English in Multilingualism

In order to assist groups who would like to facilitate their own Summit on the Future of the TESOL Profession, TESOL International Association would like to provide the following "ready to use" theme-based session outlines. A simple workshop plan might run as follows:

1. Share the theme, brief definition, and starter questions with your group (5 minutes)
2. View the Guiding Principle Presentations (45 minutes)
3. Facilitate round table discussions (60 minutes)
4. View the Session Summary and Q&A (65 minutes)
5. Send feedback to TESOL International Association (per your feedback)

Feel free to start and stop the videos to engage in your own facilitated conversations. It will take roughly 3 hours and 15 minutes to get through this theme.

1. English in Multilingualism

English has an image as the ruling language that may eradicate linguistic diversity. Yet the TESOL profession, in its mission to teach English, must embrace the opportunity to simultaneously support multilingualism.

- How can the multilingualism of students of English and TESOL professionals (particularly nonnative-English-speaking teachers) be recognized as an asset in advocacy, innovation, policy, and practice?
- How can linguistic diversity be leveraged while teaching English, and what best practices allow teachers to incorporate the languages of their students into their daily professional practices?
- How can TESOL inquiry and reflection strengthen multilingual policies?

2. View the Guiding Principle Presentations
Middle of the page:
http://www.tesol.org/summit-2017/themes/english-in-multiculturalism-recorded-sessions

3. Facilitate round table discussions
Here are the English in Multilingualism questions that we asked of the Summit Delegates in Athens:
- What are your initial thoughts and reactions to these presentations?
- Policy makers may argue that teaching in both the native languages and English is too costly. How can we reduce costs for teacher training and instructional materials to cultivate multilingualism?

- How can classroom activities influence attitudes to all the languages in a multilingual society?
- What can TESOL professionals (e.g. policy makers, textbook writers, language testers, etc.) do to encourage multilingualism?
- What are some practical ways for English teachers to support multilingual attitudes and abilities, if "English only" policies may be in place?

Choose trusted colleagues to facilitate these round table discussions. We recommend groups of 6 people, one facilitator, and one note-taker. Sit these groups of 8 at round tables to maximize conversations.

4. View the Session Summary and Q&A
End of the page:
http://www.tesol.org/summit-2017/themes/english-in-multiculturalism-recorded-sessions

5. Send feedback to TESOL International Association
Please share your English in Multilingualism feedback here:
https://tesolorg.wufoo.com/forms/z12wncxs0il2hst/

Sections at this link are organized by the round table discussion questions. Feel free to share the notes you have taken under each question. There is also a place to add any additional comments/feedback.

In order for TESOL International Association to capture your content, please complete this short questionnaire by 30 September 2017.

CONTINUE TO: REIMAGINE ENGLISH COMPETENCE…

Reimagine English Competence

In order to assist groups who would like to facilitate their own Summit on the Future of the TESOL Profession, TESOL International Association would like to provide the following "ready to use" theme-based session outlines. A simple workshop plan might run as follows:

6. Share the theme, brief definition, and starter questions with your group (5 minutes)
7. View the Guiding Principle Presentations (50 minutes)
8. Facilitate round table discussions (60 minutes)
9. View the Session Summary and Q&A (65 minutes)
10. Send feedback to TESOL International Association (per your feedback)

Feel free to start and stop the videos to engage in your own facilitated conversations. It will take roughly 3 hours and 15 minutes to get through this theme.

6. Reimagine English Competence

English competence has been traditionally defined in reference to a native or ideal speaker norm and in terms of the grammar of the language. This definition has been challenged.
- How can we overcome the native speaker as the standard and address the changing realities of English language use around the world, both with regard to students' needs for English and to teachers' needs for proficiency in English?
- What new research-based models and goals for English competence can be developed to guide policy and practice?
- How can the multiple Englishes that arise in different contexts be incorporated in frameworks, standards, large-scale tests, and rubrics?

7. View the Guiding Principle Presentations
Middle of the page:
http://www.tesol.org/summit-2017/themes/reimagining-english-competence-recorded-sessions

8. Facilitate round table discussions
Here are the Reimagining English Competence questions that we asked of the Summit Delegates in Athens:
- What are your initial thoughts and reactions to these presentations?
- What are the biggest impediments standing in the way of instituting equity in teacher hiring?

- What are some concrete ideas you have for debunking the myth that Native English speakers are better teachers?
- One principle of good education design is 'alignment'. How are teacher education programs aligned with the needs of English language learners in your context?
- How do the complex and varied language learning needs of students impact policy and practice in your context?

Choose trusted colleagues to facilitate these round table discussions. We recommend groups of 6 people, one facilitator, and one note-taker. Sit these groups of 8 at round tables to maximize conversations.

9. View the Session Summary and Q&A

End of the page:
http://www.tesol.org/summit-2017/themes/reimagining-english-competence-recorded-sessions

10. Send feedback to TESOL International Association

Please share your Reimagining English Competence feedback here:
https://tesolorg.wufoo.com/forms/z11fxmfv0kcs41z/

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CONTINUE TO: PROFESSION AS A CHANGE AGENT…

Profession as a Change Agent

In order to assist groups who would like to facilitate their own Summit on the Future of the TESOL Profession, TESOL International Association would like to provide the following "ready to use" theme-based session outlines. A simple workshop plan might run as follows:

11. Share the theme, brief definition, and starter questions with your group (5 minutes)
12. View the Guiding Principle Presentations (50 minutes)
13. Facilitate round table discussions (60 minutes)
14. View the Session Summary and Q&A (60 minutes)
15. Send feedback to TESOL International Association (per your feedback)

Feel free to start and stop the videos to engage in your own facilitated conversations. It will take roughly 3 hours and 15 minutes to get through this theme.

11.Profession as a Change Agent

Each member of the TESOL profession must be empowered to foster positive change within a risk-tolerant culture.
- How can all stakeholders become more nimble and risk-tolerant?
- How can practice shape and inform policy and research?
- How can TESOL professionals be empowered to instigate and sustain innovation?

12.View the Guiding Principle Presentations
Middle of the page:
http://www.tesol.org/summit-2017/themes/the-profession-as-a-change-agent-recorded-sessions

13.Facilitate round table discussions
Here are the Profession as a Change Agent questions that we asked of the Summit Delegates in Athens:
- What are your initial thoughts and reactions to these presentations?
- How can teachers' associations and TESOL Professionals be part of policymaking discussions, initiatives, and decisions?
- What research would help amplify teacher voices so that policy makers hear teacher stories not just as anecdotes, but as evidence?
- How is TESOL teacher professionalism defined in your working context?
- What is a plan for connecting researchers to the real questions policy makers and teachers want answered?

- How can teachers and stakeholders work together to provide accurate classroom data that can be used to guide TESOL policies?

Choose trusted colleagues to facilitate these round table discussions. We recommend groups of 6 people, one facilitator, and one note-taker. Sit these groups of 8 at round tables to maximize conversations.

14. View the Session Summary and Q&A
End of the page:
http://www.tesol.org/summit-2017/themes/the-profession-as-a-change-agent-recorded-sessions

15. Send feedback to TESOL International Association
Please share your Profession as a Change Agent feedback here:
https://tesolorg.wufoo.com/forms/z19cx1hh0ebfvba/

Sections at this link are organized by the round table discussion questions. Feel free to share the notes you have taken under each question. There is also a place to add any additional comments/feedback.

In order for TESOL International Association to capture your content, please complete this short questionnaire by 30 September 2017.

CONTINUE TO: FUTUROLOGY…

Futurology

In order to assist groups who would like to facilitate their own Summit on the Future of the TESOL Profession, TESOL International Association would like to provide the following "ready to use" theme-based session outlines. A simple workshop plan might run as follows:

16. Share the theme, brief definition, and starter questions with your group (5 minutes)
17. View the Guiding Principle Presentations (50 minutes)
18. Facilitate round table discussions (60 minutes)
19. View the Session Summary and Q&A (55 minutes)
20. Send feedback to TESOL International Association (per your feedback)

Feel free to start and stop the videos to engage in your own facilitated conversations. It will take roughly 3 hours and 15 minutes to get through this theme.

16. Futurology

The field of Future Studies offers a broad, holistic perspective that is essential for understanding the English language profession both today and in the future.
- What are the mega-trends (political, economic, social, intercultural, legal, and digital) and how do they impact English and English language education?
- What should policy makers keep in mind given these mega-trends?
- What should organizations, institutions, and TESOL professionals keep in mind given these mega-trends?

17. View the Guiding Principle Presentations
Middle of the page: http://www.tesol.org/summit-2017/themes/futurology-recorded-sessions

18. Facilitate round table discussions
Here are the Futurology questions that we asked of the Summit Delegates in Athens:
- What are your initial thoughts and reactions to these presentations?
- What are the economic and political trends affecting the TESOL profession in your context?
- With the tension between globalization and nationalism, what do we need to do to stay true to our core values of equity, professionalism and a broadened view of what counts as professional knowledge?
- What are the opportunities and challenges related to social media in the development and growth of the TESOL Professional?

- Looking forward, who will be the best people to carry out research and how will they implement their research design?

Choose trusted colleagues to facilitate these round table discussions. We recommend groups of 6 people, one facilitator, and one note-taker. Sit these groups of 8 at round tables to maximize conversations.

19. View the Session Summary and Q&A
End of the page: http://www.tesol.org/summit-2017/themes/futurology-recorded-sessions

20. Send feedback to TESOL International Association
Please share your Futurology feedback here:
https://tesolorg.wufoo.com/forms/z1oht5l20e6jsyt/

Sections at this link are organized by the round table discussion questions. Feel free to share the notes you have taken under each question. There is also a place to add any additional comments/feedback.

In order for TESOL International Association to capture your content, please complete this short questionnaire by 31 September 2017.

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