

TESOL Arabia 2024 Plenary Speakers

Location: HUB Atrium

Friday, April 19, 2:00-2:45 PM

Day 1 Opening Plenary

Othman Z. Barnawi

Royal Commission for Yanbu Colleges and Institutes, Saudi Arabia

Title:

TESOL Teacher Education in a Transnational World: Challenges, Opportunities and Future Directions

Abstract:

Issues of transnational mobility of language, identity, culture, ideology, curriculum, and pedagogies have come to the fore within the contemporary scholarship of TESOL (e.g., Barnawi & Ahmed, 2021; Duff, 2015; Warriner, 2017). However, the nexus between transnationalism and TESOL teacher education remains underexplored at the epistemological, theoretical, historical, and practical levels. In my plenary, I frame and examine TESOL teacher education in relation to transnationalism. Specifically, I examine the following questions: (a) how do transnational practices occur in various domains of language teacher education? (b) how are transnational practices in language teacher education conceived, enacted, negotiated, contested, and protected from being challenged? and (c) what kinds of curricular and pedagogical innovation and intervention are needed for TESOL teacher education in transnational spaces? Through concrete examples in various multilingual and bilingual settings and contexts, I show that a wide variety of answers are possible to these key questions. I close this presentation by inviting members of TESOL Arabia to critically reflect on their conceptions, enactments, and commitments to transnationalism in language teacher education (LTE).

Bio:

Professor Othman (Osman) Z. Barnawi is a professor of Language and Education at the Royal Commission for Yanbu Colleges and Institutes, Saudi Arabia. He is the founding editor of *Global South Perspectives on TESOL* (Book Series published by Routledge-Taylor and Francis Group). He is also a co-founding editor of *Southern Studies in Education* (Book Series published by Routledge-Taylor and Francis Group). His research interests include the intersection(s) of language and political economy, social and education policy studies, the cultural politics of education, multilingual and multicultural studies, Global South studies, and international/transnational education. His recent books are *Transnational Assessment Practices in the Age of Metrics* (Routledge, 2023), *International TESOL Teachers in a Multi-Englishes Community: Mobility, On-the-Ground Realities and the Limits of Negotiability* (Multilingual Matters, 2022), *TESOL Teacher Education in a Transnational World: Turning Challenges into Innovative Prospects* (Routledge, 2023), and *TESOL and the cult of speed in the age of neoliberal mobility*. His works appear in leading peer-reviewed journals such as *Language and Education*, *Critical Studies in Education*, *Critical Inquiry in Language Studies*, *Australian Review of Applied Linguistics*, *Applied*

Linguistics (Oxford University Press), *International Journal of Bilingual Education and Bilingualism*, *Applied Linguistics Review*, and *British Journal of Educational Studies*.

Saturday, April 20, 9:00-9:45 AM

Day 2 Opening Plenary

Dudley Reynolds
Carnegie Mellon University Qatar

Title:

The Future of TESOL: Knowing Language in an Age of Generative AI

Abstract:

A mainstay of TESOL classrooms for many years has been activities that foster learning and retention of linguistic structures (words, sounds, referential relationships, sequential patterns) and association of these structures with use scenarios (pragmatics, genres, communicative tasks). We now live in an age, however, where in a wide range of languages we can ask a tool to produce a written or oral text in multiple other languages and in so doing employ specific structures that respond to specific characteristics of the use scenario. How does this change what it means to “know” language, and more importantly for us, how will it change TESOL classrooms?

Bio:

Dudley Reynolds is the Senior Associate Dean for Education and Teaching Professor of English at Carnegie Mellon University Qatar. He served as President of TESOL International Association in 2016-2017 and has been a teacher and researcher of multilingual language learners for over 35 years working primarily with learners of English. A passionate advocate for teaching English to multilingual learners in ways that promote the development of their entire linguistic repertoire, not just English, his research addresses language education policy, developmental patterns in additional language learning, curricular and pedagogical approaches to literacy development, teacher education and learning. Recent publications include *Handbook of multilingual TESOL in practice* (Springer, 2023) and *Policy development in TESOL and multilingualism: Past, present and the way forward* (Springer, 2021) co-edited with Kashif Raza and Christine Coombe. He is the 2023 recipient of TESOL International Association’s James E. Alatis Award for Service to TESOL.

Saturday, April 20, 5:00-5:45 PM

Day 2 Closing Plenary

Daniel Xerri
University of Malta

Title:

Future-Proof Competencies: The Skills Students Need for Success

Abstract:

In a world increasingly characterised by volatility, uncertainty, complexity and ambiguity, certain skills are becoming ever more significant. While a range of competencies have long been hailed as being of fundamental value to young people's education, specific new skills are being recognised as vital by employers and societies around the world. Based on what current research indicates as being instrumental for young people seeking to achieve success in their professional and personal lives, this plenary also consists of some suggestions for how students can be enabled to develop these skills in the English language classroom.

Bio:

Dr Daniel Xerri is a Senior Lecturer in Applied Linguistics and TESOL at the University of Malta. He also chairs the ELT Council within the Ministry for Education. He is a prolific author and has produced more than 200 publications, including journal articles, book chapters, and magazine and newspaper articles. He has co-edited nine books, with the most recent being *Innovative Practices in Early English Language Education* (2023, Palgrave Macmillan). www.danielxerri.com

Sunday, April 21, 9:00 – 9:45 AM

Day 3 Opening Plenary

Sarah Hopkyns

University of St Andrews, UK

Title:

Opening up English as a Medium of Instruction: Interdisciplinary Perspectives

Abstract:

English-medium instruction (EMI) is growing rapidly in multilingual university settings globally. Despite EMI affecting all stakeholders in any given university, research concerning its pedagogical and sociolinguistic effects often occupies the attention of Applied Linguists alone. This presentation 'opens up' research on EMI to shed light on interdisciplinary perspectives from content teachers of Applied Linguistics, Education and Media Studies. Findings from a collaborative autoethnography are shared whereby teachers reflect on their interdisciplinary experiences and perceptions of EMI in UAE higher education. Drawing on the teachers' insightful perspectives, the talk ends with practical suggestions for practitioners across disciplines and for policy makers.

Bio:

Sarah Hopkyns is an Assistant Professor at the University of St Andrews, UK. She has previously worked in the UAE, Canada, and Japan. Her research interests include language and identity, language policy, translingual practice, linguistic ethnography, linguistic landscapes and English-medium instruction (EMI). She has published widely in journals such as *Asian Englishes*, *Language and Intercultural Communication*, *Linguistics and Education*, *Multilingua*, and *World Englishes*, and has contributed numerous chapters to edited volumes. Sarah is author of *The Impact of Global English on Cultural Identities in the UAE* (Routledge, 2020) and is co-editor of *Linguistic Identities in the Arab Gulf States* (Routledge, 2022).

Sunday, April 21, 1:00 – 1:45 PM

Day 3 Closing Plenary

Christine Coombe,
Higher Colleges of Technology, Dubai Colleges, UAE

Title:

30 Years, 30 Leadership Lessons Learned

Abstract:

It has been said that leadership is as much an art as it is a science and the skills needed to effectively lead are both innate and acquired. As such, leadership is something that you never stop learning about. My leadership experience can be traced back to my arrival in the UAE some 30+ years ago and continues to develop to present day. In this plenary, I will share the most important leadership lessons I have learned in my time in the Gulf and cover a range of topics that are designed to help you gain a deeper understanding of leadership in the field of ELT.

Bio:

Christine Coombe has a PhD 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, 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 James E. 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 TESOL International Research Foundation's (TIRF) Board of Trustees.