



# TESOL Conferences: 29<sup>th</sup> International Conference & Exhibition

The AI Revolution and the  
Future of Language Education

-  **18-20 April, 2025**
-  **Face to Face**
-  **University of Sharjah**

## Speakers & Sessions

(Plenary and Featured)



## Plenary Speakers

Saturday, April 19  
9:15 AM - 10:00 AM  
Al Zaharah Hall

### Revolutionizing English Language Teaching and Learning with Generative Artificial Intelligence



**Justin Shewell**

Arizona State University, USA

**Abstract:** The advent of Generative Artificial Intelligence (AI) has forever changed education, and has the potential to impact teaching and learning in the Machine Age

more than the Internet did in the Information Age. There are numerous possible benefits, as well as countless potential pitfalls. This session will give some background on the development of Generative AI and how it impacts teachers and students, and how to make the most of Generative AI in your classroom.

**Bio:** Justin Shewell holds a Ph.D. in Educational Technology from Arizona State University, an MA in TESOL from Brigham Young University, and a BA in TESOL Education from Brigham Young University - Hawaii. He is the co-creator of Teach English Now!, one of the largest online TESOL certificate programs in the world. He is also currently serving as President of the TESOL International Association for 2025 - 2026. He is an Assistant Teaching Professor at Arizona State University in the United States.

Sunday, April 20  
9:00 AM - 10:00 AM  
Al Zaharah Hall

### Teacherpreneurship in TESOL: Empowering Teacher-led Innovation Through Creativity, Leadership, and Mindfulness



**Vincent Greenier**

American University of Sharjah, UAE

**Abstract:** TESOL is a field that continues to change at a rapid pace and teachers are uniquely positioned at the frontline of innovation, adapting to diverse groups of

students, ever-changing curricula and teaching materials, and shifts in policies, politics, and wider educational and societal trends. Yet, despite their pivotal role as change leaders, many curricular decisions remain top-down, and the voices of teachers are often underrepresented despite their real-world classroom experience, immediate understanding of the social and institutional contexts in which they work, and a genuine desire to enhance student learning. This talk argues that to respond to the current challenges in language education, policymakers and schools must value and empower teacherpreneurship as a vehicle for curriculum innovation and as a means to recognize and respond to students' needs. Teacherpreneurship is conceived as teachers who intermix teaching with sharing their professional experience and pedagogical inventiveness with their students and colleagues and collaborate with others to affect educational change. A combination of three constructs - creativity, leadership, and mindfulness - is proposed to help teachers discover and embrace their teacherpreneurial spirit. Creativity is needed for innovation and permits teachers to be imaginative, take risks, use new technologies and pedagogies, and embrace curiosity in their classroom. Leadership is required for teachers to support other teachers, reflect on their teaching, empower their students, and build relationships with their learning community. Finally, mindfulness permits teachers to direct their attention to environmental experiences in order

to be present in the moment and aware of their emotions and actions. This talk will emphasize that within all three constructs, a posteriori knowledge is paramount for informed and effective change because it is through experience, collective expertise, and an innovative spirit that teacherpreneurs can bring real change to their classrooms and create new opportunities and possibilities in language education.

**Bio:** Vincent Greenier is an Associate Professor of English at the American University of Sharjah. Has been a language teacher and teacher educator for more than two decades, holding positions in the United States, South Korea, New Zealand, the United Kingdom, and the UAE. His main research interests include creative approaches to language teaching and learning, leadership and professionalism in ELT, language teacher education, language teacher identity, and innovative approaches to qualitative research. His articles can be found in *TESOL Quarterly*, *System*, *Journal of Education for Teaching*, and others.

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**Sunday, April 20**  
3:00 PM - 4:00 PM  
Al Zaharah Hall

## How to Prevent ESL Students from Cheating with AI



**Tendai Charles**

British University of Dubai, UAE

**Abstract:** This talk explores strategies to prevent AI misuse by ESL students, focusing on why they may cheat using tools like ChatGPT. The session addresses language

barriers and performance pressures that may lead to AI misuse, offering actionable steps to support authentic language development and academic integrity. It also discusses practical solutions, such as designing AI-resistant assessments and strategies for students to make responsible AI use, such that it's seen as a learning aid, not a shortcut.

**Bio:** Dr Charles holds a PhD in Education from the University of York and an MA in Applied Linguistics & TESOL from Newcastle University. He has taught at multiple Russell Group universities in the UK and currently works as an Assistant Professor of Education at the British University in Dubai. He is a post-positivist researcher with numerous publications pertaining to TESOL and Technology Enhanced Learning. For the past two years he has been heavily engaged with training K-12 teachers and H.E. instructors on the ethical and effective use of artificial intelligence in the UAE's education sector.

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**Saturday, April 19**  
12:00 PM - 1:00 PM  
Al Zaharah Hall

## Teaching Linguistics in Writing/Language Classrooms



**Sun-Hee Bae**

New York University Abu Dhabi, UAE

**Abstract:** Linguistics can serve as both a tool for language instruction and the primary content in writing and language classrooms. This talk explores how integrating linguistics

into such courses enhances student engagement, particularly among non-linguistics majors, by connecting course material to their linguistic backgrounds and real-world applications. Drawing on my experience teaching academic writing at NYU Abu Dhabi, I will discuss how first-year students in a linguistically diverse setting respond to linguistics-focused writing courses. Linking linguistic concepts to students' languages and language policies strengthens their writing and argumentation skills while deepening their appreciation for language. Additionally, incorporating linguistics into ESL classrooms provides analytical tools that enhance language learning. Using interdisciplinary linguistic themes and authentic materials, instructors can make writing and language instruction more purposeful while broadening students' perspectives on language. This talk will showcase successful

strategies that have inspired curiosity about linguistics beyond the discipline, demonstrating their value in both general and ESL settings.

**Bio:** Sun-Hee Bae is a linguist specializing in phonology and syntax, with research interests in language acquisition and the phonology-syntax interface. She holds a PhD in Linguistics from Harvard University and a Certificate in TESOL from its Division of Continuing Education. A recipient of Harvard's Certificate of Distinction in Teaching, she currently teaches content-based first-year writing courses at NYUAD, including *Writing About the Languages We Speak* and *Exploring Our Linguistic Identities*.

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**Saturday, April 19**  
4:00 PM - 5:00 PM  
Al Zaharah Hall

## How Written English is Changing: Past, Present and Future



**Richard Harrison**  
Canfield Publishing

**Abstract:** According to linguists, languages change naturally over time. They welcome change and variation and are non-judgemental. They say, that we should embrace

these natural changes. The general public, on the other hand, are not so sure and frequently rail against the 'flouting' of grammatical rules or the introduction of 'ugly' new words and jargon. They are judgemental and like correctness and standards. However, changes in the English language in recent years seem to be rather more than a natural evolution. The changes have been dramatic and wide-spread across a variety of genres and media. For example, written English is becoming more like spoken English. Sentences are becoming shorter and more direct. There is less subordination and less use of relative pronouns. There is less use of the passive and connections between sentences are becoming more implicit rather than

relying on connectors such as 'however' and 'moreover'. Vocabulary is also changing with words of Anglo-Saxon origin being used in preference to those of Latinate origin.

Where should teachers stand on these issues? Should they take the side of the linguists or the public? What 'rules' and style guide should they follow? Is there such a thing as 'good' or 'bad' English and is it permissible to be judgemental about language?

**Bio:** Richard Harrison is an ELT author, publisher and teacher trainer based in the UK and also in Muscat, Oman. He was educated at King's College, London, at Manchester University and at Reading University, where he obtained his MA in Applied Linguistics. Richard Harrison has taught English and trained teachers in many countries in the Middle East, including Oman, Saudi Arabia, the UAE, Bahrain and Iran. He also worked for the British Council in Moscow as the ESP Consultant for the Russian Federation. Most recently, he was the Head of the Foundation Programme at the German University of Technology in Oman before leaving to focus on writing and publishing.

Richard set up Canford Publishing in 2014. His many publications include *Framework: Academic Writing and Critical Thinking and Start Writing Sentences* (Canford Publishing). He is also the author of the very popular first edition of *Keep Writing 1 and Keep Writing 2* (Pearson Education Limited) as well as schools' courses for Jordan, Egypt and Libya. His latest publication is the completely revised *New Keep Writing 1 and 2* (Canford Publishing).

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Friday, April 18  
2:00 PM - 3:00 PM  
Al Zaharah Hall

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



**Othman Z. Barnawi**

Royal Commission for Yanbu Colleges and Institutes, Saudi Arabia

**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 Conferences to critically reflect on their conceptions, enactments, and commitments to transnationalism in language teacher education (LTE).

**Bio:** Othman (Osman) Z. Barnawi is a professor of Language, Society 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*, *Journal of Multilingual and Multicultural Development*, and *British Journal of Educational Studies*.

Saturday, April 19  
12:00 PM - 1:00 PM  
Al Zaharah Hall

## Education in Metaverse: Employing Virtual and Augmented Reality for Collaborative, Engaging and Personalized Learning



**Naveed Ahmed**

University of Sharjah, UAE

**Abstract:** As the accelerated technological advances on different fronts continue to reshape educational systems around the world, engaging students while maintaining the highest level of education remain paramount within the digital domain. Immersive virtual reality (VR), along with the augmented reality (AR) and the metaverse offer a unique and engaging environment that can enhance

the educational experience and provide new opportunities for learning and development. In this session I will discuss the critical aspects of the ongoing educational transition from traditional two-dimensional digital platforms toward virtual and augmented realities. I will be presenting the state-of-the-art research and development work in this area, and present findings from the research work on education using VR and AR at the University of Sharjah.

**Bio:** Dr. Naveed Ahmed is an associate professor at the Department of Computer Science, University of Sharjah. He received his PhD in computer science from the University of Saarland (Max-Planck-Institute for Informatics), Germany, in 2009. He worked as a research and development engineer at Autodesk in Cambridge, United Kingdom, for 2 years. He is currently working as an associate professor at the Department of Computer Science, University of Sharjah. His research interests include Human Computer Interaction, Virtual and Augmented Reality, 3D Animation, and Game Design and Development.

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## Featured Speakers

Friday, April 18  
5:00 PM - 6:00 PM  
Al Zaharah Hall

### Beyond Reading and Writing: Literacy for the AI-Driven World in the 5th Industrial Revolution



**Eli Ghazel**  
EUPAD

**Abstract:** The rapid rise of AI in recent years has accelerated the onset of the Fifth Industrial Revolution. Technology is evolving at an unprecedented speed blurring the lines between the physical and digital

realms of our existence. However, we humans remain at the core of decision-making, innovation, and the generation of new knowledge. One of the most important aspects of being human is the ability to construct thoughts and ideas using language and literacy. In a future that is more uncertain than at any time in recorded history, it is crucial to concentrate not only the literacy that define what should be learned, but also on the methods that will empower the current generation to form more intricate and complex thoughts and ideas for the future. In this talk, I will be exploring some core literacy learning approaches that have the potential to evolve into a dynamic concept within foresight education.

**Bio:** Eli Ghazel has embarked on a career focused on innovation from the outset, always striving to enhance the status quo. He is a celebrated textbook author and editor, covering a diverse range of topics from Science and Health to English as a second language, collaborating with publishers and ministries of education. Additionally, he has developed curricula and trained thousands of teachers for both ministries of education and private international schools. Eli gained significant recognition for his TEDx talk titled “Here Comes The Learning Designer,” where he presented a model for learning and assessment. As

the Academic Director for the 21st Century Academic Forum in the USA and the director of CELTD (Center for English Language Teacher Development, MoE, KSA), he has delivered numerous presentations. Notably, he was the keynote speaker at the First Annual Conference on Curricula in Yanbu, Saudi Arabia in 2012. More recently, he has spoken about technology-enhanced learning at Harvard University Conferences and presented new assessment models for the 21st century as a keynote speaker in Berkeley, CA, USA. A lifelong learner himself, Eli is dedicated to inspiring high-quality education to enrich students' futures.

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**Saturday, April 19**  
10:00 AM - 11:00 PM  
Al Zaharah Hall

## Temporalities in EMI-oriented universities in the Global South(s): The case of Arabian Gulf



**Othman Z. Barnawi**

Royal Commission for Yanbu Colleges and Institutes, Saudi Arabia

**Abstract:** Within the current rich conversations on English medium instruction (EMI) in the Global South(s), I argue that time and temporality, as a topic of critical

inquiry, continue to be overlooked. I take the position that these constructs are central in understanding the different intersecting dynamics of transitioning from local language to English and the design of future-oriented language-in-education policies, curricula, and classroom practices in today's competitive global HE markets. In this talk, using temporality as both theoretical and analytical lens, I explore the conceptions and enactments of time in EMI-oriented universities in the Arabian Gulf countries—Saudi Arabia, United Arab Emirates, Oman, Bahrain, Qatar, and Kuwait. I demonstrate how different future-oriented investments in English language policies in the Gulf region could simultaneously bring about risks, pains, excitement, pleasure, and/or promises to different actors in their everyday academic and social realities. I close this talk by

showcasing how embracing a critical stance towards time and temporality in EMI can potentially ensure the effective design and implementation of language-in-education policies in the Gulf region.

**Bio:** Othman Z. Barnawi is a professor of Language, Society 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*, *Journal of Multilingual and Multicultural Development*, and *British Journal of Educational Studies*.

Saturday, April 19  
11:00 AM - 12:00 PM  
Al Zaharah Hall

## How to Use AI in Material Creation



**Kasia Truszkowska**  
Oxford Academy of English

**Abstract:** This workshop is designed for primary and secondary school teachers looking to integrate AI into their classrooms effectively. Participants will explore how AI can help create more **interactive**

and **engaging activities**, personalise learning experiences, and **save time on lesson planning and material creation**. The session will showcase practical AI tools that can assist in designing worksheets, quizzes, and interactive exercises, while also demonstrating how AI can support student feedback and differentiation. Educators will gain actionable insights on using AI responsibly, balancing efficiency with ethical considerations such as misinformation and biases. Through real-world examples and hands-on demonstrations, this workshop will equip teachers with the knowledge and confidence to harness AI as a **practical aid**, enhancing both teaching quality and student engagement.

**Bio:** Kasia Truszkowska is a seasoned educator with extensive experience in higher education in the UK since 2016. She holds a **BA in Applied Linguistics**, an **MA in TESOL**, a **BSc in Economics**, as well as **CELTA and DELTA qualifications**. She has worked across multiple institutions, including the University of Surrey and Kingston University. Kasia is the **founder** of the **Oxford Academy of English**, an international online school supporting students worldwide in achieving academic excellence at British universities. Most recently, she developed her signature programme, “**AI in Academic Writing**,” blending research-driven insights with hands-on experience.

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Saturday, April 19  
2:00 PM - 3:00 PM  
Al Zaharah Hall

## Meet the TESOL Conferences K-12 SIG



**Muhammad Shelby**  
Creativity Competency Educational Services, KSA

**Abstract:** Generalist conferences, such as TESOL Conference, are designed to serve professionals working in the TESOL field. However,

at school, TESOL often overlaps with other topics, and gets impacted by a wide range of considerations such as age, school activities, external exams, and active stakeholders to name but a few. School-specific topics are often underserved at major TESOL conferences. Our TC K-12 Special Interest Group (SIG) was established to support school educators with targeted professional development, support groups, clubs, and other organized activities to help them actively engage in professional development which enhances teaching and learning.

In this session, we will share the story of our budding group, highlighting the support it received from TC. We will explain the professional development events we’ve organized so far, including the landmark event presented by the three TC co-chairs. A podcast on action research and a book club are among the more recent activities we will present.

Future plans for other SIG activities will also be outlined, including an action research club, a conference proposal support group, and a public speaking group. We will discuss how we can engage others stakeholders, such as parents and students, for a more inclusive experience for all school stakeholders.

The audience will gain a better understanding of the challenges schoolteachers face with attending conferences. They will become familiar with the activities taking place within our SIG and have the opportunity to participate in any of them. Additionally, they will have the chance to offer suggestions for future SIG activities.

**Bio:** Muhammad is an educational consultant in Saudi Arabia. He holds an MA with distinction in Applied Linguistics and TESOL from Leicester University, UK. He has over 20 years of experience in teaching, management and teacher training at school and university levels in the middle east and the UK. He has trained thousands of schoolteachers and admin members on behavior management since 2006 at the British Council, at international conferences and in training programs and courses. Muhammad is an expert in behavior management and developed the *Institutional Behavior Management (IBM)* approach to behavior management.

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**Saturday, April 19**  
3:00 PM - 4:00 PM  
Al Zaharah Hall

## Leading Multilingual Education: Navigating Challenges and Cultivating Success in K-12



**Niamh Drysdale Allen**  
GEMS Education

**Abstract:** This session will offer a comprehensive examination of leading multilingual education in K-12 settings, with a focus on managing culture change within increasingly diverse and multicultural environments, such as the UAE. It will explore the crucial role and innovative strategies required to enhance multilingual education on a large scale. Attendees will gain insights into effective approaches for managing and implementing multilingual initiatives, while addressing the unique challenges and opportunities presented by a dynamic, multicultural landscape.

**Bio:** Niamh Drysdale Allen is the Corporate Head of Multilingualism at GEMS Education, where she leads the development and implementation of the multilingual strategy. With over 25 years of international experience across East Asia, the Middle East and North Africa, and Sub-Saharan Africa,

Niamh brings a wealth of expertise to her role, ensuring that GEMS Education's multilingual initiatives are aligned with core values and educational goals.

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**Sunday, April 20**  
11:00 AM - 12:00 PM  
Al Zaharah Hall

## AI, Language Assessment, and the Future of English Proficiency Testing



**Kyle Lachini**  
English Language Testing Society

**Abstract:** The rapid advancements in artificial intelligence are reshaping language assessment, challenging traditional models of English proficiency testing. This

presentation explores how AI-driven evaluation tools are transforming assessment design, scoring mechanisms, and test-taker experiences. While AI offers efficiency, consistency, and scalability, its integration raises critical questions about fairness, bias, and the redefinition of linguistic competence in an increasingly globalized world. The discussion will highlight how AI can be leveraged to move beyond rigid standardized norms toward more context-driven and communicatively relevant assessment frameworks. Additionally, ethical considerations, including AI's role in reinforcing or mitigating linguistic inequalities, will be examined. By critically engaging with these emerging trends, this presentation aims to provoke reflection on the future of English proficiency testing and the role of AI in shaping a more inclusive and dynamic assessment paradigm.

**Bio:** Kyle Lachini, PhD, and a York University alumnus, is an esteemed educator and researcher with over forty years of experience teaching English across the Middle East (GCC countries) and Canada at all educational levels, from secondary to postgraduate. He has held various academic leadership roles and has extensively presented and published in the fields of language education and assessment. His latest publication, *An*

*Introduction to Research Quality: AI-Assisted Research Quality Assurance* (second edition, 2025), reflects his commitment to advancing research methodologies in applied linguistics and the integration of artificial intelligence in academic inquiry. Dr. Lachini has supervised numerous Master's and PhD dissertations in applied linguistics, language assessment, and teaching methodology. His research interests include language testing and assessment, AI-assisted language learning and evaluation, linguistic inequality in education, and Langlism—a concept he pioneered to describe biases against non-native English varieties. Recognized for his contributions to the field, he was shortlisted for the TESOL Arabia “Best of Conference” award in 2005. He currently serves as a trustee of the English Language and Testing Society, based in Davis, California, USA.

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**Sunday, April 20**  
3:00 PM - 4:00 PM  
Al Zaharah Hall

## Empowering Education: Emotional and Self-Regulated Learning



**Terrie Craddock**  
Oxford University Press

**Abstract:** Integrating emotional learning with personalized and self-regulated learning is a transformative strategy to boost students' well-being and academic success. This

presentation will examine how emotional learning fosters resilience and emotional health, while personalized learning tailors education to individual needs. We'll also uncover how self-regulated learning enhances self-awareness, resource selection, and self-assessment. These three strategies are essential to develop in our students. Emotional learning empowers students to handle challenges and stress, leading to improved academic performance and overall well-being. Personalized learning allows students to learn at their own pace and in ways that suit their learning styles, encouraging them to achieve their full potential. Self-regulated learning

empowers students to take control of their learning process by setting goals, selecting resources, and self-assessing progress. This presentation will demonstrate practical ideas that support emotional health, personalize learning experiences, and self-assess progress.

**Bio:** Terrie Craddock has been a teacher trainer, academic manager and English language teacher for over 25 years in countries all over the globe. She has been a teacher trainer for the last 15 years and has delivered training sessions for teaching young learners, university students and adults including business English. As a senior professional development consultant for OUP, Terrie organises a variety of training events for schools and universities ranging from online conferences to structured year-round programmes to meet the specific needs of educational institutions. Terrie's interests are in learner autonomy and empowering students to take responsibility for their learning. She is a firm believer in learner agency as a way to prepare young people for future success. Terrie is CELTA and DELTA qualified and has a Masters in teaching English to young adults.

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## Featured Panel Discussions:

Friday, April 18  
3:00 PM - 4:00 PM  
Al Zaharah Hall

### Redefine Your Teaching Journey: English Language Teaching in the Face of Change

In the rapidly evolving landscape of English language education, staying ahead requires educators to continually reignite their passion, upskill their methodologies, and redefine their teaching journeys. This panel brings together distinguished experts to discuss strategies for embracing change and ensuring longevity in the profession, as well as ensuring teachers' mental health and wellbeing. Topics will include integrating innovative technologies, adopting flexible teaching approaches, and fostering a growth mindset to navigate changes. Attendees will gain practical insights into sustaining motivation, enhancing their skill sets, and reshaping their pedagogical practices to remain effective and inspired educators in the face of ongoing advancements. Join us for an engaging discussion aimed at empowering you to future-proof your teaching career.

**Moderator:** Nilufar Tillayeva

**Panelists:** Mick King, Community College of Qatar

Christine Coombe, Higher Colleges of Technology, UAE

Eli Ghazel, Educad, UAE

Vincent Greenier, American University of Sharjah, UAE

Fatima Bailey, Sharjah Education Academy, UAE

#### Panelists' Bios:

**Nilufar Tillayeva** is an experienced English language teacher, teacher trainer, and curriculum developer. She specializes in EFL/ESL instruction, assessment design, and teacher training. Nilufar has co-authored English textbooks and contributed to developing educational materials and national language curricula.

**Dr. Mick King** is Acting Dean of Foundation and Foreign Languages at the Community College of Qatar. He has served on a number of teaching association executive and journal editorial boards and published and presented his research in eclectic fields driven by whatever 'stone in his shoe' he finds in his working environment. In his 35-year professional career, he has taught, lectured, teacher-trained, managed, and acted as consultant in the field of TESOL and educational management, working with students of all ages and levels, initially in language academies, but mostly in higher education. Over this period, he has adapted his skill set and approach to meet his contextual needs. While these adaptations are often extrinsically motivated, they are also driven by the intrinsic motivation to be a lifelong learner.

**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, 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. 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. Most recently, Christine was elected to serve on the Board of Trustees of TIRF and as President of the English Language Testing Society.

**Eli Ghazel** has embarked on a career focused on innovation from the outset, always striving to enhance the status quo. He is a celebrated textbook author and editor, covering a diverse range of topics from Science and Health to English as a second language, collaborating with publishers and ministries of education. Additionally, he has developed curricula and trained thousands of teachers for both ministries of education and private international schools. Eli gained significant recognition

for his TEDx talk titled “Here Comes The Learning Designer,” where he presented a model for learning and assessment. As the Academic Director for the 21st Century Academic Forum in the USA and the director of CELTD (Center for English Language Teacher Development, MoE, KSA), he has delivered numerous presentations. Notably, he was the keynote speaker at the First Annual Conference on Curricula in Yanbu, Saudi Arabia in 2012. More recently, he has spoken about technology-enhanced learning at Harvard University Conferences and presented new assessment models for the 21st century as a keynote speaker in Berkeley, CA, USA. A lifelong learner himself, Eli is dedicated to inspiring high-quality education to enrich students’ futures.

**Vincent Greenier** is an Associate Professor of English at the American University of Sharjah. Has been a language teacher and teacher educator for more than two decades, holding positions in the United States, South Korea, New Zealand, the United Kingdom, and the UAE. His main research interests include creative approaches to language teaching and learning, leadership and professionalism in ELT, language teacher education, language teacher identity, and innovative approaches to qualitative research. His articles can be found in *TESOL Quarterly*, *System*, *Journal of Education for Teaching*, and others.

**Dr. Fatima Bailey** is a Department Chair and an Associate Professor at Sharjah Education Academy. She is a seasoned teacher educator with over 25 years of leadership across the UAE and the USA. A visionary and dynamic leader, Dr. Bailey has pioneered innovative learning environments, driving systemic improvement and excellence across Pre-K-12 schools and higher education landscapes. Her career highlights include serving as Principal, Vice Principal, Director, Published Researcher, and Academic Leader. Dr. Bailey’s expertise has been sought for high-level national initiatives, including the UAE Ministry of Education’s Teacher Licensing System, and the QFEmirates Framework. She was a strategic advisor on the Zayed University Provost Leadership Task Force. Her work as a Mentor to educators through the Al Jalila Foundation’s Ta’alouf Program, reflects her deep commitment to teacher development and inclusive learning. Dr. Bailey’s outstanding scholarship earned her the prestigious Gordon Allport Prize, awarded by the Society

for the Psychological Study of Social Issues, recognizing her impactful contributions at the intersection of education, equity, and leadership.

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**Saturday, April 19**

1:00 PM - 2:00 PM

**Al Zahara Hall**

## **AI in English Language Teaching: Navigating Opportunities and Challenges**

This panel discussion will explore the transformative role of artificial intelligence in English language teaching. Our expert panelists will delve into how AI can enhance personalized learning, streamline administrative tasks, and provide innovative assessment tools. They will also address concerns such as maintaining academic integrity in the age of AI-generated content and ensuring equitable access to AI resources. Attendees will gain insights into practical applications of AI in the classroom, strategies for integrating AI tools responsibly, and the future implications of AI on curriculum design and pedagogy. Join us to engage in a comprehensive dialogue about the promises and pitfalls of AI in shaping the future of English language education.

**Moderator:** Nouredine Cherif

**Panelists:** Lana Hiasat, Higher Colleges of Technology, UAE  
Feruz Akbarov, Heze Number 1 High School, Shandong Province, China  
Justin Shewell, Arizona State University, USA

**Panelists’ Bios:**

**Nouredine Cherif** is a Fulbright alumnus with 15 years of experience in international education with expertise in language acquisition and teaching, program development, course management, and language interpretation in the USA, Canada, Qatar, and Kuwait. He is currently teaching English at the American University of the Middle East.

**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 and 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. She is currently working on two interdisciplinary research grants funded by HCT on classrooms of tomorrow and future citizen competencies. She is the recipient of 2023-2024 Teacher Excellence Award.

**Feruz Akbarov** is an award-winning ESL/EFL instructor from Uzbekistan with a BA in English Philology (Samarkand State Institute of Foreign Languages) and an MA from the University of Pune, India. Recognized globally, he won The Best TESOL Teacher Award (China, 2014) and the Golden Globe Education Award (India, 2023). A presenter at top ELT conferences worldwide, he founded ETA Uzbekistan and several educational projects. Honored with a national medal (2023) for contributions to English teaching, he currently teaches the Australian English course in China. Active in philanthropy and global education, his motto is “Take the first step.”

**Justin Shewell** holds a Ph.D. in Educational Technology from Arizona State University, an MA in TESOL from Brigham Young University, and a BA in TESOL Education from Brigham Young University - Hawaii. He is the co-creator of Teach English Now!, one of the largest online TESOL certificate programs in the world. He is also currently serving as President of the TESOL International Association for 2025 - 2026. He is an Assistant Teaching Professor at Arizona State University in the United States.

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**Sunday, April 20**  
1:00 PM - 2:00 PM  
Al Zaharah Hall

## Creating a Thriving Community of Practice among Language Educators

This panel discussion will explore strategies for fostering a vibrant community of practice among language educators. Panelists will share insights on building collaborative networks, leveraging technology for continuous professional development, and promoting a culture of peer support and shared learning. Emphasis will be placed on practical approaches to engage teachers in meaningful dialogue, resource sharing, and reflective practice. Participants will gain valuable knowledge on overcoming common challenges, sustaining engagement, and measuring the impact of community-based initiatives. Join us to learn how to cultivate an enriching environment that enhances teaching practices and student outcomes.

**Moderator:** Amira Traish, University of Sharjah

**Panelists:** Mohammed Shelby, Educational Consultant, KSA  
Kyle Lachini, English Language Testing Society, USA  
Tendai Charles, British University in Dubai, UAE  
Kasia Truszkowska, Oxford Academy of English, UK

### Panelists' Bios:

**Dr. Amira Traish** is a TESOL specialist with a Doctorate from the British University (2014) and a Master's degree in English from Akron University, USA. Her research focuses on ESL/ TESOL methodologies, particularly the strategic integration of the first language to support second language acquisition. Beyond academia, Dr. Traish has worked as a consultant and editor for several international ESL books, contributing her expertise to curriculum development, language learning strategies, and assessment frameworks. Her work has supported the development of effective ESL teaching materials implemented in diverse educational settings.

**Muhammad Shelby** is an educational consultant in Saudi Arabia. He holds an MA with distinction in Applied Linguistics and TESOL from Leicester University, UK. He has over 20 years

of experience in teaching, management and teacher training at school and university levels in the middle east and the UK. He has trained thousands of schoolteachers and admin member on behavior management since 2006 at the British Council, at international conferences and in training programs and courses. Muhammad is an expert in behavior management and developed the *Institutional Behavior Management (IBM)* approach to behavior management.

**Kyle Lachini**, PhD, and a York University alumnus, is an esteemed educator and researcher with over forty years of experience teaching English across the Middle East (GCC countries) and Canada at all educational levels, from secondary to postgraduate. He has held various academic leadership roles and has extensively presented and published in the fields of language education and assessment. His latest publication, *An Introduction to Research Quality: AI-Assisted Research Quality Assurance* (second edition, 2025), reflects his commitment to advancing research methodologies in applied linguistics and the integration of artificial intelligence in academic inquiry. Dr. Lachini has supervised numerous Master's and PhD dissertations in applied linguistics, language assessment, and teaching methodology. His research interests include language testing and assessment, AI-assisted language learning and evaluation, linguistic inequality in education, and Langlism—a concept he pioneered to describe biases against non-native English varieties. Recognized for his contributions to the field, he was shortlisted for the TESOL Arabia “Best of Conference” award in 2005. He currently serves as a trustee of the English Language and Testing Society, based in Davis, California, USA.

**Dr Tendai Charles** holds a PhD in Education from the University of York and an MA in Applied Linguistics & TESOL from Newcastle University. He has taught at multiple Russell Group universities in the UK and currently works as an Assistant Professor of Education at the British University in Dubai. He is a post-positivist researcher with numerous publications pertaining to TESOL and Technology Enhanced Learning. For the past two years he has been heavily engaged with training K-12 teachers and H.E. instructors on the ethical and effective use of artificial intelligence in the UAE's education sector.

**Kasia Truszkowska** is a seasoned educator with extensive experience in higher education in the UK since 2016. She holds

a BA in Applied Linguistics, an MA in TESOL, a BSc in Economics, as well as CELTA and DELTA qualifications. She has worked across multiple institutions, including the University of Surrey, Kingston University, Northumbria University, London Metropolitan University, Solent University, and the University of Ulster. At Ulster, she coordinated two employability-focused modules, supporting students in developing critical academic and professional skills. She has taught students at levels 3-7 across a wide range of disciplines, including radiology, computer science, and business. Kasia is the founder of Oxford Academy of English, an international platform supporting students worldwide in achieving academic excellence at British universities. Most recently, she developed her signature programme, “AI in Academic Writing,” blending research-driven insights with hands-on experience from both university classrooms and her private practice. This innovative programme explores how AI can enhance academic writing, helping students and researchers navigate the evolving landscape of higher education.

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**Sunday, April 20**  
2:00 PM - 3:00 PM  
AI Zaharah Hall

## Meet the TESOL Presidents

Join us for “Meet the Presidents,” an enlightening personal development session featuring three distinguished presidents of TESOL International Association. TESOL International Association, founded in 1966, is a leading global organization committed to advancing excellence in English language teaching for speakers of other languages worldwide. With 8,400 members representing over 119 countries, TESOL fosters the exchange of ideas, research, and peer-to-peer knowledge, providing expertise and resources on issues affecting the profession. Throughout its history, TESOL has been led by distinguished presidents who have significantly contributed to the field. Dr. Justin Shewell, serving as President for 2025-2026, is an Assistant Teaching Professor at Arizona State University and co-creator of Teach English Now!, a prominent online TESOL certificate program. Dr. Christine Coombe, President from 2011-2012, is an Associate Professor at the Higher Colleges of Technology,

UAE, with extensive publications on assessment and teacher effectiveness. Dr. Shelley Wong, a former TESOL president, is Associate Professor Emerita at George Mason University, USA, known for her research in socio-cultural literacy and multilingual education. Their leadership has been instrumental in shaping TESOL's impact on the global English language teaching community.

**Moderator:** Olivia Riordan, ADNOC Technical Academy, UAE

**Panelists:** Justin Shewell, Arizona State University, USA  
Christine Coombe, Higher Colleges of Technology, UAE  
Shelley Wong, George Mason University, USA

### Panelists' Bios:

**Olivia Riordan**, M. S. in Education, has 14 years of teaching experience. She has taught at Temple University, the American University of Sharjah, Harvard University, and Abu Dhabi University. She is currently working at ADNOC Technical Academy. Olivia has presented in 6 countries. She has served in a number of roles with TESOL Arabia, including as the Editor of Perspectives and as the Listserv Moderator. She is currently handling social media for TESOL Conferences.

**Justin Shewell** holds a Ph.D. in Educational Technology from Arizona State University, an MA in TESOL from Brigham Young University, and a BA in TESOL Education from Brigham Young University - Hawaii. He is the co-creator of Teach English Now!, one of the largest online TESOL certificate programs in the world. He is also currently serving as President of the TESOL International Association for 2025 - 2026. He is an Assistant Teaching Professor at Arizona State University in the United States.

**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 the 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 Alatis Award for exemplary service to TESOL. 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. Most recently, Christine was elected to serve on the Board of Trustees of TIRF and as President of the English Language Testing Society.

**Dr. Shelley Wong's** research interests include socio-cultural approaches to literacy, critical race theory, dialogic pedagogy and inquiry, critical discourse analysis and multilingual/multicultural education. Dr. Wong was a visiting Fulbright Scholar in the Faculty of Education at Birzeit University in Palestine in the Occupied West Bank from 2018-2019. Her Fulbright project *Freedom Songs: A Resource for and by Teachers* an Open Access collection of lessons to teach English grammar and vocabulary through music is forthcoming. Shelley Wong is a former president of TESOL International and the author of *Dialogic Approaches to TESOL: Where the Ginkgo Tree Grows* New York: Routledge and co-editor with Nasser and Berlin of *Examining Education, Media and Dialogue Under Occupation: The Case of Palestine/Israel* Bristol, U.K.: Multilingual Matters and co-editor with Sánchez-Gosnell, Foerster-Luu & Dodson of *Teachers as Allies: Transformative Practices for Teaching DREAMers and Undocumented Students*. New York: Teachers College Press. Shelley began her teaching career almost 50 years ago at a Catholic girl's middle school in Hong Kong where she went as a Chinese American to study Cantonese and learn about her cultural roots. Shelley received her BA in Sociology at the University of California at Santa Cruz, MA in Teaching English as a Second Language (TESL) at UCLA and Ed.D. in Applied Linguistics from Columbia Teachers College in New York. Currently Dr. Wong is an Associate Professor Emerita at George Mason University in Fairfax, Virginia, U.S.A. She taught previously at The Ohio State University in Columbus and the University of Maryland at College Park.



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- Onsite: 1000 AED

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