

Westminster Professional Language Centre and Sharek Centre London
International Conference

on

Creativity in the Teaching and Learning of Arabic:
Future Directions

Friday & Saturday 24/25 November 2017

Speaker Biographies

University of Westminster, 309 Regent Street London W1B 2HW



صالح بلعيد

صالح بلعيد رئيس المجلس الأعلى للغة العربية بالجزائر، كان أستاذا ومديرا لمخبر الممارسات اللغوية بجامعة مولود معمري تيزي وزو، ويعتبر أحد المراجع الفكرية في علوم اللغة واللسانيات بالعالم العربي، له أزيد من 33 مؤلفا في اللغة العربية والامازيغية وخبرة بالتعليم العالي تزيد عن 32 سنة، علاوة على عضويته في مجامع لغوية بالجزائر وليبيا ومصر وسوريا. ومن بين مؤلفات الدكتور، نذكر: "ضعف اللغة العربية في الجامعات الجزائرية"، "دروس في اللسانيات التطبيقية"، "اللغة العربية العلمية"، "فقد اللغة العربية"، "علم اللغة النفسي"، "نظرية النظم"، "مقاربات منهجية" و«أصول النحو».

وصدر للدكتور أيضا: "في المواطنة اللغوية وأشياء أخرى"، "في المناهج اللغوية وإعداد الأبحاث"، "مقالات لغوية"، "في المسألة الأمازيغية"، "الشامل الميسر في النحو"، "الصرف والنحو"، "في الأمن اللغوي"، "في النهوض باللغة العربية"، "يزرع بالحاكم ما لا يزرع بالعالم" وغيرها.

Scott Thornbury

Scott Thornbury teaches on the MA TESOL program at The New School in New York. His previous experience includes teaching and teacher training in Egypt, UK, Spain, and in his native New Zealand. His writing credits include several award-winning books for teachers on language and methodology. His most recent book is *Scott Thornbury's 30 Language Teaching Methods*, to be published next month by Cambridge. He is series editor for the Cambridge Handbooks for Language Teachers and a trustee of The Hands-Up Project.

His website is www.scottthornbury.com



Yousef Omar

For the past 20 years, Yousef has devoted his life to the teaching of Arabic. He has worked in top universities the UK, including 11 years at University of London, Europe and throughout the Middle East and North Africa. He has been involved in this field at every stage from teaching, teacher training, research, designing materials and setting up schools and language departments in universities. Throughout his journey, he has worked with many inspiring and creative people, but he felt that something is missing from the experience of learning. 'How can people get high marks in an exam, even complete their degrees in Arabic, but not have the ability to communicate effectively in an Arabic environment?'

Arabic, like all languages, was developed out of talk – out of a need to share who they are, and their experience of life, with the world around us. With this in mind, Yousef launched the Sharek Centre to the premier of Arabic language and cultural centre in London.



الأستاذ الدكتور محمد حسان الطيان

الأستاذ الدكتور محمد حسان الطيان عضو مراسل بمجمع اللغة العربية بدمشق
أستاذ مساعد في الجامعة العربية المفتوحة بالكويت
ورئيس مقررات اللغة العربية فيها
المؤهلات العلمية:

- دكتوراه في علوم اللغة العربية بمرتبة شرف - جامعة دمشق 1994.
- عنوان الرسالة: (جهود المألقي الصوتية في كتابه الدر النثير - دراسة وتحقيق).
- ماجستير في علوم اللغة العربية بتقدير جيد جداً - جامعة دمشق 1984.
- عنوان الرسالة (المعجم العربي - دراسة إحصائية صوتية مخبرية).
- دبلوم الدراسات العليا بتقدير جيد - الشعبة اللغوية جامعة دمشق عام 1978.
- إجازة في اللغة العربية وآدابها بتقدير جيد - جامعة دمشق 1977.
- التدريس:
- جامعة دمشق كلية الآداب - قسم اللغة العربية 1980 - 1999
- المعهد العالي للعلوم التطبيقية والتكنولوجيا التابع لمركز الدراسات والبحوث العلمية بدمشق 1987 - 1999
- معهد الفتح الإسلامي بدمشق - فرع جامعة الأزهر 1987 - 1999
- جامعة الكويت كلية الآداب - قسم اللغة العربية 1999 - 2002
- الجامعة العربية المفتوحة عمادة الدراسات اللغوية - مقر الإدارة العامة, وفرع الكويت 2002 - 2006

Jim Anderson

Jim Anderson is a Visiting Research Fellow in the Department of Educational Studies at Goldsmiths, University of London. His work focuses on the theories and methods of second language learning and bilingualism, including Content and Language Integrated Learning (CLIL), multilingualism and new literacies, and language policy. Underlying this is a commitment to an integrated and inclusive approach to language and literacy education incorporating the areas of foreign and community/heritage language learning as well as English as an Additional Language and English mother tongue.

Luke Meddings

Luke Meddings is a teacher, author and teacher trainer. In 2000 he co-founded the Dogme in English Language Teaching movement with Scott Thornbury. Their book, *Teaching Unplugged* (Delta, 2009), won a British Council ELTon Award for Innovation in 2010, and he has trained extensively since then. In 2011 he started the independent e-publishing collective, 'the Round', with Lindsay Clandfield. Their first book, *52*, is an activity book which comprises a year of subversive activities for the ELT classroom, and was published in 2012.



الدكتور منتصر فايز الحمد

يعمل الدكتور الحمد أستاذًا في مركز اللغة العربية للناطقين بغيرها في جامعة قطر، بالإضافة لتخصصه في اللغات السامية المقارنة إذ تخرج في جامعة مانشستر، وعمل فيها مديرًا لبرنامج الأديان الإبراهيمية، ثم انتقل للعمل أستاذًا للغة العربية والاستشراق ومنسقًا للغات الشرقية في جامعة مانشستر متروبوليتين. وهو حائز على زمالة الكلية البريطانية للتعليم العالي. وتتركز اهتماماته البحثية وقراءاته حاليًا في:

1. اللسانيات التطبيقية والاجتماعية، ودراسة الظواهر اللغوية التي يتعرض لها متعلمو العربية من الأعاجم ووارثيها في مجتمعات الأقليات.
2. النحو والتركيب في اللغات السامية، وخصوصًا النبطية والعربية.
3. المقاربات التربوية في تعليم اللغات، باستخدام التقنية والألعاب والنماذج التعليمية

Mahammed Bouabdallah

Mahammed is a Lecturer in the Westminster Professional Language Centre. He has been teaching Arabic at the University of Westminster since 2009. He has taught Arabic for Specific Purposes and General Arabic at all levels. He has wide experience in teaching Arabic at different universities such as SOAS, UCL and the FCO. His research interests are primarily based around the area of Arabic teaching (Arabic heritage learners and blended learning in Arabic teaching).

He is also interested in Arabic and identity, and Islam and politics. He completed his BA in Algeria in Islamic Studies, then obtained his MA from Birkbeck College, University of London. He has also completed his Certificate in Teaching Arabic from SOAS, University of London. Mahammed is a Fellow of the Higher Education Academy (FHEA).

🔥 Rachel Friedman

Rachel Friedman is Instructor of Arabic Language and Muslim Cultures at the University of Calgary. She previously earned her PhD in Near Eastern Studies from the University of California, Berkeley, and completed a Mellon Postdoctoral Fellowship at Williams College. She is a specialist in classical Arabic literature and Islamic thought, and she is passionate about teaching Arabic literature to learners of Arabic.

🔥 Hanada Taha

Hanada Taha is the Endowed Chair Professor of Arabic Language at Zayed University. She was previously acting Dean of Bahrain Teachers College. She earned her Ph.D. in Curriculum & Instruction from the University of New Orleans. She holds a Masters Degree in Educational Psychology and a Bachelors Degree in Psychology from the American University of Beirut.

🔥 Assia Alimani-Rolls

Assia Rolls has, for many years, researched the relationship between language learning and teaching and what learners get out of the classroom. Her interest in traditional academic classroom-centred research has more recently shifted towards teacher and learner development via the notion of 'Exploratory Practice', a form of practitioner research involving teachers and learners working together to foster a better understanding of their learning and teaching environment. Her recent work on teachers' systematic analysis of their teaching aims to extend understanding of teacher learning, particularly in the area of engagement with student perspectives on learning. She has written and reported on her work in national and international fora.

Her research interests lie in adult second language acquisition, teacher education and teacher development in higher education. Working in the multicultural environment of Regent's University London, she has also developed an interest in intercultural communication, internationalisation of the curriculum and transnational studies. She is the associate director of Regent's University London Centre for Transnational Studies and general editor of *Border Crossing*, a transnational working papers series in higher education. Assia has been external examiner and adviser at undergraduate and postgraduate levels in British universities amongst them Goldsmith College, The Open University, Liverpool University, Bristol University, Leicester University and abroad including Macquarie University in Australia.



Stephan Breidbach

Stephan Breidbach is professor in EFL-pedagogy at the Humboldt-Universität zu Berlin. As a language teacher educator and as a former secondary school teacher of English he shares a passion for communicative and creative language teaching approaches. His main fields of interest in research are Content-and-Language-Integrated Learning and language teacher professional development. He regularly works with teachers and schools on curriculum change and the development of creative language classrooms.

Sophia Zenke

Sophia Zenke holds a BA degree from Humboldt-Universität zu Berlin in English and French. She is currently completing her Master's degree to become a teacher of English and French at secondary schools. During her time spent abroad (Lille and Perigueux), Sophia taught German as a foreign language. She also works part-time as assistant to the directorate at the Sprachenzentrum (Language Centre) at the Humboldt-Universität, and the Leibniz-Zentrum für Allgemeine Sprachwissenschaft, ZAS (Centre for Linguistics) in Berlin.

Nick Bilbrough

Nick Bilbrough is a regular speaker at conferences worldwide. He holds an MA in Drama in Education and is particularly interested in the role of drama and storytelling techniques in second language learning. He is the author of two resource books in the Cambridge Handbooks for Language Teachers series: *Dialogue Activities* (2007) and *Memory Activities for Language Learning* (2011), as well as *Stories Alive*, a free resource book of story based activities for young learners, published by British Council Palestine. He works in the training of teachers of Arabic at Sharek Centre and also for the registered charity he established, The Hands Up Project <https://handsupproject.org/> – teaching English through online storytelling and drama to disadvantaged children, mostly in Palestine.

Vicky Gough

Vicky Gough is Schools Advisor and lead for Modern Foreign Languages at the British Council. She has been working on a range of school partnership programme and international education programmes for more than 20 years and regularly speaks on International education and on languages in UK schools.



Tony Calderbank

Tony Calderbank taught Arabic as a foreign language in Cairo and at Salford and Manchester universities in the UK. He has also translated Arabic novels and short stories into English. He has spoken on Arabic language teaching, pedagogy and translation at conferences and gatherings in the UK and the Arab World. He has lived for many years in the Middle East and North Africa and is currently the director of the British Council office in Libya.

Sheryl Rogers

Sheryl Rogers is Senior Manager of Digital Professional Learning and Development and Pre-Service Teacher Training for TELLAL Institute in Dubai. Sheryl is responsible for the digital tools and environments used to deliver the TELLAL programs and uses her instructional design experience to develop online courses that compliment the range of face to face programs offered by TELLAL. Sheryl is currently studying for her Master's in technology and learning design, focusing on the use of high fidelity simulated environments for teacher training. She has been involved with the University of Central Florida for the last three years exploring the use of avatar based simulations for teacher professional learning and leadership development.

TELLAL now offer simulation training as a regular component of their training opportunities, designing bespoke scenarios with clients that allow for the development of specific strategies and skills required by teachers and school leaders. Sheryl is currently exploring the possibility of delivering simulation scenarios in Arabic to support Arabic teacher development in specific pedagogical strategies and language development. Sheryl has more than 25 years' experience teaching as a primary generalist and secondary Media and Film Studies and has Bachelor's degree in Education with a Diploma in teaching from her home country, New Zealand, Sheryl also holds a Diploma in TESOL and an advanced Diploma in HR practice from Cornell University.

Paula Santillán Grimm

Professor Paula Santillán Grimm earned her PhD in Arabic Linguistics at the University of Granada (Spain) in 2015. She also holds an MA in Teaching Arabic as a Foreign Language (2003) from the University of Michigan in the United States. Since 2001, she has taught Arabic in three continents both at universities and private institutions, such as the University of Michigan and Middlebury College (US); Al-Akhawayn University in Ifrane (Morocco); the University of Granada and IES Abroad (Spain). Prof. Santillán was the Arabic Language Center coordinator at Casa Arabe (Madrid) from 2008 through 2014.



In 2009 and 2012 she was a member of the organizing committee of the ARABELE Congress on TAFL, and in 2012 she co-organized the 5th International Congress on Moroccan Arabic. Since 2016 she collaborates as a freelance translator (Arabic/English into Spanish) at the United Nations in Geneva. Prof. Santillán currently teaches Arabic language and translation courses at the Translation and Interpreting Department at the Autonomous University of Barcelona, the Pompeu Fabra University and ESADE (Barcelona). Moreover, at the Autonomous University of Barcelona she coordinates the Master in Contemporary Arabic Studies, which is the first European MA program taught entirely in Arabic.

Linda Rush

Dr Linda Rush is the strategic lead of the Institute for Teacher Learning and Leadership for All (TELLAL) located in Dubai. TELLAL acts as a provider in its own right of accredited teacher and leadership training, a hub and incubator of ideas and nurturer of new ideas, and a host for a trans-continental network of World-Class educational organizations.

Linda has been a principal leader in a number of schools and universities, educational consultant and researcher. Currently, she is reflecting on partnership practices in the context of public and private educational organizations in more cosmopolitan and competitive contexts seeking to make the unconventional conventional.

Heba El Helbawi

Heba has been teaching Arabic language for twenty years. She has an MA in Teaching Arabic language and a post-graduate diploma in Teaching Arabic as a second language from SOAS University. Her first degree was in Arabic language and Islamic studies. She became a teacher trainer four years ago, working with school teachers at international schools in Qatar and other countries and is now senior teacher trainer and programmes coordinator at Sharek Centre London.

Wassim Wagdy

Wassim has over 20 years experience in teaching Arabic as a foreign language. He taught Arabic at SOAS Language Centre, the University of London, from 2000 until 2008. In 2003 he set up and directed the Diploma in Communicative Arabic at the Language Centre, SOAS, where Arabic was taught with emphasis on competencies and functions, both standard and colloquial. He taught English–Arabic translation on the Master's Degree program at the University of Westminster 2002-2008.



Wassim has worked for about 15 years as an examiner with the Institute of Linguists on the Diploma in Translation and the Diploma in Public Service Interpretation. He has wide experience in teaching Arabic at different levels to different learners including: professional translators; complete beginners; advanced students; spoken Arabic and Arabic for special purposes (medical and legal). Before joining Sharek, he worked as a full-time lecturer in Arabic at the University of Exeter (2015-2017). He has also worked as a translator for several United Nations agencies.

🔥 Abir Ahmed

Abir Ahmed is a Senior Lecturer in Arabic in the Westminster Professional Language Centre and a Senior Fellow of the Higher Education Academy (SFHEA). She currently teaches and co-ordinates the delivery of Arabic on the University of Westminster Open Language Programme. Abir has an MA in Bilingual Translation, PG Dip. in Social Science Research Methods, PG Dip. in Higher Education, B.Ed. in English Language and Linguistics, B.A. in English literature and CELTA qualification. Abir's research interests are educational technology and constructivist pedagogies, assessment and feedback, heritage learners and teacher professionalism.

🔥 Edoardo Barzaghi

Edoardo has a PhD in Societies, Civilisations and Cultures of Asia and Africa. He delivered lectures about Modern Arabic Literature at Sapienza University of Rome and has published translations of Yemeni authors. Before joining our team of teachers and teacher trainers, he taught Arabic at the School of Education and Lifelong Learning at the University of Aberystwyth and worked as a teacher trainer for the TESOL programme in the same University.

🔥 Isra'a Qaddorah

Isra'a holds a BA in education studies from London Metropolitan University, a Certificate in Teaching Arabic as a Foreign Language (CTAFL) from SOAS, University of London and an MA in Applied Linguistics from Birkbeck, University of London. She has published a research study with Professor JeanMarc Dewaele, 'Language choice in expressing anger among Arab-English Londoners'. *Russian Journal of Linguistics*, (2015). She delivers high quality teacher training and professional development sessions for Arabic teachers and lecturers in the Middle East and in the UK.



Reem Abdelhadi

Reem Abdelhadi is a language teacher and educator who grew up in Palestine and came to school in England as a teenager. She has a postgraduate diploma from LSE in Social Psychology and an MA from Leicester University in Mass Communication Theory. She has been in the role of a teacher and mentor since aged 16, teaching literacy classes to elderly women and English as a second language. Reem has been active in community education and teaching Arabic continuously for over 16 years to a range of pre-school, primary, secondary (including GCSE/A level), university and post graduate students. She employs a variety of methods and creates her own teaching resources.

Luma Hameed

Luma Hameed is a qualified Arabic and German language teacher and a Visiting Tutor at Goldsmiths, University of London with 17 years of experience in teaching across varied school sectors. She holds BEd. from the University of Baghdad, PGCE and MA in Education: Culture, Language and Identity from Goldsmiths, University of London. She has taken part in various projects to develop creative and innovative ways in teaching and learning languages and she is now training teachers on the Arabic Certificate Course at Goldsmiths. In addition, Luma works as a language consultant at Cambridge International Examination. She is co-author of the text book *Cambridge IGCSE Arabic as a First Language* (2017).

Fatima Khaled

Fatima Khaled graduated from Goldsmith University with a PGCE in Community language Arabic with 18 years of teaching experience in languages. She is the headteacher of a supplementary school that passionately teaches Arabic and has been awarded the British Academy Award and the European Language Award for striving to bring excellence in her school. Fatima is an Edexcel examiner and was also an OCR Arabic examiner. She teaches GCSE and A-level Arabic, and carries out teacher training for Arabic teachers to expand creativity in their teaching and student learning.

Heiner Schenke

Heiner is the Principal Lecturer and Director of PolyLang, the University of Westminster's Open Language Programme. PolyLang offers credit-bearing modules in eight languages to about 1300 undergraduate and postgraduate students and members of staff. Prior to joining the University of Westminster as a full-time member in 2001, he worked as a lecturer in German Language for various universities and colleges in London. He is the author of several German language course books and grammar books.

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John Murray Learning

John Murray Learning is a specialist educational imprint of John Murray Press, which has a heritage that dates back to 1768 with authors like Jane Austen and Charles Darwin. We are also home to some of the most acclaimed and admired language brands.



Our mission is to encourage and advance learning of the world's languages – popular and rare, modern and ancient. To this end, we are constantly adding new languages to our **Teach Yourself** series which now includes 65 languages, both modern and ancient. Our courses are written by language experts, are constantly updated, and include a modern inductive approach to learning. They can be used by learners studying on their own or with a tutor, and also in the classroom. Within the Teach Yourself range, our Get Started and Complete courses focus on teaching the four skills through functional contexts. We also publish a range of reference books.



Michel Thomas Method language courses are the result of 50 years of research and development by psycholinguist Michel Thomas. His method breaks down the language into building blocks which the learner slowly rebuilds. Michel Thomas courses are the ideal foundation for any language learner, allowing learners to focus on speaking and pronunciation from the start. They are superior for building confidence and motivating learners. We license our audio to universities and institutions around the world.

Across our series we publish Modern Standard Arabic as well as Gulf and Egyptian dialects (A1-C1). Levantine Arabic will publish in 2019.



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The Hands Up Project



The Hands Up Project is a UK based educational charity which teaches English to children in disadvantaged circumstances through online storytelling and drama activities. At present it works with around 500 children a week in Gaza, the West Bank and Zaatari refugee camp, Jordan. It draws on a pool of over 30 volunteer teachers/storytellers around the world and also connects children in these contexts with other children in classrooms in the UK, Russia, Spain, Pakistan and Finland.

We are currently running a 5 minute playwriting competition for children in Palestine, and the winners of this competition will be invited to London to perform their play live at the first Hands Up Project conference in March 2018.

