

TESOL Arabia 2024 Development Courses
Friday, April 19th from 9 am to 12 pm

Enhancing Language Skills & Empowering Minds in Early Childhood Education (CRS-1)

Presenter:

Fatmah A Ali, MEET-ACT Center, Saudi Arabia

Room: HUB-116

Abstract:

In the realm of early childhood education, the focus on enhancing language skills is paramount for nurturing young minds. This workshop aims to explore innovative strategies and approaches to empower young children through language development. By creating a rich language environment and utilizing engaging activities, educators can lay a strong foundation for cognitive growth and communication proficiency. By delving into effective communication techniques, storytelling, and play-based learning approaches, attendees will leave with a toolkit of creative methods to engage children in language-rich environments. Get ready to inspire young minds and shape their linguistic journey towards success!

Bio:

Fatmah A Ali is the Program Director of postgraduate vocational training qualifications and Master's degree programs for MEET-ACT Center, in Saudi Arabia. She is also the President of KSAALT TESOL, an ELT organization based in Saudi Arabia. With nearly two decades of training and managerial experience, Ms. Ali has won several awards from MENA and Global Forum of Education for managing and leading innovative educator training programs in the Middle East.

Integrating the 6 TESOL Principles for Excellence in ELT Instruction (CRS-2)

Presenter:

Georgios Kormpas, Al Yamamah University, Saudi Arabia

Room: HUB-115

Abstract:

Join this dynamic workshop, "Integrating the 6 TESOL Principles for Excellence in ELT Instruction," where we delve into the practical application of 6 TESOL principles. Participants will engage in hands-on activities, collaborative discussions, and real-world scenarios to seamlessly integrate these principles into their English language teaching practices. Gain valuable insights, strategies, and resources to elevate your ELT instruction and create an inclusive, effective, and engaging learning environment for language learners of all levels.

Bio:

Georgios Kormpas is the Director of the Teaching, Learning, and Development Center and a faculty member in the Department of Humanities at Al Yamamah University in Riyadh. He is also a PhD researcher at Lancaster University. He has also been involved with various ELTAs, TESOL Greece, KSAALT TESOL, TESOL Gulf, and TESOL Arabia since 2004, holding various leadership positions such as President, Vice-President, amongst others. He has also volunteered for TESOL International, International Association of Blended Learning, and Toastmasters. He has published several edited volumes and book chapters for Springer and Routledge. He is passionate about technology, especially AI and its implications in education.

The TESOL Teacher's Guide to AI: Embracing ChatGPT (CRS-3)**Presenters:**

Rob Miles, Higher Colleges of Technology, UAE
Sebah Al-Ali, freelance

Room: HUB-101**Abstract:**

Struggling to get to grips with AI in the classroom, or taking your first steps into this exciting new world? In either case, join us for an interactive, hands-on workshop designed specifically for language teachers. This session aims to provide an in-depth understanding of ChatGPT and its implications for our TESOL practice. Our journey begins with a deep dive into ChatGPT, exploring its capabilities, potential applications, and the underlying technology. We will then transition to the teacher's perspective, discussing strategies for effectively integrating ChatGPT into classroom teaching, curriculum design, and assessment. The third section will focus on the student side of ChatGPT, examining how students can leverage this technology for language learning and skill development. Finally, we will discuss next steps to consider as you start integrating ChatGPT into your practice, and we will highlight other useful generative AI tools that can augment your teaching and learning experience. This workshop promises to be an engaging and practical hands-on session for educators looking to stay ahead in the rapidly evolving world of AI in education.

Bios:

Rob Miles is an English language professional, currently based in the United Arab Emirates. Rob's main interests include Artificial Intelligence, education policy, activity theory, expansive learning, language acquisition, and classroom technology. As well as teaching full-time in the Education Department of HCT Rob, is an Alumni Member of the Centre for Technology Enhanced Learning at Lancaster University.

Sebah Al-Ali is a technology-enhanced learning researcher and a teacher trainer. She is also the Associate Editor of Studies in Technology Enhanced Learning. Her research examines transitions and development in teaching and the roles technology plays during moments of

change and instability. Sebah's research interests focus on generative artificial intelligence, higher education, teacher training, and research literacy.

Re-envisioning Classroom Management: Strategies, Technologies, and Skills for the ELT Classroom (CRS-4)

Presenters:

Lana Hiasat & Christine Coombe, Higher Colleges of Technology, UAE

Room: HUB-118

Abstract:

In the rapidly evolving landscape of higher education, the imperative to engage participants effectively has never been more critical. This development course offers a comprehensive exploration of pedagogical approaches, technological tools, and essential skills to foster student engagement in university level English language classrooms. What was once termed 'classroom management' will be re-envisioned through this dynamic three-session development course which focuses on classroom management scenarios and how to handle them, technology tools and strategies, and future classroom skills and applied education. Participants will leave with a toolkit of strategies, a repertoire of technological interventions, and a visionary outlook on education.

Bios:

Dr. Lana Hiasat is a senior lecturer and has a doctoral degree in educational leadership with a specialization in educational technology. She is also a Senior Fellow HEA (SFHEA) certified trainer in future foresight, and a 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 a certification leadership training on emotional intelligence for educational leaders.

Christine Coombe has a Ph.D in Foreign/Second Language Education from The Ohio State University and is an Associate Professor of General Studies at Dubai Men's College, Higher Colleges of Technology in the UAE. Christine has co-authored/edited 60 volumes on assessment/testing, research education and literacy, teacher effectiveness, leadership, and task-based teaching and learning. Dr Coombe served as TESOL International Association President (2011-2012) and as a member of the Board of Directors (2005-2007; 2010-2013). Christine received the British Council's International Assessment Award for 2013. Her most recent honors were being named to TESOL's 50@50 which "recognizes professionals who have made significant contributions to the TESOL profession within the past 50 years." In 2018, she received the Alatis Award for exemplary service to TESOL. Most recently, she was named to the US Department of State's 30@30 list which recognizes the top 30 English Language Specialists

over the past 30 years. In 2024, she was elected to the TESOL International Research Foundation's (TIRF) Board of Trustees.

Inclusive Education & Special Educational Needs (SEN) Access (CRS-5)

Presenter:

Jacqui Lottin, Higher Colleges of Technology, UAE

Room: HUB-119

Abstract:

The course will examine current trends in inclusive education globally and in the local context in the UAE, as well as theories of inclusive development and international frameworks. The focus is to explore best practices in inclusive education implementation, and the educator's critical role in creating inclusive learning environments for all learners. The strategies to meet the needs of The Determined Ones will be discussed. Practical hands-on activities creating inclusive lesson plans, adapting teaching methods, the utilization of accommodations and modifications strategies will be shared.

Bio:

Jacqui Lottin, PhD, is the Academic Program Chair, Inclusive Education Sciences, Faculty of Education, at the Higher Colleges of Technology, Abu Dhabi. Her research interests include special needs and inclusive education, authentic assessments and innovative task design, competency based learning and initial teacher development. Her current 2 research project topics are 'Reduce Academic Fatigue and Enhance Retention for the Determined Ones (TDOs) in Online Learning' and 'Online Learning and Teaching'. Jacqui designs and teaches courses at the undergraduate level within the institution. She is passionate about pre-service teachers training capacities for Special Educational Needs (SEN) children. In 2023, Jacqui created two SEN courses on 'Differentiate the Learning Needs of Special Needs and Gifted Children', and 'Produce an Individual Education Plan' currently being taught at HCT. She currently teaches in the Bachelor of Early Childhood Education Program. A former Section Manager for Professional Standards; Licensing with Abu Dhabi Government, Jacqui was instrumental in the development and dissemination of the UAE Professional Standards for Licensing for public & private schools in the UAE, from 2015 to 2020, with a particular focus on Special Needs Teachers' Professional Standards. She is a nominated member of the UAE Ministry of Education Taskforce for developing assessment items for licensing, and principal investigator on the Higher Education Policy Framework. Jacqui is co-Chair of UNESCO Taskforce for Teachers for Education 2030 – Special Needs Education Expert Section. She has published a variety of research projects in Scopus journals.

Blended Design for Language Learning (CRS-6)

Presenter:

Chadia Mansour, eCampus Ontario, Canada

Room: HUB-120

Abstract:

Blended learning has significant implications for second/foreign language teaching and learning. While there are different definitions of blended learning, blending by design is pivotal for facilitating effective language practice. Through this development, we will learn about the various blended models, design considerations, applications, and practical tools for blended learning.

Bio:

Dr. Chadia Mansour is an expert in Digital and Distance Education, applied linguist and adult language educator with over 20 years of teaching experience in North America and the MENA regions. She has been actively involved in curriculum and instructional design, online and blended learning design, and assessment. She has also held various leadership positions, such as Director of ESP program for LLM graduate international students in the US, and Lead for Online Courses Design and Instruction at Fleming College Toronto, Canada. Dr. Mansour is a Fellow for Digital Literacy Program at e-Campus Ontario, Canada; Ambassador for the International Council for Open and Distance Education (ICDE) and Open Education Advocacy Committee (OERAC) member, Sweden; Higher Education IS Chair for TESOL International and Blended Learning SIG Chair for TEFL Kuwait.

Playful Pathways: Boosting Literacy and Cognitive Skills for ELLs in Early Childhood (CRS-7)

Presenter:

Jeff Pionek, Perfection Learning / Excel Pixels

Room: HUB-113

Abstract:

In this development course, we'll explore evidence-based practices that seamlessly blend play, reading science, and strategies for English Language Learners. Dive into the fascinating world of linguistic and cognitive development and discover how play-based approaches can accelerate learning in our youngest students!

Bio:

Jeff Piontek is an author, keynote speaker, and teacher. His work centers around fostering literacy, language acquisition, and cultural competence among diverse student populations using technology as the modality to affect change. His career began as a dual-

language science and math teacher in the South Bronx, NYC, where he witnessed firsthand the challenges faced by ELL students. He recognized the need for innovative strategies to bridge language gaps and empower these learners. His approach combines technology, personalized learning, and culturally relevant content to engage ELL students effectively. As the Director of Instructional; Informational Technology in NYC, and as the Director of Science for the State of Hawaii, he championed initiatives that leveraged digital tools to enhance language skills. His commitment to 21st-century skills led him to collaborate with schools globally, sharing best practices in education affecting change and innovation.