 11, 4:00 – 4:50 PM**

## **Day 2 Closing Plenary**

Luis Javier Pentón Herrera, PhD  
*Assistant Professor, University of Warsaw, Poland*

**Title:** The Future Is Here: The Role of Emotions, Identity, and Well-being in Language Teaching and Learning

### **Abstract:**

Language teaching and learning is continually evolving and responding to the ever-changing demands of the field, which mirror the realities faced around the world. In recent years, the topics of emotions, well-being, and identity have gained momentum in academic research and conversations, but there is still much work to be done. In this plenary presentation, I draw from available and ongoing research on the areas of emotions, identity, and well-being to conceptualize how they, in unison, affect language teaching and learning.

### **Bio:**

**Luis Javier Pentón Herrera, PhD**, served as the 38th President of Maryland TESOL from 2018 to 2019. He currently serves as Assistant Professor at the University of Warsaw in the Faculty of Modern Languages and The Institute of Applied Linguistics, and as the Coordinator of the Graduate TESOL Certificate at The George Washington University. In addition, he serves as the Social Responsibility Interest Section (SRIS) Past Co-Chair (2022-2023) at TESOL International Association. Further, he is a Fulbright Specialist and an English Language Specialist with the U.S. Department of State. Two of his professional accolades include the '30 Up and Coming Emerging Leaders in TESOL,' awarded by TESOL International Association in 2016, and the J. Estill Alexander Future Leader in Literacy Award, awarded by the Association of Literacy Educators and Researchers (ALER) in 2018 when his dissertation was chosen as ALER's 2018 Outstanding Dissertation of the Year. Dr Pentón Herrera's current research projects include topics of social-emotional learning (SEL), emotions, well-being, and identity in language and literacy education; and autoethnography and storytelling. His books can be found in Routledge, Springer, Brill/Sense, TESOL Press, and Rowman & Littlefield. Originally from La Habana, Cuba, Dr Pentón Herrera enjoys creative writing, playing with his doggies Virgo and Maui, and running in his free time. To learn more about Dr Pentón Herrera, please visit his website <https://luispenton.com/>

**Sunday, March 12, 9:00 – 9:50 AM**

**Day 3 Opening Plenary**

Antony John Kunnan, PhD  
*Senior Research Fellow, Carnegie Mellon University*  
*Principal Assessment Scientist, Duolingo*

**Title:** The Rationale for Teaching, Learning and Assessment of Integrative Language Skills

**Abstract:**

In this plenary I will engage the audience in reflecting about the state of affairs in the area of teachers' professional development in a post-pandemic world. By providing some initial data from a recent survey, I will introduce the fact that once teachers became familiar with Emergency Remote Teaching, the support they had originally obtained through professional development simply disappeared. Hence, I would like to advance the idea that teachers can sustain their growth and development by adopting a collaborative mindset, as opposed to a cooperative one. We will explore different roles that participants can embody in collaborative relationships and discuss specific collaborative activities which can be embedded in teachers' daily work.

**Bio:**

**Antony John Kunnan, PhD**, is a language assessment specialist currently with Duolingo as a Principal Assessment Scientist and with Carnegie Mellon University as a Senior Research Fellow. His research interests are fairness of tests and testing practice, assessment literacy, research methods and statistics, ethics and standards, and language assessment policy. After completing his PhD from UCLA, he has held academic positions in Ann Arbor, Los Angeles, Taichung, Hong Kong, Singapore and Macau. He has conducted 120 seminars, workshops, plenary and invited talks in 36 countries and published widely by authoring and editing books and writing journal articles and book chapters. His most recent book is *Evaluating Language Assessments* (2018); his most recent journal article is "Developing a Scenario-based English Language Assessment for an Asian University" in *Language Assessment Quarterly* (2022, with C. Qin and C. Zhao); and his most recent book chapter is "Revisiting Language Assessment for Immigration and Citizenship: The Case of the U.S. Naturalization Test" in *The 2nd Handbook for Language Testing* edited by G. Fulcher and L. Harding (2022). He was founding editor of *Issues in Applied Linguistics* (1989-1990), founding editor of *Language Assessment Quarterly* (2003-13) and the *Journal of Asia TEFL* (2017-present). He was also past president of the International Language Testing Association and founding president of the Asian Association for Language Assessment. More details about him are available at: [www.antonykunnan.com](http://www.antonykunnan.com)

**Sunday, March 12, 2:00 – 2:50 PM**

**Day 3 Closing Plenary**

Melanie Gobert, EdD  
*Conference Chair 2023, TESOL Arabia, UAE*

**Title:** The Linguistic Challenges of English as a Medium of Instruction

**Abstract:**

The UAE has developed an educational model of charter schools (privately managed) in the public sector as predicted in the 2019 book chapter written by the presenter “Transformation in English Language Education in the UAE” which appeared in *Education in the United Arab Emirates Innovation and Transformation* (Springer, edited by Featured Speaker, Dr Kay Gallagher). However, there is still a significant number of students who struggle with language at English-medium institutions. This contributes to student attrition and grade inflation, which in turn creates a societal failure to develop graduates who can contribute to building a knowledge society, and “fall between the cracks,” so to speak. Many of these students lack the critical thinking and reading skills necessary to develop 21st century skills for the workplace. This talk focuses on the general linguistic challenges faced by Gulf Arab students enrolled in English-medium institutions in the region. It will briefly discuss Arabic diglossia, what it is and how it affects students’ literacy skills, and offer some suggestions for what English as a Second or Additional Language, content, and program teachers can do at English-medium institutions to help students overcome the linguistic challenges posed by English as a Medium of Instruction. This talk particularly highlights challenges in reading and writing, and the subsequent academic dishonesty that often occurs as a result of these challenges. It concludes by offering some practical recommendations for overcoming these challenges that individual teachers can implement to help students become successful learners and graduates.

**Bio:**

Melanie Gobert, EdD, is a past president of TESOL Arabia (2015) and the TESOL Arabia conference chair in 2015, 2018, 2019, 2021, 2022, and 2023. She was the editor of *Perspectives*, an English-Language Teaching peer-reviewed journal from 2009-2014. She has been a judge for the Language Learner Literature Award (2015-2017) and chaired the Third World Congress on Extensive Reading held in Dubai in 2015. She was the recipient of an Emirates Foundation Grant entitled “Enhancing National Identity Through Indigenous Literature” in 2015. She has also edited two books on modern Emirati history, *From Rags to Riches: A Story of Abu Dhabi, Student Edition* (2011) and *Sand, Huts, and Salty Water: The First Teacher of Abu Dhabi* (2017), both published by Makarem Press. She regularly presents and publishes about education in the region including “Taboo Topics in the ESL/EFL Classroom in the Gulf Region” (2015, Springer), “Innovation in Reading in the United Arab Emirates” (2019, Palgrave Macmillan), and “The Development of a Large-Scale Online Cross-listed Course to Teach Life and Study Skills” (2022, Springer). She contributed two chapters on “Accommodations” and “Flash Cards, Realia, and Objects” to *The TESOL Encyclopedia of English Language Teaching* (2018, Wiley). She has also published and presented on item writing and test development, as well as teaching reading, writing, and vocabulary. She is currently a freelance consultant in ELT and was previously the Head of the General Education Department at Abu Dhabi Men’s College, Higher Colleges of Technology, UAE.