

TRANSFORMATIVE TEACHER EDUCATION IN DIFFERENT CONTEXTS

From pedagogical principles to core
instructional practices: A dialogue that
transcends frontiers



27-28 May 2021

Conference title: Transformative teacher education in different contexts

Registration link:

<https://www.eventbrite.com/e/2021-joint-research-symposium-tickets-154606763993>



Panel One: Transformative Teacher Education in Different Contexts

Questions for panelists:

1. How would you define high quality teacher education in your country/culture? What are considered essential components in a high-quality teacher education program? (practice-based vs. evidence-based)
2. How do you define equitable teacher education? Are there any equity issues involved in teacher education?
3. What is the impact of the pandemic on teacher education practices, particularly around field experience? What is the role of technology in teacher education practices pre-and during the pandemic?
4. How is ethics/or are ethical issues addressed in high quality teacher education?

9:00 (GMT-3) - Brazil

8:00 (GMT-4) - USA

15:00 (GMT+3) - Russia

20:00 (GMT+8) - China

May 27, 2021



Yaoying Xu

Dr. Yaoying Xu is a professor in the Department of Counseling and Special Education at Virginia Commonwealth University. She teaches master's and doctoral courses including assessment, multicultural and global perspectives in education, and single subject research methods. Her research interests and expertise focus on social aspects of children and students from culturally and linguistically diverse backgrounds and how social interaction skills affect academic achievements.



Gabriel Díaz Maggioli (Universidad ORT)

Gabriel Díaz Maggioli is an educator who applies the lessons learned in the classroom to his roles as teacher of teachers, researcher, writer, and consultant. He holds a Doctorate and a Master's in Education from the University of Bath and is a certified researcher at the National Agency for Research and Innovation (ANII). He is currently Academic Advisor in the Institute of Education, ORT University in Uruguay. He is the incoming President of the International Association of Teachers of English as a Foreign Language (IATEFL)



Edith Yan (UIC)

Dr. Edith Yan is an Associate Professor at BNU-HKBU United International College (UIC) in China. She was the Programme Director of the Teaching English as a Second Language Programme and the English Language and Literature Studies Programme during the period 2011-2019. Before joining UIC, she taught biology and science for secondary students, vocational English for post-secondary students, and English subject knowledge for language teachers in Hong Kong. Her research interests include blended language learning, teaching with technology, and English medium instruction. She presented at AERA, AAAL conferences and many other professional meetings on topics related to language teaching and learning.



Rong Zhang (NJNU)

Rong Zhang, Professor and Chair of the Educational Department at Nanjing Normal University School of Education Science. She has focused on interest in international and comparative education, especially on globalization and school reform. She has published comparative studies on the curriculum construction of education for international understanding, comparative study of students' awareness of international understanding, and developing teachers' global competence, etc.



Solange Aranha (São Paulo State University, São José do Rio Preto)

Dr. Aranha is Associate Professor of English at UNESP (Sao Paulo State University) at IBILCE, Department of Modern Languages. Her research focuses on issues related to telecollaborative teaching and learning, Teletandem, ESP, EAP and genres. She has authored many publications in various outlets. Dr. Aranha has over 30 years of teaching experience in the field of TESOL. Her international work includes plenary and keynote presentations and workshops in several countries. Her research is granted by FAPESP (São Paulo Research Foundation). Dr. Aranha is the leader of the Research Group InViTe (Intercâmbio Virtuale Teletandem): Línguas Estrangeiras para Todos) (dgp.cnpq.br/dgp/espelhogrupo/2209139477462677). She is currently the Coordinator of Language and Literature Program at IBILCE.

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Panel Two: English as Foreign Language (EFL) Instruction/Subsequent Language Teaching

Questions for panelists:

1. What was the historical perspective on EFL instruction in your country and how has it been changed in recent years?
2. What are the impacts of research and policy on approaches to EFL instruction and teacher education?
3. What role do learners' first language (home language) and culture play in learning English as a foreign language or subsequent language? How does EFL teacher education address this relationship?
4. What are some critical issues involved in EFL instruction or EFL teacher education?

9:00 (GMT-3) - Brazil

8:00 (GMT-4) - USA

15:00 (GMT+3) - Russia

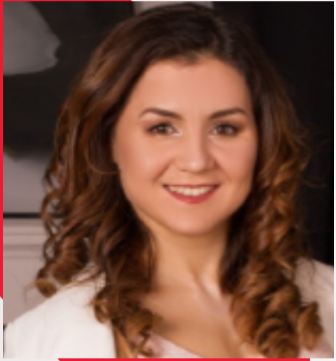
20:00 (GMT+8) - China

May 28, 2021



Luciana de Oliveira

Dr. Luciana C. de Oliveira is Associate Dean for Academic Affairs and Professor in the School of Education at Virginia Commonwealth University. Her research focuses on issues related to teaching multilingual learners at the K-12 level. She has authored or edited 27 books and has over 200 publications in various outlets. Dr. de Oliveira has over 25 years of teaching experience in the field of TESOL. Her international work includes plenary and keynote presentations and workshops in several countries such as Australia, Bolivia, Brazil, Canada, Chile, China, Costa Rica, Croatia, Honduras, Greece, Russia, United Arab Emirates, and Uruguay. She served on the Presidential line (President-Elect 2017-2018, President 2018-2019, and Past President 2019-2020) of TESOL International Association, the largest international organization for ESOL teachers, and was also a member of the Board of Directors (2013-2016). She was the first Latina to ever serve as President of TESOL in its 55-year history.



Alsu Gilmetdinova

Alsu Gilmetdinova is the Director of the German-Russian Institute of Advanced Technologies at Technical University in Kazan, Russia, where she runs English-taught Master degree programs in partnership with German Universities. Dr. Gilmetdinova also teaches EFL classes to MSc students and faculty. Her research interests focus on EFL, multilingual education and language policy. She has published in Language and Education, International Journal of Bilingual Education and Bilingualism, Journal of Language, identity and culture, World Englishes among others. She is the editorial board member of TESOL Journal, book review co-editor for Language policy journal, and manuscript reviewer for Language and Education journal.



Rouzilya Yakhina

Dr. Rouzilya Yakhina is the head for English as a foreign language, Russian language and Russian as a foreign language department. Her research centers around cross-linguistic differences in English and Russian terminology. She has 18 years of teaching experience focusing on English for specific purposes in the areas of technical English: aviation, electrical engineering, IT, machine building, telecommunications, etc. She has over 46 publications, more than 100 national and international conference presentations, teaching and research professional development internships in Cyprus, England and Germany. As department head she oversees teaching of English to all university students at all levels - BSc, MSc and PhD - supports faculty in their research in English, organizes numerous student and faculty-led conferences and Olympiads.



Wilder Escobar (Universidad el Bosque)

Wilder Escobar-Alméciga is the program chair of the undergraduate bilingual teaching program Licenciatura en Bilingüismo at Universidad El Bosque. He holds a B.A. in Business Administration from Simpson University, California, a Master's degree in Applied Linguistics to TEFL from Universidad Distrital, Bogotá and a Doctorate degree in Foreign and Second Language Education from the State University of New York at Buffalo (UB). His work experience includes teaching at all levels of education in both the United States of America and in Colombia. His research publications address social issues through the analysis of communication in English as a subsequent language.



Suzi Cavalari (São Paulo State University, São José do Rio Preto)

Dr. Suzi Marques Spatti Cavalari is Assistant Professor at UNESP (São Paulo State University) at São José do Rio Preto, where she teaches English as a Foreign Language in undergraduate programs. She is also a member of the Linguistic Studies Graduate Program in which she supervises research activities in the area of Applied Linguistics. Her research interests lie in telecollaborative language teaching and learning, autonomy and (self-)assessment. Dr. Cavalari has authored and co-authored numerous articles and book chapters and is currently collaborating in a research project funded by FAPESP (The São Paulo Research Foundation). She is a member of the Research Group InViTe (Intercâmbio Virtual e Teletandem: Línguas Estrangeiras para Todos) and of the Language and Technology Working Group at the Graduate Studies National Association in Linguistics and Literature. She is currently the coordinator of the Teletandem Laboratory in her institute.



Robyn Bray (UIC)

For more than fifteen years, Dr Robyn Bray has been helping Chinese students to prepare for academic study in English, from undergraduate level through to doctoral study, and she has been employed as the director of several English language departments and programmes in both the UK and China. She has also worked in the area of academic editing, where she helped international scholars prepare scholarly work for publication in English. Her research interests include Old English, e-learning, and improving students' experiences of studying abroad. She joined UIC in 2020 as the director of the English Language Centre (ELC).