

Washington State University

College of Education

Ali Asiri

Will defend the dissertation on

Date: March 8, 2024

Time: 11:00 A.M.

Pullman Campus – Education Addition 202

Zoom available upon request to gradstudies@wsu.edu

Faculty, students and the general public are encouraged to attend

THEORY AND PRACTICE: EXPLORING AN EVIDENCE-BASED CALL TEACHER DEVELOPMENT FRAMEWORK

Chair: Joy Egbert

This comprehensive overview synthesizes findings from two studies that explored English language education and teacher preparation through evidence-based approaches. The first study addresses the challenge of effectively integrating up-to-date technology into language classrooms, mainly focusing on computer-assisted language learning (CALL) professional development (PD) for English language teachers in Saudi Arabia. This theory-to-practice paper reviews existing literature on teacher PD and CALL PD, culminating in the proposal of a CALL PD framework tailored to the Saudi context. This framework incorporates elements identified as effective in improving current and future CALL PD initiatives.

The second study explores the integration of educational escape rooms (EERs) as a novel strategy within teacher preparation programs. While EERs have proven effective in supporting learners across various disciplines, the study addresses the gap in research regarding their application in teacher preparation. The investigation incorporates four evidence-based theoretical elements (content authenticity, active learning, modeling effective instruction, and providing ongoing experiences) into the design of EERs for 45 pre-service teachers. The results highlight key themes in participant interactions during escape room experiences, shedding light on teamwork dynamics and communication. Moreover, participants reported enhanced learning experiences, emphasizing elements such as authenticity, active learning, 21st-century skills, modeling, challenge, and technology use. The findings suggest that designing learning experiences based on these elements can significantly benefit pre-service teachers, offering meaningful insights for teaching and future research directions.