**NileTESOL TEYL SIG Invites You to its Series of Webinars entitled:**

**"New Methods of Teaching English in Modern Classrooms”**

**on Zoom Application** on **Friday and Saturday, April 29th and 30th**

at **9:00 p.m.(GMT + 2) on the following link: <https://us04web.zoom.us/j/77170245009?pwd=y1gFNUyzmt7z-V-Y1xfVp3eF4560fz.1>**

**The Event Program**

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| **Day 1** |
| **A Welcoming Note and Briefing about NileTESOL TEYL SIG (9:00 – 9:05) Dr. Mai Eassa, the Nile TESOL TEYL SIG coordinator** |
| **First Session: A Potential of Local Wisdom in Building the Character in Language Learning (9:05 – 9:35)**  **By Dr. Suciana Wijirahayu** |
| **Brief Bio**  Dr. Ir. Suciana Wijirahayu, M.Pd., has been teaching English for over 25 years. She is now a lecturer at a private university in Jakarta - UHAMKA (Universitas Muhammadiyah Prof. DR. HAMKA). Part of her research interest is in beliefs about language learning and language learning strategies. |
| **Overview of the Presentation**  Motivation is one factor that influences the success of the English language learning process. In the virtual, the students explored digital tools to enhance their ability to communicate globally. Beliefs about language learning and language learning strategies are influencing the teaching-learning process. It involved some online learning platforms, including campus learning platform and Google class. Resources with value are abundant in Indonesian local wisdom. This study reveals firm evidence about the role of local wisdom and religious values in supporting the students' English learning process. The students' active learning and creativity are developed during online learning. The signs of the students' engagement are there in the students' projects sent virtually through various platforms. The potential of the critical thinking process through collaborative action is powerful from the activities shown through the media during classroom practices. Students' and teachers' beliefs about language learning play essential roles in utilizing the values of resources. |
| **Discussion (9:35 – 9:40)** |
| **Second Session: Gamification and Game-Based Learning (9:40 – 10:10) By Mr. Ahmed Maghawry** |
| **Brief Bio**  **Mr. Ahmed** is aCELTA certified teacher by Cambridge University with experience in teaching adults and young learners. He has gained teaching experience through working in British Council and a range of international British schools. Learning and experimenting with gamification and game-based learning have been his passion since he started teaching**.** |
| **Overview of the Presentation**  Gamification is about transforming the classroom environment and regular activities into a game. It requires creativity, collaboration and play. There are numerous ways to bring game elements into the classroom to promote learning and deepen student understanding of subject matter. Whether teachers are looking to bring some aspects of gaming into their class or use a game platform across the curriculum, they can use gamification elements to enhance learning and student engagement. This session will be a practical training on using one of the most well-known gamification platforms: ClassDojo. The presenter will share his personal experience in changing ClassDojo from a simple rewards and sanctions system into an excitingly rich classroom management and gamification tool that will work wonders in primary and lower secondary classes. |
| **Discussion (10:10 – 10:15)** |
| **Third Session: Judging Or Understanding in Assessment? (10:15 – 10:45)**  **By Dr. Mai Eassa** |
| **Brief Bio**  **Dr. Mai Eassa** is the NileTESOL TEYL SIG coordinator, the training head, and English supervisor and teacher at Futures British School. She is also a RELO/NileTESOL/TOT mentor. She has got experience in training and supervising English teachers. She has got 21 years of experience in TEFL and has got many online courses in teaching English and certificates from universities of Oregon, Arkansas and Pennsylvania. She presented at local and international conferences, such as NileTESOL and ILACE conferences. |
| **Overview of the Presentation**  If the educational systems have been focusing on developing long-term skills, i.e. the 21st century skills, and if the learning and teaching have changed to fit such a change, then, it is obviously important that assessment should be different to fit such a change. Traditional assessments which focus on "judging" how much of the content the learners have successfully learnt are not enough for developing personalities that fit the 21st century. Hence, a new trend of assessment has shifted from "Judging" towards "Understanding" where the learners are in their long-term learning process. In her session, the presenter will share her experience of applying a new trend of assessment which allows her to shift from "judging" towards "understanding" where the learners are, besides monitoring the 21st century skills. A video display will be present. Audience participation is welcome. |
| **Discussion (10:45 – 10:50)** |
| **Day 2 Greetings (9:00 – 9:05)** |
| **First Session: MACHINE TRANSLATION IN EFL: Friend or Foe? (9:05 – 9:35) By Ms. Ozgu Ozturk** |
| **Brief Bio**  Ms. Ozgu has been an English as a foreign language teacher since 2005. She has an MA degree in ELT. She has conducted many international and national projects. She is a member of a team work for the National Remote Teaching Platform, EBA in Turkey. She is a blog writer on the British Council Teaching English blog. |
| **Overview of the Presentation**  Google Translate, the most widely used online translation tool, is one of Google's free services that instantly translates words, phrases, and web pages into many languages. It is a hotly debated topic among English as second or foreign language teachers whether or not they can use Google Translate while teaching English. The vast majority of ESL teachers disagree with its use, but there are also a significant number of ESL teachers who are indecisive about the subject. Some people believe that using machine translation can help their business in some way. Others believe that it impedes people's ability to learn foreign languages. The presenter will discuss if Google Translate is a friend or foe in this case. She will discuss if it can be used in favour of teaching, and she will demonstrate a sample activity for using Google Translate for an EFLT purpose. |
| **Discussion (9:35 – 9:40)** |
| **Second Session: How to Be a Superhero Called “Self-Control” (9:40 – 10:10)**  **By Ms. Andrea Pollera and Ms. Michaela Ortiz** |
| **Brief Bio**  **Ms**. **Andrea** is an advanced teacher training college student in Argentina. She holds a TESOL/ TEFL Certificate delivered by World TESOL Academy. She's been working as an English Teacher for DGCYE since 2012. She loves teaching, designing her own lessons following CLIL, PBL, Task based and the communicative approaches. She is also the creator and administrator of Sharing Materials and Sharing Materials-English Lessons, organises educational, business, cultural and social, recreational events, and offers training services to companies and educational institutions in English and Spanish. She works nationally and internationally as a freelance teacher, and she is in charge of Anglia Examination Centre.  **Ms**. **Michaela** has been teaching English to multiple levels in Buenos Aires since 2010. She received her degree as a Teacher of English for primary school from Juan XXIII teacher training institute in 2014. Today her work consists mainly of teaching English at primary schools and taking professional development courses. |
| Overview of the Presentation  The main goal of this session is to demonstrate a project that makes primary school students aware of how they feel, help them reduce anxiety, and learn how to deal with their emotions. The following lesson plan consists of 8 lessons of about 45 minutes each, in the context of the “Annual Reading Marathon”. |
| **Discussion (10:10 – 10:15)** |
| **Third Session: Learning Stations and Self-Access Rooms to Meet Students’ Individual Differences (10:15 – 10:45)**  **By Dr. Hala Gharib** |
| **Brief Bio**  Dr. Hala Gharib is an English Teacher& Teacher Trainer, British Council Teacher Educator and RELO Mentor Trainer. She is an accredited trainer from the Adult Center at the faculty of Education – Menoufeia University and a trainer at Discovery Education- Egypt. She holds a Ph.D. in Methodology, ETCT professional Educator diploma from School of Continuing Education at the American University of Cairo. Dr. Hala is the Research Coordinator at IELTA Egypt. |
| **Overview of the Presentation**  The learners in any classroom are both similar and different. An understanding of such similarities and differences help teachers determine what to teach and how to teach it. Learning Stations and Self-access Rooms is considered a way to meet students’ Individual differences and create an entire room for individual, independent study. |
| **Discussion (10:45 – 10:50)** |
| **Fourth Session: How to Teach Language: Different Views** (**10:50 – 11:20)**  **By Ms. Heba Tobar** |
| **Brief Bio**  **Ms. Heba Tobar** is a steering committee member of NileTESOL TEYL SIG. She is an English teacher and supervisor at Remas Language School. She has got the Cambridge International Diploma for Teachers and Trainers and a Bachelor of Education, English department. She has also got a certificate in human resources. |
| **Overview of the Presentation**  In this session, the presenter will display new methodologies focusing on how to teach language lexically. She will show what a lexical view of language looks like, and explore how it differs from a more traditional 'grammar + words' view. It will consider what implications such a view might have for classroom practice. She will also indicate that the heart of teaching lexically is made up of three components: grammar, vocabulary and content where the first two are taught in combination and while content is central to the process of teaching. |
| **Discussion (11:20 – 11:25)** |