

Summit on the Future of the TESOL Profession

Hosted by TESOL International Association

Athens, Greece

9-10 February 2017

What does it mean to be an English language educator, researcher, or advocate? What will the future hold for the profession of Teaching of English to Speakers of Other Languages (TESOL)? In celebration of its 50th anniversary, TESOL International Association, as the largest organization focused exclusively on English language teaching for speakers of other languages, must bring together thought leaders, policy makers, and industry professionals to affirm and support the TESOL profession. Don't miss the ground-breaking conversation that will shape the profession's future!

Summit at a Glance:

- 9-10 February 2017
- 200-250 Live Participants
- 500+ Interactive Online Participants
- Location: Athens, Greece
Royal Olympic Hotel

Through the lenses of equity, professionalism, and inquiry, and representing a wide variety of contexts, the Summit brings together the best respected and most innovative thought leaders for a strategic conversation about the future of the profession. In order to accommodate all voices, Summit Delegates-- industry leaders who influence English language education policy -- will attend the face-to-face Summit in Athens. Summit Participants -- industry stakeholders who implement English language education policy --will add their voices online.

Twelve featured speakers from six continents will facilitate the online and face-to-face conversations that are currently influencing the TESOL profession. Online discussions will start six weeks before the Summit. At the Summit, each speaker will bring ideas gathered from around the world to the Delegates, as well as invite Delegates and online Summit Participants to interact through live round-table discussions and Q&A. Following the meeting in Athens, the online conversations will continue in order to solidify the Key TESOL Summit Take-Aways.



TESOL International Association will use the complete Summit proceedings to develop high-level publications that will address the necessary changes that must take place to further the TESOL profession. Outcomes and action items will be directed to decision makers, thought leaders, researchers, and classroom teachers.

TESOL International Association invites you to be a part of this historic in-person and online event that will change the TESOL profession for generations to come.

Preliminary Agenda

Time	Day 1	Day 2
8:00 am	8:00 - 9:00am	
8:30 am	Registration	
9:00 am	Welcoming Session & Summit Purpose	
9:30 am	Futurology 9:30 – 3 presenters, 15 minute each 10:30 – Audience round-table group work 11:30 – Speakers Report out	Reimagining English Competence 9:00 – 3 presenters, 15 minute each 10:00 – Audience round-table group work 11:00 – Speakers Report out
10:00 am		
10:30 am		
11:00 am		
11:30 am		
12:00 pm		
12:30 pm	12:30 – 2:00pm: Lunch	12:00 – 1:30pm: Lunch
1:00 pm		
1:30 pm		
2:00 pm	English in Multilingualism 2:00 – 3 presenters, 15 minute each 3:00 – Audience round-table group work 4:00 – Speakers Report out	The Profession as a Change Agent 1:30 – 3 presenters, 15 minute each 2:30 – Audience round-table group work 3:30 – Speakers Report out
2:30 pm		
3:00 pm		
3:30 pm		
4:00 pm		
4:30 pm		
5:00 pm		4:30 – 5:30 pm Critical Summary/Closing session
Evening	5:30 – 7:00pm Networking Reception	

Featured Speakers

<u>Guiding Principles</u> <u>Themes</u>	Inquiry	Equity	Professionalism
Futurology	Sue Garton	Asmaa Abu Mezied	Greg Kessler
English in multilingualism	Li Wei	Jo LoBianco	Robinah Kyeyune
Reimagining English Competence	Anne Katz	Giselle Lundy-Ponce	Ahmar Mahboob
The Profession as a Change Agent	Constant Leung	Franklin Tellez	Misty Adoniou

Summit Themes

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?

English in multilingualism

There is an image of English as the ruling language that may eradicate other 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?

Reimagining 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 regards 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?

The 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?

Summit Guiding Principles

Equity

Value statement: *English is an additional language and should not supplant the home language(s). TESOL occurs in different contexts with varying practices, cultures, and access to resources.*

Related actions:

- Be committed to social justice and equality-in-difference
- Support English development in under-resourced areas
- Further a commitment to multilingualism and plurilingual realities
- Leverage the diversity of learners as resource for learning

Professionalism

Value statement: *Professional development should promote sustainable, continuous, collaborative, and coherent activities. The focus should be on change and innovation as opposed to academic outputs.*

Related actions:

- Build a more unified and cohesive community that meets the needs of this multifaceted profession
- Challenge the deficit model of teaching and learning, and promote the notion of the resourceful teacher
- Acknowledge second language teacher identities
- Enhance ongoing TESOL professionalism through various training models such as cascading, use of technology, and/or training of trainers

Inquiry

Value Statement: *TESOL practice and policy should be inquiry-based, with practice informing research as well as research informing practice and policy.*

Related actions:

- Promote systematic and ethical inquiry to build a strong knowledge base for the field that drives practice and policies
- Promote research on administration and policy
- Support teacher inquiry
- Commit to including all voices in inquiry

TESOL Summit Steering Committee

TESOL International Association brought together the following leaders to help shape this strategic conversation around the profession's future. Representing five continents, this prestigious and diverse Steering Committee not only lead the work of the TESOL Summit but also represents the multifaceted TESOL profession.



Denise Murray, chair, is Professor Emerita at Macquarie University, Australia and San José State University, California. Denise has worked in language education in Thailand, UK, USA, and her native Australia. Her research and practice centers the intersection of language education, society and technology; language education policy; and leadership in language education.



Deena Boraie is the Dean and Professor of Practice of the School of Continuing Education at the American University in Cairo. She is Past President (she served as President from 2012-2015) of the TESOL International Association. She is a language testing expert and an assessment and evaluation consultant and trainer.



Aysegul Daloglu is a Professor in the Department of Foreign Language Education at Middle East Technical University (METU), Ankara, Turkey. Her professional interests include curriculum development and assessment in English language teaching, international education, teaching English to young learners, and teacher education.



David Fay is a Regional English Language Officer with the U.S. Department of State. Having served in Tashkent, Moscow and Lima, he is currently based in Washington D.C. David's work focuses largely on empowering governments, institutions, teachers' associations, and instructors to take advantage of a range of professional improvement opportunities.



Gabriela Kleckova is Chair of the Department of English at the Faculty of Education, University of West Bohemia in Plzen, Czech Republic. She is a teacher educator, language consultant, and frequent presenter at national and international ELT conferences. She is a past member of the TESOL Board of Directors (2012-2015).



Harry Kuchah Kuchah is a Lecturer at Bath University, UK. Previously he worked for 16 years as a teacher, teacher trainer, and policy maker in his home country Cameroon. He has also been involved in teacher development and research projects in countries in Central, West and Southern Africa, South East Asia and Europe.



David Nunan is President Emeritus of Anaheim University, Professor Emeritus of Applied Linguistics at the University of Hong Kong, and a Foundation Board member at UNSW Australia. He is a member of the Executive Committee of TIRF and is a past President of TESOL.



Lourdes Ortega is a Professor at Georgetown University. She is originally from Spain and taught her native Spanish in Greece for nearly a decade and, since 1993, also her nonnative English in diverse geographies in the United States. She mentors teachers and conducts research in second language acquisition and foreign language education.



Evelin Suij-Ojeda has been a teacher educator, Spanish/English teacher and ELT consultant for the last 16 years. She currently works as the Managing Director at MundiLanguages. She is also a TESOL faculty member at Westcliff University as well as VenTESOL advisor and past-president.

TESOL Summit Reference Group Organizations

The TESOL Summit Reference Group represents key stakeholders in the TESOL Profession. This group provides useful feedback to the TESOL Summit Steering Committee in various planning and selection processes. Reference group organizations include the following:

American Association for Applied Linguistics
Binational Centers
British Council
Cambridge English Language Assessment
The Center for Applied Linguistics
Educational Testing Service
International Association of Teachers of English as a Foreign Language
International Literacy Association
The International Research Foundation
National Geographic Learning
Office of English Language Programs, U.S. Department of State
Oxford University Press
Pearson English
TELCnet
Voxy
WIDA
Wiley

Summit Delegates

Summit Delegates will attend the Summit on the Future of the TESOL Profession, 9-10 February 2017 at the Royal Olympic Hotel, Athens, Greece. Delegates are leaders who influence English language education policy in their countries or regions, and decision-makers from teacher education institutions, binational centers, English teacher associations, and companies serving the profession. Summit Delegates are of the Summit convening because they play a critical role in formulating and implementing recommendations that come out of the Summit. Delegates will be selected to attend the Summit in August 2016 and expected to pay their own expenses. If you would like to be invited, please contact [TESOL Professional Learning & Research](#).

Summit Participants

Summit Participants will attend the Summit for the Future of the TESOL Profession online starting 1 December 2016. We encourage all Summit Delegates, researchers, practicing teachers, pre-service teachers, and English language students to participate. Registration is free and will open in November 2016. In addition to participating in pre- and post- Summit conversations, all Summit participants are invited to participate in the live streaming of the Summit in Athens, including opportunities to interact with Summit speakers through round-table discussions and Question and Answer periods.

Some Possible Talking Points

30 second elevator pitch

If you are looking for a place where all voices are important and where innovation in education is possible, look no further. TESOL Summit will discuss what it means to be an English language educator, researcher, or advocate. Furthermore, we will have a deeper look at where the TESOL profession is headed. This event will bring together respected and innovative thought leaders and TESOL professionals who represent a wide variety of contexts for a strategic conversation about the future of the profession. By using the Summit's Themes and Guiding Principles, each featured speaker will develop an innovative, inspirational and influential talk that addresses a pressing issue in the TESOL profession. These talks will support and challenge current beliefs. Participate virtually or in person and join the global discussions that will shape the future of our ever-changing and pioneering profession.

How is the Summit different from other TESOL events?

1. TESOL International Association events traditionally focus on professional development and networking. The Summit on the Future of the TESOL Profession will focus on creating a roadmap for countries seeking to upgrade or reform their language education policies.
2. The format of the Summit is based on shorter sessions that challenge and inspire Delegates. The vast majority of the time involves the Delegates interacting with each other and Featured Speakers through a series of key discussions. The Delegate will have the opportunity to hear from all TESOL stakeholders and see how high-level policy decisions effect the quality of English language teaching and learning.
3. Summit Outcome: A working document for stating principles that a variety of stakeholders commit to supporting will be introduced to the Summit Delegates and Participants. This document will consist of a comprehensive vision to guide policy, practice, and research and be released at the 2018 TESOL International Convention & English Language Expo, 27–30 March 2018 in Chicago, Illinois, USA.

About TESOL International Association

In today's mobile, global world, English has emerged as the means through which people connect, converse, and transact. Demand for English language learning has never been greater. Unfortunately, the quality of English language teaching for speakers of other languages varies widely, and standards are inconsistent. Fluency in English alone does not make a great teacher. Teaching English is a science and an art, requiring skills, training, and expertise.

For over 50 years, TESOL International Association has been bringing together educators, researchers, administrators, and students to advance the profession of teaching English to speakers of other languages. With more than 11,000 members representing 156 countries, and more than 100 worldwide affiliates, TESOL offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community, where professionals can connect with and inspire others to achieve the highest standards of excellence.

TESOL President 2016-2017



Dudley Reynolds is the 2016-17 President of the TESOL International Association and a Teaching Professor of English at Carnegie Mellon University in Qatar where he teaches first-year writing. His research focuses on the development, assessment, and teaching of second language reading and writing. He is the author of *One on One with Second Language Writers: A Guide for Writing Tutors, Teachers, and Consultants* (University of Michigan Press, 2009) and *Assessing Writing, Assessing Learning* (University of Michigan Press, 2010) as well as numerous articles and book chapters. Over his career he has taught elementary, IEP, and MA TESOL students. He was the Lead-PI for a Qatar National Research Fund grant on "Improving Reading Skills in the Middle School Science Classroom" and is currently working on a second project: "Learning4Teaching-Qatar: Examining Qatari teachers' experiences of professional development in English language teaching."

TESOL Executive Director



Rosa Aronson is the Executive Director of the TESOL International Association (TESOL). A former Fulbright exchange teacher, Dr. Aronson started her education career as an English as a foreign language (EFL) teacher in France. She holds a Master's degree in English Linguistics from the University of Aix-en-Provence, France, and a Ph.D. in Social Foundations of Education from the University of Virginia, in the United States. In 2008 Aronson earned the Certified Association Executive (CAE) designation from the American Society of Association Executives. In 2015, she was named a Fellow of ASAE, an honorary recognition for service to the association profession. Prior to her service at TESOL, Dr. Aronson had 24 years of experience in nonprofit association management. Her most recent presentations have been in Dubai, UAE; Kabul, Afghanistan; Miragoane, Haiti; Iquique, Chile; Paris, France; Pakistan and various conferences in the United States. Dr. Aronson is bilingual (French).

For more information about the **Summit on the Future of the TESOL Profession**, please contact Barry Pilson, CAE, Director of Marketing & Membership, bpilson@tesol.org