



TEACHING - LEARNING OF
ENGLISH LANGUAGE:
**LOOKING
TOWARDS
THE
FUTURE**

39th SPELT

International Conference 2023

November 4 & 5, 2023



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Society of Pakistan English Language Teachers (SPELT)

39th SPELT International Conference 2023

November 4 – 5, 2023

Co-hosted

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Day 01

Saturday, November 4, 2023 (9.00 am-5.00 pm)

Registration: 8:00 to 8:50a.m

Time	Venue	Programme	
9:00 am to 9:40 am	Gymnasium	Inaugural Session Chief Guest Ms Rana Hussain, Caretaker Education Minister, Govt. of Sindh	
9:45 am to 10:30 am		Keynote Address <i>Classroom 2.0: Tools for Digital Learning that students love</i> Dr Tamrika Khvtisiashvili USA	
10:30 am to 11:00 am	Cafeteria	TEA BREAK	
11.10 am to 12.00 pm	#1 Gymnasium #2 Auditorium	Plenary-1 <i>Navigating the Future of TESOL with Artificial Intelligence</i> Dr. Nguyen Ngoc Vu, Vietnam	Plenary-2 <i>Self-Care For Teachers</i> Dr. Mike Medley, USA
12:10 pm to 1:00 pm	Classrooms	Parallel Sessions Papers/Workshops/Poster Sessions	
	Auditorium	Featured Session <i>Artificial Intelligence and the Future of Language Teaching</i> Rafiah Mudassir	
1:00 pm to 1:50 pm	Cafeteria	Lunch /Namaz Break	
2:00 pm to 3:30 pm	Classrooms	Parallel Sessions Papers/Workshops/Poster Sessions	
3:40 pm to 4:30 pm	Gymnasium	Panel Discussion Engaging Gen Z: Strategies for Teaching English to the Next Generation Panelists: Tamrika Khvtisiashvili(USA) , Nguyen Ngoc Vu(Vietnam) , Melanie Gobert (UAE), Fauzia Shamim(Pakistan), Farheen Hasan(Pakistan) Moderator: Lubna Mohyuddin	
4.30 pm to 5.00 pm	Gymnasium	GROUP PHOTOS	

Conference Highlights

Day 02
Sunday, November 5, 2023 (9.00 am-5.30 pm)

Registration: 8:00 to 8:50 am		
Time	Venue	Programme
9:00 am to 9:50 am	Gymnasium	Plenary -3 <i>The Time Is Out of Joint</i> Abbas Husain, Pakistan
10:00 am to 10:50 am	Classrooms	Parallel Sessions Papers/ Workshops/ Poster Sessions
11:00 am to 12:30 pm	Gymnasium	Featured Speaker <i>Importance of School-Parent Partnership</i> Sabina Khatri, Pakistan
	Classrooms	Parallel Sessions Papers/ Workshops/ Poster Sessions
12:30 pm to 1:20 pm	Lunch and Prayer break	
1:30 pm to 2:20 pm	Gymnasium	Featured Speaker <i>Educating the Minds- Mother Tongue Based Instruction</i> Dr Fatima Dar, Pakistan
1:30 pm to 2:20 pm	Classrooms	Parallel Sessions Papers/ Workshops/ Poster Sessions
2:30 pm to 3:15 pm	#4 Gymnasium Plenary-4	Plenary-4 <i>Negotiating the Linguistic Challenges of English as a Medium of Instruction</i>
	#5 Auditorium Plenary-5	
3:30 pm to 4:20 pm	Gymnasium	PANEL DISCUSSION <i>The Future of English Language Learning and Teaching</i> Panelists: Abbas Hussain (Pakistan), Fatima Rehan Dar (Pakistan), John R. Baker (Vietnam), Mike Meadley (USA), Sumera Umrani (Pakistan) Moderator: Bushra Ahmed Khurram
4:30 pm to 5:00 pm	Gymnasium	Teacher Stories
5:00 pm to 5:30 pm	Gymnasium	Announcement of 40th Anniversary Conference 2024 / Closure

FOREWORD

Dear Conference Delegates,

On behalf of the SPELT Conference Committee, I am honoured to welcome you to the 39th SPELT International Conference. The SPELT Conference has been a unique event in Pakistan for teachers, teacher educators, researchers, academics and material developers. SPELT is proud to resume its in person conference this year after presenting two successful virtual conferences worldwide in 2020 & 2021 respectively, and the hybrid version in 2022.

At this annual convention, we will closely examine the theme "**Teaching-Learning of English Language: Looking Towards the Future**". The 39th SPELT International Conference provides an opportunity for professionals in English Language teaching to exchange ideas, put forward proposals that would benefit this year's theme, and exchange views on global collaborations which impacts the teaching and learning of English language in future.

The conference this year focuses, in particular, on emerging trends in English Language Teaching globally. A major aim is to keep teachers abreast of contemporary advances and innovations in the field and facilitate them to explore emerging techniques and strategies to accomplish a favorable outcome for the learners in the 21st Century, especially in the digital world. Furthermore, the conference presentations also focus on the cognitive development of individual learners through integrating technology and innovative practices for teaching-learning of English in Pakistan.

SPELT is extremely pleased to have Dr. Tamrika Khvtisiashvilli, English Language Specialist from the USA as the keynote speakers this year. We are also delighted to have plenary speakers from Pakistan, Vietnam, UAE, & the USA.

In addition, the conference provides a unique opportunity to attend panel discussions with well-known academics in the field of ELT. The panel discussions will be moderated by Lubna Mohiyuddin and Dr. Bushra Ahmed Khurram on Day 1 and Day 2 respectively.

The SPELT conference this year also features dynamic Post Conference Institutes by our esteemed plenary speakers Dr. Micheal Medley and Dr John Baker. We are grateful to both PCI presenters for sharing their expertise with the SPELT community.

We would like to acknowledge the contribution of our valued sponsors and friends: Habib Public School, Oxford University Press, Spectrum VMLY&R, Getz Pharma, Geo News, The British Council, Happy Home School System, Habib Bank Limited, Habib Metro, The Bank of Punjab, Soneri Bank, TESOL and IATEFL. We are extremely grateful for their unwavering assistance and support.

My deepest gratitude and appreciation to all the presenters including the keynote and plenary speakers, abstract reviewers, SPELT Office staff, and our sponsors. Last, but not least, I would like to thank all the respected guests and participants. The 2023 SPELT Conference wouldn't have been a success without you!

Happy Conferencing!

Sonia Kazim

Chair Conference Professional Council

Conference Credits

Soniya Kazim

Chair, SPELT Conference Professional Council (CPC)

Dr. Maliha Ahmed

Associate Chair, National and International Coordination

Zehra Gheewala

Associate Chair, Academics

Conference Logistics and Onsite Management

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Haris Ali Shah Syed Sameer Jamil Muhammad Affan Tabassum Waliullah Ghouri
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President Member CEC

Teacher Stories

Prof Zakia Sarwar Lubna Mohyuddin

Session Facilitators

Prof. Zakia Sarwar	Dr. Fauzia Shamim	Dr. Fatima Dar
Dr. Nasreen Husain	Fatima Shahabuddin	Lubna Panjwani
Dr. Maliha Ahmed	Dr. Bushra A. Khurram	Mehmooda Asif
Zehra Gheewala	Lubna Mohyuddin	Ruxana Arshad

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Dr. Fauzia Shamim

Yameen Burney

Sadia Jamil



Advancing Excellence in English Language Teaching

Dear Colleagues in Pakistan:

On behalf of TESOL International Association, I am pleased to have the opportunity to welcome you to the 39th SPELT International Conference! TESOL and SPELT have a longstanding, mutually supportive relationship. Both organizations are committed to providing continuous professional development through conferences and other events.



The conference theme, “Teaching-Learning of English Language: Looking Towards the Future,” will lead to many rich and important conversations and continue SPELT’s tradition of connecting English language teaching professionals around the world.

Take full advantage of your opportunity as participants to gain knowledge, get to know new colleagues, and interact with distinguished speakers. I applaud you for continuing your professional development and wish you a very successful conference!

Sincerely,

A handwritten signature in black ink that reads "Shelley Taylor".

Shelley Taylor
TESOL President, 2023-2024



IATEFL

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Dear SPELT friends,

On behalf of IATEFL's Board of Trustees, its Head Office, and myself, I would like to congratulate you on another fantastic professional development event.

This conference promises to be an intellectual journey that not only explores the ever-evolving landscape of English language education but also provides an opportunity to get a glimpse of the possibilities and innovations that lie ahead.



In today's dynamic world, the English language plays a pivotal role in shaping our global communication and education. It serves as the cornerstone of international discourse, breaking down geographical and cultural barriers, and facilitating meaningful connections among people from diverse backgrounds.

This conference provides an opportunity for you to share ideas, perspectives, and best practices that will inform the future direction of English language teaching and our profession. We have an exciting future ahead of us, a future that is full of opportunities and challenges for both educators and learners.

I hope the conference will inspire you with its thought-provoking presentations, engaging discussions, and networking opportunities to embrace change, redefine the ways we teach and learn the English language, to explore innovative methodologies, foster collaboration, and pave the way for a brighter, more impactful future in English language education.

I would like to thank each and every one of you for your dedication to the teaching and learning of English and for being IATEFL's friends for more than 30 years.

Wishing you a successful conference!

Aleksandra Popovski Golubovikj, MA
IATEFL President

A handwritten signature in black ink, appearing to be the name Aleksandra Popovski Golubovikj, written in a cursive style.

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Keynote Speaker

Classroom 2.0: Tools for Digital Learning that students love

Tamrika Khvtisiashvili

English Language Specialist, U.S.A.

Date: November 4, 2023

Venue: Gymnasium

Time: 9:45 to 10:30 am

E-mail: tamrikak@gmail.com

This workshop will investigate general terminology associated with digital learning and encourage participants to consider how to evaluate and select best tech tools for the EFL classroom. We will explore several free and readily available digital tools teachers can use to support students, deliver content and create engaging activities in both face-to-face and online learning contexts.



Tamrika Khvtisiashvili is an English Language Specialist, who has taught, given numerous workshops and facilitated Professional Development for teachers in the United States, Russia, Estonia, Uzbekistan, Georgia, Azerbaijan, Germany, Tajikistan, India and Palestine. She taught as an Assistant Professor at the University of Utah in the United States and Alfaisal University in Saudi Arabia, teaching courses in Linguistics, Methodology and Anthropology, as well as directing the University Preparatory Program for women. She received her Ph.D. in Theoretical Linguistics and M.A. in TESOL from the University of Utah and University of Frankfurt, where she was a DoBES fellow and a recipient of NSF funding. Her research interests are language teacher education, linguistics, anthropology, and intercultural communication. Her dissertation research was on linguistic documentation and revitalization practices of indigenous and endangered languages of the Caucasus.

Plenary Speaker 1

Navigating the Future of TESOL with Artificial Intelligence

Dr. Nguyen Ngoc Vu

Associate Professor, Vice President Ho Chi Minh City University of Foreign Languages-Information, Technology, Chairman TESOL, **Vietnam**

Date: November 4, 2023

Venue: Gymnasium

Time: 11.10-12.00 pm

E-mail: vunn@huflit.edu.vn

This keynote address offers an investigation into the far-reaching consequences of artificial intelligence (AI) incorporation in the field of Teaching English to Speakers of Other Languages (TESOL). The presentation seeks to expound the transformative capacity of AI-driven technologies in the domain of language education, focusing on their potential to amplify pedagogical effectiveness. The discourse will begin with a review of AI applications in TESOL, providing a critical analysis of the challenges and opportunities associated with the implementation of such instruments. Additionally, the presentation will underscore the ethical considerations pertinent to AI adoption, tackling issues of privacy, security, and equitable access within language instruction. Incorporating empirical data derived from an experiment utilizing an AI-powered teaching platform, the presentation will further delineate the impact of AI-enabled digital content on language acquisition. Drawing upon trends documented up to 2023, the presenter will offer informed recommendations for technology investment, teacher professional development, and policy formulation in the context of TESOL and AI integration.

Keywords: Artificial intelligence, Educational technology, TESOL, Pedagogical effectiveness, Ethical considerations.



Assoc. Prof. Dr. Nguyen Ngoc Vu is currently Vice-President of Ho Chi Minh City University of Foreign Languages - Information Technology (HUFLIT), and Chairman of STESOL founded by Association of Vietnamese Universities and Colleges. With training experience from more than 25 countries, his main expertise is building digital transformation competency and providing consultation services to higher education institutions and businesses across Vietnam. He won Vietnam Technology Innovation Award in 2012 and got recognized as Vietnam Microsoft Innovative Educator (MIE) Master Trainer in 2014. His research interests include Computational Linguistics, Cognitive Linguistics, Computer Assisted Language Learning and ELT Methodology.

Plenary Speaker 2

Self-Care For Teachers

Dr. Mike Medley

Professor Emeritus at Eastern Mennonite University, US

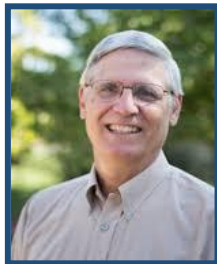
Date: November 4, 2023

Venue: Auditorium

Time: 11.10-12.00 pm

E-mail: rmmedley@gmail.com

Teachers are pressed on all sides—by administrators, educational bureaucracies, politicians, and disgruntled parents and students. In order to survive and thrive in this pressure cooker culture and maximize benefits to their students, teachers must be mentally and emotionally healthy. This interactive presentation will guide teachers through concepts and practices that will help them care for themselves so they remain mentally and emotionally healthy as they fulfill their callings in education. Students, families, and communities expect a lot from teachers--and often too much! Teachers also expect a lot from themselves. They have worked hard to master their subject matter knowledge and their teaching practices. This means that teachers are often their own harshest critics. However, in order to be healthy and effective teachers, they also need to learn to have compassion for themselves. Teachers who practice self-compassion will be more able to work more compassionately with their learners and impact their lives for the better.



Dr. Mike Medley: For 38 years as an ELT practitioner and teacher educator, Dr. Mike Medley has approached English teaching as a peace building endeavor. He has explored ways to bring peace to trauma-affected learners and the teachers who work with them, including about 25 publications and presentations related to trauma-affected language learners and teaching strategies for such learners. He published *Resilience: Bouncing Back Through English* (2016), a trauma-aware textbook for high intermediate and advanced learners of English. He has conducted training for English language teachers and done educational consulting in Kosovo, Mauritania, and Pakistan. Earlier in his career, he collaborated with Pakistani and British colleagues to co-author and edit *How to Teach English: A Survival Kit for Teachers of English at the Early Stages* (Lahore, 1994). In his tenure at Eastern Mennonite University, Medley directed and taught in the Intensive English Program and coordinated the minor in TESOL, offering TESOL courses at the undergraduate and graduate levels.

Plenary Speaker 3

The Time Is Out of Joint

Abbas Husain

Director, Teachers Development Centre

Date: November 5, 2023

Venue: Auditorium

Time: 9.00-9.50 am

E-mail: abbas.husain@gmail.com

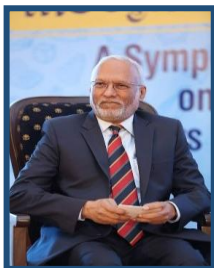
The main concern is to see the contours of the shape of things to come. Abbas Husain will address the issue of disconnection, a paradoxical reality in an age of connection that became glaringly obvious during the pandemic and its aftermath.

Pakistan society is seriously hurt by various disconnects. The disconnect of urban with rural, of industry with university, of parents with children, of technology and manual- mechanical labor, of the narrow range of school curriculum and life skills, the country and its education system are all a disturbing set of disconnects.

Thus, a coherent vision where everyone in society contributes to the learning and excellence of each child is needed if we are to have a Pakistan worth living in.

The plenary will offer four maps to help start our journey to tomorrow.

The title of course is from Shakespeare's Hamlet --- with thanks!



Abbas Husain is Director, Teachers' Development Centre Karachi. He has received his education and training from the Universities of Karachi, Manchester, Toronto, Pittsburgh, Louisville and Chicago. His vast reading and travel throughout Pakistan have given him a unique insight into the paradoxes and contradictions in the education system of Pakistan. He is one of the Founder Members of SPELT.

Plenary Speaker 4

Negotiating the Linguistic Challenges of English as a Medium of Instruction

Melanie Gobert

Past President of TESOL, Arabia Conference Co-chair, 2015 and 2019-2023, UAE

Date: November 5, 2023

Venue: Gymnasium

Time: 2.30-3.15 pm

E-mail: melanie.gobert@gmail.com

This talk focuses on the general linguistic challenges faced by students enrolled in English-medium institutions in the region. Despite the increasing enrollment of students in English-medium K-12 schools, both public and private, there is still a significant number of students who struggle with language at English-medium universities and colleges. This contributes to student attrition at individual institutions and grade inflation at many, but it also creates a societal failure to develop graduates who can contribute to building a knowledge society. Many of these students lack the critical thinking and reading skills necessary to develop 21st century skills for the workplace. This talk features a discussion of multi-lingual practices, and how these affect students' literacy skills, as well as some suggestions for what intensive English, content, and program teachers can do at English-medium institutions to help students overcome the linguistic challenges posed by English as a Medium of Instruction. This talk particularly highlights challenges in reading and writing, and the subsequent academic dishonesty that may occur as a result of these challenges. It concludes by offering some practical recommendations for overcoming these challenges that individual teachers can implement to help students become successful learners and graduates. Although the context is the Gulf Arab region, many of the tenets in the talk apply to all teaching contexts, especially for college level learners who are matriculating at English Medium colleges and universities and the challenges they face caused by technology and lack of preparedness.



Melanie Gobert is a past president of TESOL Arabia (2015) and was the conference co-chair in 2015 and from 2019-2023. She was the editor of *Perspectives*, an English-Language Teaching peer-reviewed journal from 2009-2014. She has been a judge for the Language Learner Literature Award (2015-2017) and chaired the Third World Congress on Extensive Reading held in Dubai in 2015. She was the recipient of an Emirates Foundation Grant entitled "Enhancing National Identity Through Indigenous Literature" in 2015. She has also edited two books on modern Emirati history, *From Rags to Riches: A Story of Abu Dhabi, Student Edition* (2011) and *Sand, Huts, and Salty Water: The First Teacher of Abu Dhabi* (2017), both published by Makarem

Press. She regularly presents and publishes about education in the region including "Taboo Topics in the ESL/EFL Classroom in the Gulf Region" (2015, Springer), "Transformation in English Language Education in the UAE" (2019, Springer), "Innovation in Reading in the United Arab Emirates" (2019, Palgrave Macmillan), "Conference Organization as a Path to Professional Development" (2020, Springer), and "The Development of a Large Scale Online Cross-listed Course to Teach Life and Study Skills" (2022, Springer). Her most recent publication is "Helping Arabic Learners Negotiate the Linguistic Challenges Posed by English as a Medium of Instruction" (Routledge, 2023). She also contributed two chapters on "Accommodations" and "Flash Cards, Realia, and Objects" to *The TESOL Encyclopedia of English Language Teaching* (2018, Wiley).

Plenary Speaker 5

Empowering Apprenticing Writing with Model Texts

Dr John Baker

Ton Duc Thang University, Vietnam

Date: November 5, 2023

Venue: Gymnasium

Time: 2.30-3.15 pm

E-mail: melanie.gobert@gmail.com

Model texts have long been generally accepted as an apprenticing writers' resource in that genre-specific reading facilitates students' writing, but why? And how can these texts be used to support apprenticing L2 writer's development? To address these questions, we will explore various types of texts, how to select them, and how to employ them in academic and creative writing, as instruction, self-access, and feedback instruments.



Dr. John R. Baker has worked with writing and self-access centers and taught writing, ESOL, ESP, EMI, literature, and teacher training courses in the U.S.A. and Asia (Korea, Taiwan, Thailand, and Vietnam). His research focuses on second language writing and reading, self-access and writing center administration, and research methods. In addition, he actively contributes to the field by regularly publishing, editing, and reviewing articles for multiple journals and collaborating with international and local book publishers.

<https://independent.academia.edu/JohnRBaker>

<https://orcid.org/0000-0003-3379-4751>, Drjohnrbaker@yahoo.com

FEATURED PRESENTERS

Artificial Intelligence and the Future of Language Teaching

Rafiah Mudassir

Founder of Noor Ul Huda Education, Pakistan

Date: November 4, 2023

Venue: Auditorium

Time: 11:10-12:00pm

E-mail: mdnoorulhudaedu@gmail.com

This session focuses on the transformative role of artificial intelligence (AI) in language teaching and its implications for English language teachers. It highlights the rapid advancement of AI technology and its potential to revolutionize the field of education, particularly in language instruction.

The abstract acknowledges the challenges faced by language teachers in catering to the diverse needs of students and recognizes AI as a powerful tool to address these challenges. It explores the various capabilities of AI in language learning, including personalized learning, adaptive

feedback, and language assessment. By utilizing AI technologies such as virtual assistants, chatbots, and language learning applications, teachers can enhance their instructional practices and provide tailored support to learners.

Ethical considerations surrounding the integration of AI in language teaching are also addressed. The abstract emphasizes the importance of maintaining a balance between technology and human interaction, highlighting the essential role of English language teachers as facilitators and guides. It recognizes the need for teacher guidance in leveraging AI effectively and responsibly in the classroom.

Professional development is highlighted as a crucial aspect for teachers to acquire the necessary skills and knowledge to harness the potential of AI tools. The abstract emphasizes the importance of collaboration and continuous learning in adapting to the evolving landscape of language teaching in the AI era.



Rafiah Mudassir is an experienced education professional, dedicated to improving educational leadership and teacher development across Pakistan. With a Master's degree in Educational Leadership from the UK, she has trained thousands of school leaders and has extensive experience as a teacher educator, mentor and student counselor. She is the founder of Noor ul Huda Education, and her focus is on capacity development of all stakeholders involved in education and policy development. (71 words)

Importance of School-Parent Partnership

Sabina Khatri Founder of Kiran Foundation

Date: November 4, 2023

Venue: Auditorium

Time: 11:10 to 12:00pm

E-mail: madiha.shaykh@kiranschool.com

Parents are an essential component of a child's educational journey, and their involvement in school can greatly impact their child's academic and personal success. The concept of "parents as partners" emphasizes the importance of building collaborative relationships between parents and educators, with the goal of creating a supportive and engaging learning environment. When parents are involved in their child's education, they can provide valuable insights into their child's strengths, challenges, and learning style. They can also offer support and encouragement at home, and help reinforce academic concepts and skills.

Additionally, parent involvement can promote positive communication between home and school, and help educators better understand the needs of their students and families. By working together with partners, parents and educators can create a sense of community and shared responsibility for student achievement, and ultimately, help ensure that all children receive the best possible education.

Sabina Khatri, the Founder of Kiran Foundation (KF), came to Lyari following one child's incident of abuse and domestic violence. This one incident became the start of a long journey, that evolved into the creation of KF, a non-profit organization. Over the last decade, she has immersed herself in the community serving hundreds of marginalized children and their families, with the aim of providing a safe and nurturing environment. She is a certified Nutritionist, Fitness Instructor, and a Counsellor. Her efforts have garnered her several national and international recognitions and awards including Sitara-e Imtiaz 2020, Pakista's highest civilian honor. She has recently been Awarded an Honorary Senior Teaching Fellowship by AKU-IED.

Educating the Minds - Mother Tongue Based Instruction

Dr. Fatima Rehan Dar

CEO, Managing Partner, OAK Consulting, Pakistan

Date: 5 November, 2023

Venue:

Time: 1.30-2.20 pm

E-mail: fatimadar@oakconsulting.edu.Com

Cognitive and intellectual development is dependent on various factors including medium of instruction. Research suggests that learning becomes meaningful if the medium of instruction is the mother tongue of a learner, especially in the early years. Nishanthi (2020) states that cognitive development as well as intellectual improvement is relatively faster in those who are fluent in their mother tongue. However, in Pakistan medium of instruction is a subject of continuous debate and the country still struggles with the stated dilemma despite the fact that English as a medium of instruction is not bringing the desired results in most educational institutions in the country. It is therefore imperative to develop critical awareness about the same and teach in a language that is comprehensible to students, especially in the early years. Mother tongue directly connects the learners to their immediate environment and makes learning more profound and emphatic. The talk will try to raise the need to solve the dilemma of medium of instruction and build the case for teaching in a language that a learner comprehends better. Moreover, it will highlight the importance of teaching the home language for the effective development of second and foreign languages as the linguistic structures of mother tongue give a natural boost and pave the way for methodical second and foreign language acquisitions.

***Dr Fatima Rehan Dar** works as CEO and Managing Partner, Oak Consulting. Oak Consulting is a consulting firm that offers services in areas of educational reforms, trainings and research. Dr Dar is a senior professional with 28 years of experience in language teacher education, curriculum development, professional training of teachers and research*

PARALLEL SESSIONS

Intercultural Citizenship through Mandarin

Presentation: Paper

Strand: Research(Research Interest Group)

Level: Advanced

Email: adeeba.ahmed1@gmail.com

The study examined the impact of Mandarin language learning on promoting intercultural citizenship (ICit) in Pakistani higher education institutions, in four dimensions of ICit and foreign language education. It focused on the experiences of Pakistani university students who have learned Mandarin as a foreign language following the multibillion-dollar China-Pakistan Economic Corridor (CPEC) trade agreement. Byram's intercultural citizenship framework was used to analyse the extent to which Mandarin learning has contributed to the development of the four dimensions of the framework; intercultural knowledge and understanding, communication skills, attitudes and values, and action. Qualitative data was collected through student focused group discussions. The findings indicate that students have gained some intercultural knowledge and developed communication skills. There has been a change in attitudes and acceptance of diverse values, but they have also encountered challenges related to dealing with cultural stereotypes and showed less intention and low knowledge of social action after learning Mandarin. The paper discusses that while Mandarin learning has the potential to promote intercultural citizenship, more critical exploration is needed to understand to what extent the intercultural dimensions are visible through foreign language education and why students are less aware and less inclined towards social responsibility and only seem to have short term goals of learning Mandarin. The study contributes to the literature on language education and intercultural citizenship and provides guidance for policymakers and educators on encouraging cultural understanding while introducing foreign language education practices in Pakistan.

Adeeba Ahmad is a third year post graduate researcher at University of Surrey's Institute of Education (SIoE). Her key interest lies in foreign language teaching and learning in higher education and intercultural citizenship in the light of growing internationalization of higher education. Adeeba enjoys traveling and is always looking for opportunities to explore new places and cuisines.

Engaging Young Learners through Storytelling

Presentation: Workshop

Strand: Early Childhood Education

Level: Elementary

Email: amnaghussain@gmail.com

Storytelling is the oldest and purest form of teaching. It is an important part of the early childhood learning program as it plays a vital part in a preschooler's overall development. Through stories, children are able to learn more about life, the world around them, and about themselves.

Storytelling can help your child get to know sounds, words and language, and develop early literacy skills.

The storytelling techniques are known to be one of the most effective teaching strategies.

Through this workshop, participants will be able to explore the innovative ways of story telling by using a variety of low cost teaching aids.

This session will motivate the participants to not only tell stories but also to create their own stories by using different props. Participants will be involved in creating different props for storytelling and will be asked to present their stories while using the resources they have developed.

***Amna Hussain** has an experience of over 20 years of working in various public and private sector organizations as an Early Childhood Education (ECE) expert. She has done her M.Ed and is currently enrolled for MPhil (Education). She has worked as an ECCE coordinator, B.Ed and ADE lecturer at the Notre Dame Institute of Education. She is working as an Early Childhood Care and Education (ECCE) Consultant with School Education and Literacy Department (SELD), UNICEF and Oxford University Press (OUP). Along with that she is also working as a Program Manager for ECCE. She is the author of "First Steps to Early Years Maths" (published by OUP) and "The Art Lab" (published by Stallion) and a co-author of the ECCE Provincial Curriculum 2018. Amna is currently working with the Happy Home School System as the Quality Enhancement Cell (QEC) coordinator for Pre-PrimarySection.*

EL Teacher of the AI World

Presentation: Workshop

Strand: Teacher Education and Development

Level: Intermediate

Email: adeeldurvesh@gmail.com

Post covid era is bringing in multiple transformational changes in the education, learning and development industry across the world. In the upcoming time, the role of a teacher may evolve to incorporate interactions with AI (Artificial Intelligence) and tools. ELT in the AI world must be skilled enough to effectively integrate AI powered platforms, virtual tutors, AI content curation, adaptive teaching, learning and assessment systems along with taking care of ethical considerations on the societal impact of AI technologies. The workshop will empower participants to design AI based personalized learning paths for students and co facilitators. Teaching online using AI assisted tools will bring in the flavor of English Language inclusion and diversity accents, dialects and variation. Learners will get a command on different forms of English followed globally.

Teachers in the AI world will guide students to use AI tools to solve complex problems, encouraging them to think critically, creatively and collaboratively. In the present AI -integrated educational landscape a teacher's role can be a dynamic blend of human expertise and AI assistance.

***Adeel Durvesh** is a Faculty, Facilitator Entrepreneurship, Corporate Trainer, Chairman & Co-founder of PACE the 1st Entrepreneurship College of Pakistan & PACE Institute of Skills Development. Running two more organizations PARHAOSABAQ & LEARNINGBITE as a CEO. Having an experience of funded projects by UNICEF, British Council, USAID, UKAID. Won a Best Presenter Award in Harvard Research Conference held in UAE in 2014.*

Creating Inclusive Spaces: Differentiated Instruction in action

Presentation: Workshop
Strand: Teacher Education and Development

Level: Elementary
Email: anumkheraj@gmail.com,
ailya.jaffery@gece.edu.pk

This workshop is designed to equip educators with the knowledge and strategies to foster an environment where every learner can thrive. The workshop will use interactive strategies to enable the participants develop the knowledge and skills to effectively incorporate Differentiated Instruction in their lesson plans in English and across subject areas. Participants will be facilitated to construct their understanding about how a teacher may differentiate the content, process and product of learning and teaching based on learners' interest, readiness, and learning profile.

By the end of the workshop, participants should be able to:

1. discuss the principles of Differentiated Instruction (DI) and its importance to address the diverse learning needs and abilities of their students.
2. explore strategies to integrate diverse approaches to teaching and learning process.
3. incorporate various DI strategies in the given lesson plan to cater diverse learning needs in an elementary classroom.

Anum Kheraj is a senior lecturer at GECE-Durbeen. Her passion to teach is rooted in her voluntary work for community engagement. She has over 12 years of teaching and leadership experience, both in professional and voluntary capacity. She has worked with Aga Khan Education Services, Pakistan, as a head Teacher previously, she also participated in research-related activities during this period. Anum teaches Child development, Assessment, and Classroom Management at the Government Elementary College of Education, Hussainabad.

Syeda Ailya Zehra has been associated with the education field for more than fourteen years. She has worked with well-reputed educational institutions of Karachi and is currently associated with Durbeen. During her career, she has served as an elementary teacher, academic coordinator, teacher educator, and practicum mentor. Ailya teaches Pakistan Studies and General Courses at the Government Elementary College of Education, Hussainabad.

From Passive to Active: Transforming Teaching with Interactive Engagement

Presentation: Workshop
Strand: Teacher Education and Development

Level: Intermediate - Advanced
Email: cchaudhrybeenish22@gmail.com

The aim of the workshop is to equip educators with practical strategies and techniques that shift their teaching approach from passive instruction to dynamic and interactive engagement. Thus enabling them to create more vibrant and participative learning environments and devise communicative language teaching activities for their classrooms. The objective shall be to enable participants to develop a concept of interactive teaching, and learn tips to promote interaction. Useful activities shall be shared by the presenter in this regard.

Participants will learn how to incorporate various interactive teaching methods, such as group discussions, hands-on activities, and technology integration. These will actively involve students

in the learning process, fostering deeper understanding, higher retention, and increased enthusiasm for the subject matter. By the end of the workshop, educators will be better prepared to confidently facilitate interactive learning experiences that promote active student participation, critical thinking, and collaborative problem-solving.

Beenish Ibrahim, a dedicated ELT professional, is an Assistant Professor at a Public College for Women, in Karachi. With over a decade's involvement in the U.S. Consulate Karachi's English Language Programs, she has led the English Works! Program and is an Executive Member of Evolution. A representative for Pakistan at Nebraska University's Teachers Symposium, she showcased her teacher training expertise and innovative teaching practices. She facilitated the "Teaching Grammar Communicatively", an e-course sponsored by RELO Pakistan of the U.S. Embassy, Islamabad. Holding an M.Phil. in Applied Linguistics, she boasts sixteen years of English teaching, including eight years at Karachi's top universities, besides excelling in teacher and corporate training for the last six years.

Reading: Making Inferences and Understanding Implicit Meaning

Presentation: Workshop
Strand: Teacher Education and Development

Level: Advanced
Email: bushra.pasha@gmail.com

Inference, also known as the act of deriving logical conclusions from premises known or assumed to be true is one of the most important thread necessary for successful comprehension. Much research has been done in the fields of cognitive psychology, neuroscience and linguistics to validate the understanding of the inferential process during reading. While the culture of reading is not very popular in the modern culture; learners find it challenging to read in between lines and infer the implicit meaning of text. This workshop will emphasize on the ideas about surface and deeper levels of reading, the need for reader's interpretations and reading between the lines. Also, this will help the ELT facilitators to plan how they could help learners improve deeper reading. E.g. reading a story and stopping at various points to reflect on inferences they are making.

Bushra Pasha: Born and raised in the multicultural metropolis of Karachi, Bushra Pasha has a vast experience of teaching experience from teaching young to adult learners. Apart from language learning and teaching, she also has a considerable experience of working as a writer, trainer and social worker.

Competitive English Language Tests

Presentation: Paper
Strand: Literature and Language teaching

Level: Intermediate, Advanced
Email: faisalnaseer@live.com ,
bushra.pasha@gmail.com

With English being one of the most spoken language in the world with approximately 4 million speakers around the globe, English language learning is becoming a dominant preference. Masses are travelling to English speaking countries in pursuit of better educational and working prospects. In this connection, appearing in competitive English Language Tests becomes the greatest challenge for the students and professionals. This workshop will help the participants in developing effective strategies to secure desired results in competitive English tests.

Faisal Naseer is a seasoned and certified ELT facilitator and assessment evaluator. Presently, he is the official IELTS partner of British Council, IDP and AEO Pakistan. Faisal is also representing international educational institutions across Europe.

Bushra Pasha is an ELT specialist and a writer. She has a vast experience of English Language Teaching across the country.

Youth-Centered Culturally Sustained Language Education

Presentation: Workshop
Strand: Teacher Education and Development

Level: Intermediate, Elementary
Email: farihakhaliil@live.com

While on one hand Pakistan stands 2nd in the global out-of-school children index (OOSC, UNICEF Pakistan, 2023), on the other hand, the engagement levels for those in school is also low. It would be ignorant to attempt to address these challenges without involving students and communities served. Culturally Sustaining Pedagogy (Paris & Alim, 2014) emphasizes on the importance of acknowledging and integrating the lived experiences and cultural expressions of youth into the educational process. Offering agency and voice to youth and engaging them in making pedagogical decisions can lead to increased engagement, creative expression, and a greater involvement leading to introspection and critical dialogue.

This workshop will help participants delve into the dynamic realm of youth culture-centric pedagogy. This session aims to equip educators with practical tools and insights to create inclusive and culturally sustaining learning environments for new age learners.

Session goals:

- To facilitate an understanding of the significance of respecting the values and knowledge that learners bring to the classroom.
- To explore strategies for centering learning around the lives, interests, and cultural practices of youth.
- To foster learning environments that engage students in introspection and reflection about their lived experiences and cultural practices.

*With a decade long teaching experience, Ms. **Fariha Khalil** currently serves Durbeen as a Senior-Lecturer, teaching TESOL Pedagogy courses at Government Elementary College of Education, Hussainabad. She recently graduated from the University of Washington, USA, with dual master's degrees in TESOL and Education (Language, Literacy, and Culture) on Fulbright scholarship.*

Formative Assessment: A Tool to Enhance Students' Potential

Presentation: Workshop
Strand: Teacher Education and Development

Level: All
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In the evolving field of education the significance of assessment, as a tool for teaching, cannot be stressed enough. It supports students' learning journey, promoting a growth mindset and encouraging progress. Teachers who employ formative assessment techniques are better equipped to cater to the needs of their students through personalized instruction and adaptable teaching methods. This workshop has been specifically designed to provide educators with an understanding of assessment encompassing its core principles, methodologies and best practices. Moreover, it aims to identify and address any barriers that may hinder the implementation of assessment. Through engaging activities and collaborative group work participants in this workshop will strengthen their knowledge of designing assessments, leveraging technology resources effectively and utilizing data-driven approaches to make informed instructional decisions.

Faiqa Baig is a seasoned educator with over 15 years of invaluable experience in the field of education. Throughout her journey, she has held leadership positions in different schools, including roles as a Coordinator, Team Lead, and Teacher Trainer. Her dedication to professional development is further exemplified by her role as a teacher trainer. Ms. Faiqa Baig is currently employed as a Team Lead at a reputable school located in Clifton, Karachi.

Teach Outside the Box

Presentation: Workshop
Strand: Teacher Education and Development

Level: Intermediate
Email: fahminaiqbal195@gmail.com

These days, innovation takes all manner of shape and form in the classroom. Modern tools and new thinking allow educators to transform learning in boundary-pushing ways.

There is an explosive growth in the volume of information available to learners. As a result, teachers have become saddled with the challenge of how to teach learners to make sense of the vast amount of information they find. Today's child lives in the INFO-OBESITY age. They need effective teachers to bring out the best.

A teacher who teaches with the above realization and mindset can achieve a far superior outcome than a teacher who teaches without it. According to Malcolm Forbes, "The purpose of education is to open closed minds."

It is time to GRAB students by their brains and step outside the box. The aim of this workshop is to make the teacher effective and motivated. Teaching outside the box will improve classroom management, discipline, motivation, explore strategies for engaging students and create the environment where students learn and teachers teach.

Fahmina Kamran has done Masters in English Literature and Applied Linguistics from Karachi University and TOT & MTC from TDC. She has been associated with the teaching field for over 30 years. She has worked at Teachers' Development Centre. She has presented at Agha Khan Principals' Conference and SPELT Conferences and conducted many workshops. She works in Little Folk's School as an Academic Coordinator and also as a freelance trainer at different platforms.

Task Based Teaching for Business English Classrooms

Presentation: Paper
Strand: Literature and Language teaching

Level: Intermediate
Email: fouziaali2001@gmail.com

The main purpose of this paper is to suggest ways in which potential business writers can learn methods for workplace effective communication by designing tasks for Business English courses. Moreover, the paper puts emphasis on simulation based approach in which students (adult learners) resolve issues collaboratively. Students will produce interdependent texts such as, business text messages, reports, emails, meetings, and telephonic conversations that are based and simulated by English language texts. In fact, this approach of teaching is in sharp contrast with exercise based approaches that are found in the text-books of Business English.

Fouzia Ali started her journey of teaching English from Defense Public school for Boys in 1997. Later on, she shifted to Karachi and restarted her services of teaching English by working in several institutions. She did her Masters in English Linguistics from Greenwich University in 2017 and recently completed her MP

English Language Teaching is a challenge in Pakistan! Or is it?

Presentation: Workshop
Strand: Second Language Teaching

Level: Intermediate
Email: najebsaqlain@hotmail.com

Teaching English as a second language is one of the most rewarding careers you could have. It's an opportunity to exercise your teaching skills, immerse yourself in an exciting culture, meet new people worldwide, and travel to countries you've never visited. As with any teaching job, teaching English as a second language is not without its challenges. There are several common challenges that an English Language Teacher (ELT) faces. Are these challenges different in Pakistan than in other countries? Are these challenges being recognized by Pakistani ELTs? What are the ways to meet them and come out as winners? This workshop revolves around how to come out of common challenges in a Pakistani ESL classroom. The learning-by-doing approach will be used to engage the participants in finding out the answers to these questions practically. Besides individual tasks, they will work in groups using simulation techniques.

Dr. Najeem us Saqlain is a Ph.D. in ESL and working at the Department of English Linguistics & Allied Studies, NED University of Engineering & Technology, Karachi. He returned to Pakistan from the Kingdom of Saudi Arabia in 2022, where the Ministry of Education-KSA requested his services. He worked for seven years at the Department of English, Majmaah University as an Assistant Professor and Head of the Academic Accreditation Unit. In his last twenty years of university teaching, he has been an inspiration for the students and teachers of numerous institutions. He has been a teacher trainer for USAID projects in Pakistan and also worked as an Academic Coordinator for English Works! Program (Sponsored by US Embassy Islamabad). Dr. Saqlain has been a corporate trainer and an active researcher for years. He has many national and international publications on his credit.

Dr. Rafiqul Islam is a Ph.D. in Education and working at the Department of Education, Government of Sindh, for the last 32 years. His specialization is teaching vocational subjects besides Teacher Education. He has been associated with Allama Iqbal Open University and Govt. College of Education as a resource person for Teacher Education. In his last thirty two years of teaching, he has been an inspiration for the students and teachers of numerous institutions. He has also been a teacher trainer for USAID projects in Pakistan. Dr. Rafiq has been a teacher trainer and an active researcher for years. He has several national and international publications on his credit.

Achieving Learning Outcomes within a Fun Learning Environment

Presentation: Workshop
Strand: Teacher Education and Development

Level: Intermediate
Email: rafiqulislamhyd@yahoo.com

All the things you surround yourself with — a great cup of coffee or an up-tempo Spotify playlist — play a part in how you work or learn. They are all tied to the environment you choose to best prime yourself for success. As an educator, the same thing applies in a school or a classroom. Your goal is to create a positive classroom and school environment that will set your learners up for success. This interactive workshop will focus on four strategies a successful teacher must possess. These methods will help achieve learning outcomes maintaining a fun learning environment in a secondary level classroom.

Dr. Rafiqul Islam is a Ph.D. in Education and working at the Department of Education, Government of Sindh for the last 32 years. His specialization is teaching vocational subjects besides Teacher Education. He has been associated with Allama Iqbal Open University and Govt. College of Education as a resource person for Teacher Education. In his last thirty two years of teaching, he has been an inspiration for the students and teachers of numerous institutions. He has also been a teacher trainer for USAID projects in Pakistan. Dr. Rafiq has been a teacher trainer and an active researcher for years. He has several national and international publications to his credit.

Dr. Najeeb us Saqlain is a Ph.D. in ESL and working at the Department of English Linguistics & Allied Studies, NED University of Engineering & Technology, Karachi. He returned to Pakistan from the Kingdom of Saudi Arabia in 2022, where the Ministry of Education-KSA requested his services. He worked for seven years at the Department of English, Majmaah University as an Assistant Professor and Head of the Academic Accreditation Unit. In his last twenty years of university teaching, He has been an inspiration for the students and teachers of numerous institutions. He has been a teacher trainer for USAID projects in Pakistan and also worked as an Academic Coordinator for English Works! Program (Sponsored by US Embassy Islamabad). Dr. Saqlain has been a corporate trainer and an active researcher for years. He has many national and international publications on his credit.

Assessing Reading Comprehension Macro Skills

Presentation: Demonstration
Strand: Assessment in ELT

Level: Intermediate-Advanced
Email: mfareeddar@yahoo.com,

A reader can benefit from all types of readings such as, reading for pleasure, social purposes, academic purposes and official purposes only if the reader comprehends the text. Reading is one of the four basic language skills, which has a key role in academic, professional and personal life. Reading comprehension also plays a significant role in language learning, therefore, reading skills should be focused on from early schooling. This session demonstrates how macro skills can be assessed in reading comprehension. The scope of the session also includes demonstration and discussion on macro skills of reading and selected reading comprehension strategies. The session will also demonstrate assessment tasks for interactive and extensive reading types, and sample comprehension question development will be a target.

Dr. Muhammad Fareed is an Associate Professor of English Language and Director of CMPP at NED University of Engineering & Technology. He has more than twenty-year teaching and research experience at the Postgraduate and undergraduate levels. Dr. Fareed has been a trainer for HEC Pakistan Faculty development programs and corporate trainings for professionals from various industries. He has been invited as a guest speaker at conferences, seminars, and symposia by international and national universities. Dr. Fareed has twenty-nine international and national research publications to his credit.

Altaf Hussain is a PhD Applied Linguistics |Scholar at NED University of Engineering & Technology

Embracing UDL Techniques to Empower Diversified Learners

Presentation: Demonstration
Strand: Teacher Education and Development

Level: Intermediate
Email: faiza.arh@gmail.com

In today's rapidly evolving educational landscape, the need to accommodate the diverse learning needs of students has become increasingly vital. Universal Design for Learning (UDL) is an educational framework that aims to provide a flexible approach to curriculum design, instruction, and assessment, ensuring equitable access to meet the needs of learners with differing levels of proficiency and learning styles including those at risk. (Bernacchio, & Mullen, 2007). The workshop will explore the three core principles of UDL: multiple means of representation, multiple means of action and expression, and multiple means of engagement. Participants will explore effective strategies and activities for implementing UDL in educational settings during this interactive workshop. We will delve into the key principles of UDL and discuss practical ways to offer options for presenting information, supporting student

expression, and engaging learners with the course content. Participants will gain practical insights and resources to create inclusive and engaging learning environments. Workshop highlights: The demonstration will discuss the practical implementation of UDL in classrooms, highlighting successful case studies and sharing evidence-based strategies. Conclusively, it will emphasize the benefits of fostering positive and inclusive learning among diverse learners with visible or invisible disabilities as suggested by scholars and research.

Faiza Anwar is an experienced English Language teacher, who is an eminent educational practitioner with experience in implementing effective approaches to teaching and learning in the classroom. She holds a Bachelor in Education and a Masters in Business Administration. She is an animal lover and likes to travel in her free time.

Artful Writing: Enhancing English Writing Skills Using Creativity

Presentation: Demonstration
Strand: Teacher Education and Development

Level: Intermediate
Email: gule.erum28@gmail.com

Teaching English as a second language presents numerous challenges, and a significant one is cultivating writing skills in learners. Integrating arts into creative writing lesson plans can address this challenge by sparking interest and motivation. Visual art, in particular, plays a pivotal role in nurturing creative writing abilities. Exposure to artistic visuals stimulates imagination and encourages unique perspectives, ultimately enhancing a writer's capacity to construct captivating narratives.

This workshop is designed to harness the power of art in advancing English language proficiency. This session concentrates on enriching vocabulary, descriptive and narrative writing aptitudes, while also fostering participants' creative and expressive capabilities in their compositions. Furthermore, the workshop introduces innovative digital tools that can effectively enhance language learning experiences within the classroom environment.

Through interactive strategies and hands-on learning, attendees will uncover how the synergy between art and language can propel their writing proficiency to unprecedented levels. This workshop aims to equip educators with strategies to conquer the challenge of cultivating writing skills by leveraging the creative potential of art.

Gul-e-Erum, Principal of Greenshield Public School, has 20+ years' experience in education. She holds an MA in English Literature from KU, MA in Education from Hamdard University, and an Advanced Diploma in Educational Leadership from Aga Khan University. She also completed teacher training at the University of South Carolina and a course on 'Creating Educational Leaders for Underserved Areas in Pakistan', by the US Department of State and Evolution.

Gamification in ESL Classrooms

Presentation: Workshop
Strand: Teacher Education and Development

Level: Advanced
Email: mariyam.asif@jinnah.edu

Gamification is a modern trend leading towards innovative pedagogies in education. It is significant to develop communicative competence in ESL classrooms. Various games are used in lessons to develop language proficiency. This workshop provides exposure to the application of gamification in an ESL classroom. There are practical tools to engage learners using online tools

such as 'Padlet', 'Kahoot' and 'Mentimeter'. Hence, teachers can design games using these online tools and enhance learners' motivation and engagement.

Hafiza Marium Asif is a passionate teacher with a decade of teaching experience and various teaching qualifications to her credit. She holds an MS Applied Linguistics degree from NED University of Engineering and Technology. She has earned her masters' degree in English Linguistics and Literature from the University of Karachi and B.Ed. from DIHE. Alongside her association with Mohammad Ali Jinnah University, she has also successfully trained teachers and leaders as British Council Core Skill Trainer in Sindh and Baluchistan. Her research interests are Gamification in an ESL Classroom, Language Identity and South Asian Literature.

Exploring the Impact of English Language Proficiency on Academic Performance

Presentation: Paper
Strand: Research

Level: Advanced
Email: hafsagoraya@gmail.com

A language speaker with the ability to apply the rules and components of a language in real life contexts and to complete language tasks is considered to be a proficient speaker of any language. Using descriptive design, qualitative approach, this research explores the English language proficiency and its impact on academic performance of the students enrolled in BS programme in a public university of Pakistan. Data was collected through one-on-one interviews involving in-depth and private conversations between the participants and the researcher. Thematic data analysis revealed that English language proficiency (ELP) has a significant impact on academic performance of undergraduate students. Strong ELP encompassing great speaking, writing, comprehension and communication skills can enhance their academic performance. Students with higher ELP levels tend to demonstrate and handle their course work with creativity and innovation, developed critical thinking and effective communication whereas students with low ELP feel frustrated, anxious and are always in self doubt when it comes to their academic performance. In this presentation, I will talk about my research aim as well as methodology and share the key findings along with the recommendations, so that the ELT practitioners can design such planners and curriculum that would engage students to improve ELP in order to ensure enhanced academic outcomes.

Hafsa Goraya is a final year student of English Linguistics at the English Department of University of Karachi. She has recently completed her Bachelors Hons in English Literature and serves as an active working body in Karachi University Debating Society.

Embrace Creativity: Unleash Your Creative Potential

Presentation: Workshop
Strand: Teacher Education and Development

Level: Intermediate
Email: humaira_lakho@hotmail.com

This is an interactive workshop designed to inspire participants to tap into their innate creativity and overcome barriers that hinder their imaginative expression. In this 50-minute session, participants will embark on a journey of self-discovery, exploring the boundless possibilities of their creative minds. The workshop begins by defining creativity and debunking common myths that limit creative thinking to select individuals. Through introspective

exercises, participants identify personal creative blocks and share their experiences within a supportive group setting. Nurturing creativity becomes the focal point as mindfulness practices help participants develop focused awareness, while encouraging curiosity cultivates a sense of wonder that fuels creativity. The transformative power of embracing failure as a stepping stone to growth is emphasized for building resilience and self-assurance in the face of creative challenges. Participants will leave the workshop with newfound confidence in their creative abilities and a refreshed perspective on how to channel creativity to enhance personal and professional growth.

***Humaira Lakho** is a seasoned and accomplished individual with an impressive 22-year track record in the educational field, serving in various capacities within different organizations. As the esteemed director and founder of Ed Passion, her dedication to education is evident. Holding certifications as a trainer from Teach and BTEC from TDC MTC 20 TDC, she has honed her expertise through specialized courses in curriculum development, Montessori directorship, and the attainment of a B.Ed. degree.*

Minds and Machines Unite: Shaping the Next Intelligence Era

Presentation: Workshop

Strand: Teacher Education and Development

Level: Intermediate

Email: humaira_lakho@hotmail.com

In an era where artificial intelligence (AI) is rapidly advancing, this workshop offers an immersive exploration into the future landscape of human-AI collaboration and the enhancement of human intelligence. Over the course of 50 minutes, participants will delve into the profound interplay between human creativity, emotional depth, and the computational prowess of AI.

The workshop will delve into the evolution of AI, from its current state as a tool for productivity enhancement to the potential of Artificial General Intelligence (AGI). It will also scrutinize the ethical dimensions of AI development, addressing biases and fostering responsible practices. The workshop delves into the transformative potential of AI-augmented human intelligence, discussing neural interfaces and cognitive enhancement techniques.

Participants will engage in interactive discussions, scenario analysis, and group activities that encourage critical thinking about the ethical, societal, and economic implications of AI advancement. The session will also explore the future of work, emphasizing the importance of adaptable skills and a harmonious human-AI partnership.

‘Minds and Machines Unite’ is an opportunity to envision a future where AI elevates human capacities, challenges traditional boundaries, and ultimately contributes to a holistic intelligence ecosystem. Join us in this thought-provoking journey as we anticipate the dynamic fusion of human ingenuity and AI’s computational might.

***Humaira Lakho**, with 22 years of extensive experience, is a certified digital and professional trainer from Teach and Seek and SBTE. She holds a B.Ed. degree and is also an accomplished English language instructor. She further holds a certification as MTC 20 from Teacher Development Centre, as well as certifications in curriculum development from SBTE and 21st-century skill teacher training from The Right Vision Academy (UK). She serves as the Director of EDPassion Educational Consultant and Educate All Academy. Her expertise also extends to being a certified Montessori Directress.*

Nurturing Young Minds through Stories

Presentation: Workshop
Strand: Early Childhood Education

Level: Elementary
Email: imrana.zuhair@habibschoools.edu.pk

This engaging and interactive storytelling workshop is designed exclusively for Early Childhood Development-ECD educators and caregivers. This workshop aims to empower participants with the skills and techniques to become effective storytellers for young children aged 0 to 8 years old.

The participants will explore the magical world of storytelling and discover how it contributes to children's cognitive, emotional, and linguistic development. Through hands-on activities, discussions, and demonstrations, attendees will learn to create fascinating narratives using age-appropriate language and themes that surround young minds. They will explore the art of using expressive gestures, playful voices, and visual aids to bring stories to life, fostering children's imagination and engagement.

The workshop will skim over the history and philosophy behind storytelling, highlighting its impact on vocabulary acquisition, values building, and fostering a love for reading. Practical tips for selecting suitable and appropriate stories according to the age level, diverse cultures and audiences will be shared. Participants will leave the workshop equipped with the techniques for telling stories that can be effortlessly integrated into their ECD curriculum. Let's embark on a journey of creativity through exploring the profound impact of storytelling on ECD. Release the power of stories and watch young minds flourish!

Imrana Zuhair Siddiqi is an Early Childhood Educator for 35 years. She is M.Sc Home Economics – ECD, with National and International professional experience.

Sadia Iqbal Sheikh has been an Educationist for 24 years. She has an M.Phil in Education and is a certified Cambridge Educator. She teaches ECD in Greenwich University as visiting faculty.

Correlating ESL Learners' Digital Literacy with Mobile-Assisted Language Learning

Presentation: Paper
Strand: Research

Level: Intermediate
Email: saeedajaveriajamal@gmail.com

Mobile-Assisted Language Learning (MALL) has become a topic of interest among tertiary students and teachers. However, the efficient use of mobile-assisted language learning is affected by digital literacy. The basic objective of the present study is to investigate the relationship between ESL learners' digital literacy with their attitude towards MALL. The study under the quantitative paradigm used correlational research design to gather data using questionnaires. The sample of the study consisted of 100 undergraduate students from one public sector university based in Karachi, Pakistan. The data was collected using questionnaires and analysis was carried out using descriptive and inferential statistics. The demographic data obtained from questionnaires showed that 99% of participants own and use different technological mobile devices e.g., Mobile (smart phones), laptops, tablets, personal digital assistants, electronic dictionaries and desktop computers. Smart phones are the most owned and used mobile device

by the undergraduate ESL learners of the current study. The inferential analysis of the data showed a significant, positive, moderate relationship between undergraduate ESL learners' digital literacy and their attitude towards mobile assisted language learning.

Javeria Jamal is an English language instructor at NIPARS (National Institute of Physical Therapy and Rehabilitation Sciences). She has worked with different Public and private sector universities in Karachi namely University of Karachi, Sir Syed University of Engineering & Technology and Sindh Madressatul Islam University.

English Language Activities for Developing Public Speaking Skills

Presentation: Workshop
Strand: Language Teaching

Level: Intermediate
Email: kamranelp@gmail.com

Wherever we go public speaking skills are extremely important. In English Language classes we have plenty of activities which are directly linked with public speaking skills. In this workshop more than 10 activities will be done which can be applied in English classes. As per research confidence is the key to successful public speaking. In this workshop participants will be guided on how to build confidence and break hesitation among students. Our focus will be on participants' weak areas of public speaking skills. By attending this session they will be able to apply these skills in their future as well. During the session we will engage in English Language activities which focus on speaking skills. Words have power. How to use words in front of an audience will be shared. We will also cover how to give presentations, build confidence, share the secrets of a distinguished public speaker and practice communication skills.

Kamran Ahmed is an English Language Expert, Public Speaker, Member of Toastmasters International, member of SPELT, CEO of KELP Institute, Co-Founder of KEPHS Educational Society, Founder of KELP Public Speaking Club, Social worker, Member of Linkers, Founder of Bookish Club, English Language Coach.

The Dimensions of Teacher Leadership

Presentation: Paper
Strand: Research

Level: Intermediate
Email: kashfialatafat@gmail.com

Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities. They are able to improve teaching and learning practices with the aim of increased student learning and achievement. Purpose of this study was to discover how teachers define this term and then compare those findings to the seven dimensions of the teacher leader model standards and its impact on teaching and learning activities. The descriptive survey design was used to collect data from teachers, purposive sampling technique was used where the sampling size was a total 20 teachers. Questionnaires were used to collect relevant information and data from teachers. In this study it is clearly visible that teachers understanding about this term is not as required. The findings of this study provide additional information to policy makers and teacher educators regarding the importance of developing leadership capacity among teachers. It also displayed that there are many ways to empower teachers to emerge as leaders without formalizing it through a specific appointed role.

Kashfia Latifat has been working in the field of education for eighteen years. She has been associated with different prestigious organizations, where she had served as Lecturer and Lead Teacher for mathematics. She is working as a Teacher Researcher and her work has been published on many international and national platforms.

Ladder of Abstraction for Paragraph Writing

Presentation: Workshop
Strand: Second Language Teaching

Level: Intermediate
Email: kishwernazli00@gmail.com

Writing skill is a 'multiplex' activity, and truly considered the central pillar of Language Learning. With dramatic changes in the context of global communication, mastering writing skill is significant because of its dire need in all professions especially if one desires to be seen as a "hot commodity". However, Teaching and Learning Writing Skills is challenging as it requires the stimulation of cognitive process, organization of scattered ideas, and cultivation of the ability to analyze, criticize and summarize those ideas simultaneously. Besides that, writing promotes creativity, imagination and broader understanding. It is, therefore, a crucial responsibility of teachers to develop students' horizons, facilitate them to create cohesive and coherent writings and extrapolate the concept of general and specific ideas. There are various techniques for teaching writing skills used by Language Teachers. A concrete technique 'Ladder of Abstraction', coined by semanticist S.I Hayakawa will be explored for Effective Paragraph Writing. The presentation will be helpful for teachers of the primary and secondary levels. Learn in this session:

- a. The concept of 'Ladder of Abstraction'
- b. Differentiation between general and specific ideas
- c. Application of the Concept of 'Ladder of Abstraction' for writing a unified, cohesive and coherent paragraph.

Kishwer Nazli has an MS in Applied Linguistics from NEDUET. Currently, she is working with IOBM as a Senior Lecturer in the Communication and Languages department. She has an extensive work history of more than 14 years as an English Lecturer. Also, she teaches online Business Communication, Functional English to Non Englishers like German, Japanese and Arabian Students.

Teaching-Learning of English Language: Looking Towards the Future

Presentation: Poster Session
Strand: Teacher Education and Development

Level: Elementary
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The process of learning the English language is explored in this abstract. It probably includes a wide range of topics, including educational methods, difficulties encountered by learners, methods for efficient language learning, and the significance of cultural context. Discussing cutting-edge techniques, incorporating technology, and growing language-improvement methods are central to the future of English language teaching and learning. This may also highlight the value of remaining up-to-date and adaptable and how instructors and students can adjust to shifting linguistic and cultural contexts. In the majority of environments around the world, multilingualism is the norm. Today's multilingual world results from exploration, colonization, migration, and globalization, among other factors. English is frequently one of the

languages used in multilingual settings when people conduct daily conversations using their full. So, to prepare learners English proficiency is considered to be a valuable asset for the future.

***Khadija Kiran** took toward becoming a teacher was unusual and unanticipated. She clearly had a desire to work with children. Where her heart truly found satisfaction was in teaching. She is an effective teacher because she possesses a wide range of skills and qualities. She believes in treating everyone with respect, setting an example, showing genuine concern for each student in her class, being flexible, using effective teaching methods, managing the classroom well, and, most importantly, getting involved with and understanding her pupils.*

***Syeda Anabia Roomi** choose to be a teacher as being it was her area of interest and always had time with kids even when she was student after graduation she decided to be a teacher and still doing that she is a very effective teacher as she focus on knowledge and concepts with more learning ideas.*

Cultural Adaptations for Successful ELT Overseas

Presentation: Workshop
Strand: Teacher Education and Development

Level: Advanced
Email: m.manasreh@qu.edu.qa

Teaching English has become an international career that attracts thousands of teachers to travel to a variety of contexts around the world. The pedagogical experience of these teachers is shaped by the cultural values of a certain context. How can recognizing the local culture and adapting to its values enable expatriate teachers to operate more effectively? What adaptations are generally believed to be more helpful in settling down and more impactful on teaching effectiveness? What considerations should they bear in mind when teaching overseas and what difficulties do they expect to face? The session will interactively present practical and authentic tips based on the results of a research project with 10 teachers from different nationalities to explore how they have managed to live and teach successfully overseas.

***Mohammad Mnasreh** has a PhD in Applied Linguistics from the University of Warwick. He has more than 20 years of teaching and training experience and more than 13 years of TESOL management in institutions inside and outside Qatar. Manasreh has several publications and conference presentations.*

Phonological Awareness

Presentation: Workshop
Strand: Early Childhood Education

Level: Advanced
Email: mehreen.masood1@yahoo.com

Discover the power of Phonological Awareness through our interactive workshop. Designed for educators and parents, this session offers a dynamic exploration of techniques to enhance early literacy. Engage in lively warm-up activities that set the tone for an enlightening learning experience. Delve into the core components of phonological awareness, supported by engaging activities and informative videos. Learn how to seamlessly integrate these strategies into your teaching approach, fostering a deeper understanding of phonetics while having fun.

Explore the renowned "Jolly Phonics" methodology, supplemented by enlightening videos showcasing its successful implementation. Gain practical insights into teaching letter sounds, blending, and more, all while making learning enjoyable for young learners.

Our workshop goes beyond the basics by demystifying digraphs and trigraphs—essential linguistic elements that can pose challenges. Through clear explanations and illustrative videos, master the art of instructing these components effectively.

Join us for an enriching Phonological Awareness Workshop, where theory and practice converge. Equip yourself with knowledge and actionable strategies to build strong literacy foundations in the children you support. Embark on this exciting journey toward phonetic mastery and enhanced teaching.

***Mehreen Masood**, an accomplished educator with 30+ years' experience, excels as Aga Khan School Principal, IQRA University tutor. Proficient in US Aid Programs, she's a Pakistan-US Alumni network member, conference host, and Japan's Jenyses program supervisor. Her leadership shines in roles at Hamdard Public School, Happy Palace, and ETNS. **Shafaq Azhar**, a dedicated educator with 20 years of experience in renowned institutions like Habib Girls, Hamdard Public School, and ETNS. Committed to nurturing young minds and fostering a love for learning.*

Innovative Strategies for Fostering Language Proficiency

Presentation: Workshop
Strand: Early Childhood Education

Level: Advanced
Email: mfhanfi@gmail.com

In the dynamic landscape of education, where language proficiency is a key determinant of success, teachers of Pre-Primary, Primary, and Secondary classes face the challenge of imparting English language skills effectively. This workshop, designed for an international audience, aims to equip educators with pioneering strategies to create immersive language learning experiences. The workshop focuses on engaging pedagogical approaches that harness the power of interaction, technology, and creativity to foster language proficiency among students.

Workshop attendees will explore a diverse range of topics, including interactive storytelling techniques that captivate young minds while enhancing vocabulary and comprehension. Participants will delve into the world of gamification in language learning, discovering how games and interactive methods can make the learning process enjoyable and effective. The integration of multimedia resources, such as videos and audio clips, will be explored to enhance listening, speaking, and overall language skills.

Some of the activities are as follows:

- Interactive Storytelling Circle
- Multimedia Vocabulary Builder
- Creating Interactive Quizzes
- Project-Based Learning Simulation
- Cultural Exchange Role-Play

***Muhammad Farid Hanfi** has been working in the education sector for the last twenty five years. He has served as an English Language Consultant, Academic Consultant, Master Trainer and Sub Editor for various government and nongovernment organizations. To date, Mr. Farid has developed several books for ECE and Primary Education and has conducted hundreds of workshops and trained more than 30,000 teachers across Pakistan. He has also been associated with Society of International Education, iEARN Pakistan, SPELT and U.S. Consulate Karachi since 2010.*

Exploring User Perspectives on ChatGPT

Presentation: Paper
Strand: Research

Level: Advanced
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asimkhan@neduet.edu.pk

This study explores Pakistani English content writers' perspectives on using ChatGPT, a large-scale language model developed by Open AI. The aim of this study is to investigate the potential applications, perceptions, and implications of ChatGPT for Pakistani English content writers. Survey research methodology was used, and data were collected from 100 Pakistani English content writers. Data was analyzed through descriptive statistics. The results of the study indicate that ChatGPT has the potential to assist Pakistani English content writers in generating high-quality content, improving their productivity, and enhancing their creativity. However, concerns were raised about the potential impact of ChatGPT on job security and the need for ethical implementation and support in its use. The implications of this study are significant, as it provides insights into the potential benefits and challenges of using ChatGPT in the Pakistani context and highlights the need for further research in this area.

***Muhammad Asim Khan (Dr)** is an experienced professional in teaching English as a second/foreign language and conducting research in linguistics and applied linguistics. He is an Assistant Professor at NED University's Department of English Linguistics and Allied Studies and holds a Ph.D. in Applied Linguistics from the same institution.*

***Mansoor Ahmed Khan**, an MSAL scholar from NED University's Department of English Linguistics and Allied Studies, is passionate about applied research, technology, education, and different forms of writing. With a career in the IT industry since 2014, he currently works as the Sr. Content Marketing Manager at Digital Ocean (NYSE: DOCN), a renowned US-based public company.*

The Significance of 'Free Writing' in Education

Presentation: Paper

Strand: Literature and Language Teaching / Learning

Level: Elementary/Intermediate

Email: umairrazzak10@gmail.com

The way we learn is changing, and we need new and creative methods to help students learn better. This workshop looks at something called 'Free Writing' and how it can help students from Grade 5 and above. 'Free Writing' is when you write without worrying too much about rules. It helps students feel more confident, come up with quick ideas, and even start to really enjoy writing.

The goal of this workshop is to show how important 'Free Writing' is for helping students become good and spontaneous writers and making them 'like' writing. We'll look at the ideas of Dr. Peter Elbow and see how his thoughts can help us understand 'Free Writing' better. 'Free Writing' allows students to write whatever they want. This helps them feel better about writing, and I as the Presenter of this workshop will demonstrate and do some hands-on activities to watch what happens in a real classroom.

The Workshop will be proceeded as follows;

1. Introduction
2. Icebreaker Activity
3. What is Free Writing?
4. Benefits of Free Writing
5. Trying Free Writing (hands-on activity)
6. Sharing and Discussion

***Muhammad Umair** is an English Teacher at the Kiran Foundation Lyari. He has done his BS degree in English Literature from Benazir Bhutto Shaheed University Lyari. He has worked with many schools as English Instructors and also does Teacher Training in the vicinity of Lyari. He has also done his Master Teachers Course from Teacher's Development Centre recently. Umair has authored a book titled 'Lyari On The Rise' published and launched in 2018.*

Using Digital Gamified Tools for Assessing English Language

Presentation: Workshop
Strand: Assessment in ELT

Level: Advanced - Intermediate
Email: mhassan.abbasi@outlook.com

Teaching the English Language has evolved in the digital technological world today. English Language Teachers are now using different digital tools that engage students in large classrooms. Hence language teaching-learning relies on gamified tools. Quizizz and Kahoot have been widely used in language classrooms already.

This workshop will introduce learners to a new digital assessment tool called Educaplay. This can be utilized in the large English language classrooms for active learning. Educaplay is a digital tool, which can be used for ice-breaker, warm-up, engagement, and assessment. The workshop will specifically first introduce the learners to the needs and purpose for using gamified tools. Next the participants will be introduced to the Educaplay tool and its different features. They will also be given hands-on demonstrations for using the digital tool in their online or physical classes. Next, the participants will be engaged in assessment of one language item through this tool. At last, the participants will share their feedback and how they would like to use this tool within their English Classrooms.

Muhammad Hassan Abbasi is a Lecturer at Dawood University of Engineering and Technology Karachi. He has been teaching for six years. His areas of expertise include TESOL, Online Teaching, Gamified Tools and Language Assessment. He has been an active researcher and presenter and delivered his workshops in international and national conferences.

Macro and Micro Skills of ESL / EFL

Presentation: Workshop
Strand: Second Language Teaching

Level: Intermediate
Email: naema.essak@gmail.com

Second Language Teaching encompasses various macro and micro skills in ESL (English as a Second Language) or EFL (English as a Foreign Language) instruction. It aims to provide a concise description of the key components involved in second language teaching. Macro skills refer to the broad domains of language acquisition, including listening, speaking, reading, and writing. These skills involve the comprehension and production of language at the macro level. Micro skills, on the other hand, pertain to the specific sub-skills within each macro skill, such as phonetics, grammar, vocabulary, and discourse. Effective second language teaching involves a balanced approach that integrates both macro and micro skills to foster communicative competence and linguistic proficiency. This paper will explore the significance of macro and micro skills in ESL/EFL teaching, emphasizing their interconnectedness and the importance of addressing them holistically in language instruction.

Naeema Abrar, a Dubai-based English Language teacher, an educationist with 25 years of experience, a certified teacher-trainer, Director of Learnologist, Leading to Gateways.

پڑھنا اور لکھنا سکھائیے - جدید اور منفرد انداز سے

اردو تدریس میں آج کے طلبہ کو پڑھنے پر آمادہ کرنا اور تخلیقی اور تحریری عمل کی طرف رغبت دلانا اکثر اساتذہ کے لئے خاصا دشوار ہے۔ اس کی بڑی وجہ تدریسی طریقہ کار ہے۔ روایتی اور غیر دلچسپ طریقوں کو کس طرح کارآمد اور فعال تدریس و آموزش سے تبدیل کیا جا سکتا ہے؟ ورکشاپ کا مقصد اساتذہ کی توجہ بیان کردہ پہلو پر مبذول کرواتے ہوئے چند اہم مثالی سرگرمیوں کا اطلاق ہے تاکہ اساتذہ Interactive اس پڑھائی اور تخلیقی تحریر میں حائل دشواریوں کی نشاندہی، ان کا حل پیش کرتے ہوئے فعال تدریسی طریقوں کے عملی اطلاق سے تدریس و آموزش دلچسپ اور کارآمد بنا سکیں۔

- پہلا حصہ پڑھنا اور اس کی ذیلی مہارتوں کے فروغ پر مبنی ہو گا جس میں بلومز ٹکسانومی کے درجات کا تقبیمی عمل میں کے ساتھ شراکتی پڑھائی کے بامقصد استعمال پر تین Collaborative approach استعمال مطمع نظر ہو گا۔ جس میں سرگرمیاں ہوں گی۔
- Critical جبکہ دوسرا حصہ لکھنا کی مہارت کے لئے طلبہ کی آمادگی اور رغبت بڑھانے کے ساتھ اکیسویں صدی کی مہارت کے کچھ حصوں کو تحریری سرگرمیوں میں مثال Writing Process کو اجاگر کرنے پر مرکوز ہو گا۔ جس میں Thinking کے لئے کروایا جائے گا۔

اس ورکشاپ کے اختتام پر شرکاء اپنے تدریسی طریقوں میں تبدیلی لانے کے حوالے سے کسی ایک پہلو پر اپنا لائحہ عمل بھی بتائیں گے

Presentation: Workshop
Strand: Teaching Urdu/Other Languages

Level: Elementary/Intermediate
Email: nighnat.shaheen@gece.edu.pk

Nighat Shaheen has 23 years of experience teaching Urdu. She currently teaches at GECE, Hussainabad (adopted by Durbeen) as senior lecturer. She has previously worked at Beaconhouse School System for 16 years as a Curriculum Coordinator. She has also contributed to the Urdu Expert Group in developing the Single National Curriculum in Pakistan.

Learning Matters

Presentation: Workshop
Strand: Teacher Education and Development

Level: Elementary/Intermediate
Email: rills_pk@yahoo.com

This presentation delves into transformative potential of learning, exploring its various definitions, types and methodologies. By unraveling the multifaceted nature of learning, we will emphasize its paramount importance, particularly in the realm of professional collaborative environments. Understanding diverse learning types empowers individuals and teams to adapt, grow and innovate, fostering a culture of continuous improvement. With a focus on collaborative learning, we will showcase how collective knowledge exchange nurtures creativity, problem solving and organizational cohesion. Join us to explore the transformative potential of learning, igniting a passion for lifelong development and collective progress.

Riasat Ali Asad: Founder and CE of RILLS school, a visionary leader in education Passionate about creating a school environment where students are happy, motivated, and empowered. Chief Executive (CE) of RILLS, that is running more than 20 campuses and among different layers of educational circles, known as the fastest growing educational network in The Central Punjab.

Empowering Education through Neuro-Linguistic Programming (NLP)

Presentation: Workshop
Strand: Teacher Education and Development

Level: Elementary/Intermediate
Email: romelaahmed@gmail.com

Unlock the potential of education with the art of Neuro-Linguistic Programming (NLP). Join us in this 1.5-hour workshop as we delve into the realm of NLP and its profound implications in the field of education. Discover how NLP can revolutionize communication, build connections, and elevate learning experiences. Through interactive discussions and hands-on exercises, you'll gain practical insights into integrating NLP techniques for effective teaching, classroom management, and student empowerment. By the end of this workshop, you'll have a toolkit of NLP strategies to transform your educational approach and create a dynamic and engaging learning environment.

Romel Zaynab specializes in the intriguing convergence of mind science and the metaverse. Her expertise traverses the realms of cognitive exploration and virtual dimensions, crafting innovative experiences that bridge the gap between human cognition and digital landscapes.

Humera Nadeem former lead teacher at Generation's School. Currently teaching AS -Level Physics. She did her Masters in Information Technology and has 15 years of teaching experience. As a programmer and software developer, she has a good insight of the way NLP works to create a difference in teaching and learning.

Using Critical Thinking Skills in English Literature Lesson Plans

Presentation: Workshop
Strand: Literature and Language Teaching/Learning

Level: Intermediate
Email: sabina.victor77@gmail.com

Teaching English Literature requires teachers of English to plan lessons which can sustain the interest of students through a variety of questioning skills and activities. A well-designed lesson plan helps teachers and students to understand the goals & objectives of teaching a particular English Literature lesson or topic. Having skillfully planned lessons can also make an English Literature Classroom more pleasurable as it increases the teacher's confidence and allows them to focus more on interaction with students through innovative activities. This helps to save time by avoiding last minute purchases of resources or creating materials needed to make an English Literature Classroom more engaging and insightful. This leads us to three important questions:

1. How to design an English Literature Lesson Plan?
2. What type of questions should teachers of English ask in Secondary Schools?
3. What are some ways of employing critical thinking skills in an English Literature classroom?

This workshop will cater to these questions and guide teachers of English on how to create amazing lesson plans that can motivate students to participate in classroom activities and make learning more enjoyable!

Sabina Victor is an Award Winning CEO of Impart-Learning to Excel & Grow. She's a Seasoned Educationist, a Certified Global Trainer, an Educational Consultant, an ELT Specialist & a Published Writer. Her impressive credentials also include: An Award of Recognition from GFTE, Certificate of Recognition from IELTA Philippines, Award of Appreciation from MathoLogics. She's representing Pakistan at various International Educational Platforms such as GFTE, GEN & RELO Pakistan (A Public Affairs Section of US Embassy, Islamabad).

Empowering ESL Learners through E-Collaboration

Presentation: Workshop
Strand: Second Language Teaching

Level: Intermediate
Email: samreenghani@hotmail.com

Collaboration is one of the essential 21st century learning skills that has the incredible power to enhance the learning experience for students. By actively engaging them in meaningful interactions, fostering critical thinking and promoting teamwork, collaboration empowers students to thrive in this rapidly evolving digital age. Catering to such digital needs of ESL learners and empowering their learning, ELTs need to dive into the realm of e-collaboration and its transformative potential. By harnessing the digital tools and available platforms, they can unlock a world of engaging and interactive language learning experiences. In this training session, we will explore practical strategies and resources that English language teachers can leverage to promote e-collaboration in their classrooms. The session intends to revolutionize the teaching approach by navigating the ever-evolving landscape of digital collaboration; it will equip ELTs with the skills and knowledge to effectively integrate e-collaboration into their ESL teaching practice. Let's embark on a journey of discovery, where students become active participants in their own language learning, and where the boundaries of the classroom extend far beyond its physical walls.

Samreen Abdul Ghani is a passionate teacher who prioritizes student engagement and embraces innovative teaching methods. With an MS in Applied Linguistics from NED University of Engineering and Technology, a Master's in English Literature from the University of Karachi, and a B.Ed. from Allama Iqbal Open University, she brings a wealth of knowledge to her role as an English Lecturer and Head of the Department at Fatimiyah College. She possesses a decade of teaching experience. She is an active researcher and her areas of interest include Second Language Writing, Computer Assisted Language Learning, and Sociolinguistics.

Modernizing Language Teaching and Learning: Tech Insights

Presentation: Workshop
Strand: Assessment in ELT

Level: All
Email: saimaiqbal201@gmail.com

In an increasingly digital world, the landscape of language education is undergoing a transformative shift. This presentation, "Modernizing Language Education: Tech Insights," aims to explore the integration of digital tools in language learning and assessment. Focusing on popular platforms and digital tools, this session will delve into their innovative applications that engage and empower both educators and learners.

The presentation will emphasize the pivotal role of technology in fostering interactive and personalized language learning experiences. Attendees will gain practical insights into leveraging gamified quizzes and tech tools to enhance four skills of language and grammar comprehension. Additionally, the session will explore the collaborative potential of online collaborative learning tools for creating dynamic virtual language classrooms.

This session intends to equip English language educators with the knowledge and inspiration to embrace technology, ultimately elevating the effectiveness and engagement of language education in the modern era.

Saima Iqbal is an experienced English teacher and trainer, with 18 years of knowledge in education and teaching English. Currently, she works as an English lecturer while also serving as a Program Manager for the English Access

Program. She is a distinguished alumna of the Teaching Excellence and Achievement US-funded exchange program; she has further enriched her expertise through numerous online courses offered by renowned American universities. In addition to her accolades, she also attended the Hornby Regional School teachers' training in 2013 and 2014 in Nepal.

Games Oriented-Active Learning

Presentation: Workshop

Strand: Literature and Language teaching / learning

Level: Elementary

Email: knowledgeworld28@gmail.com

As a common observation, it is noticed that more importance is given in ESL classrooms to reading, writing, listening, speaking and grammar. Thus, games and activities can play vital role for learning all integrated skills. GAMES ORIENTED ACTIVE LEARNING is often underestimated for an English language class however they can teach so much and can be a life saver for the teacher. Teachers can not only teach language skills but can also help reduce boredom in the classroom. In addition, games are wonderful enabling tools for students to practice appropriate social interaction while using analytical and creative thinking skills. By the end of this workshop participants will learn

- ⊖ How to modify games according to the class level.
- ⊖ To use games as time savers and ice-breakers.
- ⊖ To engage students in language learning and have fun by using games in the classroom.

Shahid Qureshi has had extensive experience in teaching, training, instructing, and administering English as a Second Language since 2011. He has been teaching at Usman Public School for three years, and has nine years' experience in ELT. He achieved his Post Graduate Diploma (PGD) in English from Karachi University. He has also acquired a Diploma in English Language Training (DELT) & Basic Teacher Development Program (BTDP). He has been involved in conducting workshops at Pak Land Vocational Training Centre.

Teach Reading Using Think-Aloud Protocols

Presentation: Demonstration

Strand: Second Language Teaching

Level: Intermediate- Advance

Email: sharmeen.ismail@nu.edu.pk

The term 'reading' is often misinterpreted in our Pakistani context and learners are not taught how to read. However, proficiency in reading is an important skill, which helps one to be successful in their personal and professional lives. Keeping myself in place of those learners sitting in classrooms expecting to learn to read makes me realise that first we, as educators, need to learn how to read and teach reading. This presentation will demonstrate one of the effective methods of teaching how to read using a think-aloud protocol. Think-aloud is a process where one verbalizes his/her thought process; it allows learners to see how reading strategies are applied to comprehend the text successfully and helps them become autonomous learners. This presentation is designed on the basis of my experience of carrying out an action research aiming to teach reading skills to young learners. In this, I will model different reading strategies using think-aloud protocols. It will enable the teachers to effectively use this methodology to turn their learners into proficient readers.

Sharmeen Ismail has over twelve years of experience in the field of teaching and training at secondary and tertiary level. She holds an MPhil degree in ELT and Applied linguistics. Currently, she is serving as a Lecturer at FAST-NUCES.

Ethical Values in Education

Presentation: Demonstration
Strand: Teacher Education and Development

Level: Intermediate
Email: shahina.hussain@eduset.pk

'Ethics' is a philosophy of behavior that determines right and wrong. The application of ethical values in education enhances the teaching and learning in all three domains of education i.e. cognitive, affective and psychomotor.

The application of ethical values in education develops characters that are responsible citizens towards themselves, their families, their society and global village. It develops an attitude that leads respectful atmosphere where actions are taken to manage conflicts peacefully.

In this interactive session, how ethical values in education are more effective than ethical education will be discussed. Moreover, the ways how ethical values can be incorporated in education will be focused.

Shahina Hussain, the CEO at Edupreneural Set, is a passionate teacher, certified by Cambridge Assessment International Examination and a certified Teacher Trainer certified by the Teachers' Development Centre. She has presented research on education and workshops at international conferences.

Shahina has authored Social Studies chapters and has been an Item Reviewer for Social Studies. She has been an active Social Studies Curriculum Development Team 2015 Member and edited the ASSET Newsletters as an Executive Committee Member of ASSET.

Inclusive Education in the Classroom: Best Practices and Strategies that Work

Presentation: Workshop
Strand: Teacher Education and Development

Level: Intermediate
Email: shaziaasifkhan1@gmail.com

All students must be supported to participate, learn, and develop in schools. An inclusive learning environment provides the opportunity to learn, accept and celebrate diversity, enriching the teaching-learning process for everyone. In this workshop, you will learn how to manage the inclusive environment in the classroom, inclusive teaching strategies and give inclusive instructions. Get useful ideas to overcome barriers and challenges when implementing inclusive learning in the school. Participants will also learn how to include child protection education in the classroom to help all students, especially those with physical and intellectual disabilities.

Shazia Asif has over 13 years in Educational Management, Training and Curriculum Development. She is a Training Consultant at the British Council, visiting faculty at IOBM and successfully runs a welfare organisation called AAB-the need of life, that helps underprivileged women and children. Shazia has a degree in English Linguistics and English Literature and CELTA training from RMIT, Melbourne Australia.

Reciprocal Teaching

Presentation: Demonstration
Strand: Literature and Language Teaching / Learning

Level: Elementary
Email: shaziaakhtarali786@gmail.com

Teaching in the 21st century requires teachers to be more creative to develop leadership skills which require critical thinking, creativity and collaboration.

This session is intended to integrate lessons by focusing on the teaching technique: 'Reciprocal Teaching.' It is structured around four key strategies including predicting, questioning, clarifying, and summarizing. It encourages students to develop their thought process to gain metacognition skills through collaborative learning. It will also be helpful to foster communication skills among the students. This session provides an opportunity to focus on the four basic language skills reading, writing, listening and speaking at once. The implementation of this strategy encourages students to monitor their reading before, during and after reading the text.

***Shazia Akhtar** is a dynamic ELT professional and currently working as an English Language teacher at Happy Home School for 10 years. She has presented in the 3rd English Language Expo 2022 held at Greenwich University. She was selected as an alternate candidate to attend TESOL conference held in Portland, USA in 2022. She has completed several online courses sponsored by Regional English Language Office, Pakistan.*

Teaching of English through Role Play

Presentation: Poster Session
Strand: Research

Level: Intermediate - Elementary
Email: sobiajames.21@ndie.edu.pk

Teaching of the English language is important to enable students to communicate at international forums. This study highlights the effectiveness of role play as a teaching strategy in English language classrooms. Action research methodology was used to carry out this study. The population of the study consisted of one hundred and twenty students of grade eight of a private school of Karachi. Using a convenient sampling technique, the sample consisted of forty students of section "B". Data was collected through observation, and reflections by the researcher and feedback from the research participants. The findings of the study were narrated after the data triangulation. The findings of the study describe that role play strategies challenge students' to come out of their comfort zone and boost their confidence in learning language as they overcome language barriers when immersed in situations to communicate in English. The findings of the study also explain that while performing role plays students are motivated to participate in classroom activities to communicate effectively in English language class hence overcoming linguistic and individual barriers.

***Sobia James** has completed her BEd Hons degree from Notre Dame Institute of Education. Sobia is keen and passionate about the learning of her students and keeps trying different strategies to have impactful learning experience for her students.*

Understanding Dyslexia to Facilitate Learning Process

Presentation: Workshop
Strand: Special Education Needs

Level: Elementary
Email: sumbulhabib10@gmail.com

Dyslexia, a language-based learning disability, remains unrecognized despite its prevalence. It is crucial to acknowledge two main forms of dyslexia: orthographic (surface dyslexia) and dysphonetic (phonological dyslexia). The former refers to reading difficulties related to visual

processing weaknesses, while the latter consists of reading delays associated with auditory processing difficulties. In order to address these challenges, the presentation will incorporate instructional models and engage in activities that promote phonological and phonemic awareness. Additionally, it will also explore the neuroscience behind dyslexia—functions of the brain, particularly BROCA’s Area and WERNICKE’s Area. The aim is to facilitate the transition of the child from the zone of achieved development (ZAD) to the zone of proximal development (ZPD) through a wide range of techniques. Introducing a whole-brain teaching approach, the focus will be on engaging the child by presenting challenges and utilizing specific keywords that encourage continuous spoken responses. By employing a multi-sensory approach, emphasis will be placed on tackling issues related to dyslexia, such as directionality, and stressing the importance of rhyming, syllabification, and sequencing in children's developmental milestones. Also, focusing on skills like blending, segmenting, onset, and rime to enhance their English language abilities altogether.

Sumbul Habib is a compassionate and remedial dyslexia therapist. With specialized training in teaching through the zone of proximal development, she empowers children to overcome their learning challenges. Her expertise with advanced level courses in inclusive enables her to create a nurturing environment while her empathetic approach fosters growth and success for every child.

Developing ‘Futuristic’ Thinking Skills in Generation Alpha

Presentation: Workshop
Strand: Teacher Education and Development

Level: Elementary - Intermediate
Email: taggitaggo@gmail.com

Generation Alpha is the youngest generation which is the most materially gifted. They have technology at their fingertips as screens are a part of their formative years. In this situation where can they access any information without having to think about it? How do we as teachers develop their thinking skills?

The objective of this workshop is to engage participants in activities that can be easily adapted in their L2 classrooms. The focus is on using the activities to promote learners’ autonomy, collaborative learning and encourage the learners to think independently about the rapidly changing world without hesitation.

By the end of this workshop, participants will be able to apply diverse strategies in an ESL classroom. These will motivate and engage students to develop futuristic thinking skills. They will learn to inculcate a personal view on a global issue, understand it and apply problem solving skills in order to plan for the future.

Taghrid Ahmed is a Principal at Karachi Public School. She holds a Masters degree in English Literature and has more than 25 years of experience in English Language and Literature teaching. She has done her ICELT through SPELT as she believes learning is an ongoing process.

Dynamic Strategies for Teaching English

Presentation: Workshop
Strand: Teacher Education and Development

Level: Advanced
Email: yamnakhn@ssuet.edu.pk

This engaging and informative workshop is tailored to equip English teachers with dynamic strategies for teaching English as a Language (EL) in diverse classroom settings. This intensive session aims to enrich participants' teaching toolkit by focusing on four pivotal aspects of EL instruction.

The workshop begins with an exploration of Communicative Language Teaching (CLT) principles, offering participants insight into fostering authentic language use and meaningful interaction. Through interactive strategies and a demonstration, educators will grasp the practical applications of CLT, laying the foundation for effective language learning.

The incorporation of technology in EL instruction takes center stage next, showcasing innovative tools that promote engagement and digital fluency. Participants will discover how to design captivating digital activities and harness technology to amplify EL learning experiences.

Addressing the diversity within EL classrooms, the workshop delves into differentiation strategies that cater to varying learner needs and proficiency levels. Participants will emerge with a repertoire of adaptable techniques to ensure inclusive and personalized instruction.

Throughout this interactive journey, participants will engage in discussions, hands-on activities, and reflective exercises, fostering an environment of collaborative learning and skill enhancement. By embracing these strategies, teachers will be poised to create vibrant and effective EL learning environments that empower students on their language acquisition journey.

Yamna Khan is a seasoned English Language Teacher with over 12 years of experience across renowned universities such as the University of Karachi, PAF KIET, and Indus University. Holds an M.A. in English (Literature) from the University of Karachi and MEd. from the University of Karachi's Teacher Education department. TESOL-certified with expertise in 21st-century teaching methods, all language skills, and digital integration. Actively involved with SPELT, LAP, and volunteering efforts for teacher and student training at various universities.

Using Reading Strategies with Metacognition in an ESL Class

Presentation: Workshop
Strand: Teacher Education and Development

Level: All
Email: bushrakhurram@yahoo.com

Reading researchers have devoted considerable time and effort to figure out how best to enable students to become effective autonomous readers (Alexander & Jetton 2000). A number of studies have been conducted in this regard. These studies indicate that students could be helped to become effective readers by understanding how to use reading strategies to aid comprehension (Paris et al. 1983). However, research also points out that it is not enough to teach students reading strategies (Baker & Brown 1984). Students must also be taught to monitor the reading strategies they use to ensure success in reading comprehension (Baker & Brown 1984; Griffith & Ryan 2005). In other words, comprehension instruction should foster metacognition in students (Baker 2002).

This interactive session will offer combined 'practical' and 'theoretical' opportunities for understanding the metacognitive reading strategies instruction. Starting from reflection on the needs of their own students and the teaching-learning context, teachers will be guided to understand how to promote their students' awareness and use of reading strategies while reading texts of all content areas.

Dr. Bushra Ahmed Khurram obtained her PhD in English Language Teaching and Applied Linguistics from the University of Warwick, United Kingdom. She teaches applied linguistics at the department of English, University of Karachi. Dr. Bushra have had extensive experience of training English language teachers in a variety of settings in Pakistan and the United Kingdom. In Pakistan, she has worked as a trainer for several national and international institutions including USAID, British Council Pakistan, Higher Education Commission Pakistan, Aga Khan University Examination Board, amongst others. Dr. Bushra is the Chair of Professional Development Professional Council of SPELT. She has published two books and over 60 articles and research papers.

Leadership Implementation Redefined

Presentation: Paper
Strand: Management and Leadership in ELT

Level: EleIntermediate
Email: learning.shireenity@gmail.com

Does one need to hold a prominent designation to lead? On the contrary, our ability to have a vision and pursue a mission with inner drive and determination is also leading our own self. We do not live in an ivory tower. In whatever capacity we operate and engage we have the potential to lead those around us in either the direction of growth, improvement and productivity or towards depression and non productivity. This 1 hour 30 mins workshop aims to give hands-on experience of how to recognize the current status of our leadership qualities and skills. We will implement multidisciplinary tools and techniques with the intent to polish this inevitable foundation of our students, circles, groups, institutions, organizations and nation.

Shireen Khan started her journey as a social entrepreneur 8 years ago. Today she is NLP based Performance Boosting Strategist. She is a Master Teacher Trainer, with expertise in IMLS - Integrated Model of Language Skills and Multiple Intelligences under the guidance of Abbas Husain. She has worked closely with students, parents, teachers, entrepreneurs and professionals for overall grooming, self healing, personal-professional and business development.

Strategies to Improve English Language Teaching Practices

Presentation: Workshop
Strand: Teacher Education and Development

Level: Intermediate
Email: samra.mazhar87@gmail.com

English Language Teaching plays a crucial role in today's globalized world, enabling individuals to communicate effectively across cultures. However, the challenge of promoting effective language acquisition and proficiency continues to persist in many educational settings. This workshop aims to address this challenge by providing participants with a comprehensive overview of effective strategies to improve English Language Teaching.

Furthermore, the workshop will delve into practical strategies to foster a communicative and student-centered learning environment. Participants will learn how to design interactive and engaging activities that encourage meaningful language practice and development. Techniques for promoting speaking, listening, reading, and writing skills will be addressed, along with effective ways to incorporate technology and multimedia resources in the language classroom.

Ms. Samra Adeel is a renowned ELT professional with over 10 years of teaching experience at various reputable institutions in Karachi. She is Currently working as Headmistress in Bodmas Schooling System O and A levels. She has trained hundreds of students and professionals from diverse backgrounds, helping them improve their English language Teaching and Learning outcomes and achieve their goals towards ELT professional development. Ms. Adeel's

innovative teaching techniques, personalized approach, and passion for language learning and teaching make her a perfect guide for ELT PROFESSIONALS

Reading Detectives: Unraveling Texts with Effective Comprehension

Presentation: Workshop
Strand: Teacher Education and Development

Level: All
Email: sobyaaahsanali@gmail.com

This workshop is designed to empower educators with innovative techniques to enhance students' engagement and proficiency in reading.

The interactive session will delve into a comprehensive array of proven strategies. Practical demonstrations will illustrate how to scaffold comprehension through pre-reading, while-reading and post-reading strategies in the light of 'SMART' objectives.

Furthermore, the workshop will explore the nuanced techniques of employing context clues, summarization, inferencing, and questioning to deepen students' understanding and critical thinking abilities. Participants will discover how to create a dynamic learning environment that encourages active involvement and collaboration, transforming students into independent, analytical readers.

Beyond theory, the session will provide hands-on exercises and resources tailored for immediate classroom implementation. Attendees will leave equipped with a robust toolkit of strategies to cater to diverse learner profiles, addressing each student's unique needs.

'Reading Detectives' aims to invigorate English language educators with renewed passion and confidence in nurturing proficient, discerning readers. Through this workshop, teachers will embark on a transformative journey towards empowering students to unlock the full potential of textual comprehension, ultimately fostering a lifelong love for reading.

Ms. Sobia Begum, currently pursuing an MA TEFL degree at Allama Iqbal Open University. She possesses over 15 years of teaching experience and is a lifetime member of SPELT and an IATEFL member. Ms. Sobia advocates for innovative teaching practices and emphasizes the importance of improving teaching standards to create an effective learning environment.

Education 4.0: Navigating the Evolution of Learning

Presentation: Paper
Strand: Teacher Education and Development

Level: Intermediate
Email: Humaazam037@gmail.com

The field of education has undergone a profound transformation in recent decades, evolving from the traditional Education 1.0 model to the digital-age Education 4.0 paradigm. This research paper delves into the historical context, key characteristics, and implications of this transformative journey. It explores the pivotal role of technology, shifts in pedagogical approaches, and the imperative of equipping learners with 21st-century skills. By analyzing the evolution from Education 1.0 to Education 4.0, this paper provides insights into the challenges and opportunities that educators, institutions, and policymakers face in preparing future generations for an increasingly complex and interconnected world objectives:

- Understanding the Four Generations of Education: Participants will gain a comprehensive understanding of Education 1.0, 2.0, 3.0 and 4.0, including their characteristics, milestones, and impact on pedagogy.
- Adapting Pedagogical Approaches: Educators will learn how to adapt their teaching methods to align with the current Education 4.0 model, emphasizing technology integration, collaboration, and lifelong learning skills.
- Leveraging Technology: Participants will explore the role of technology in modern education and discover innovative tools and resources to enhance the learning experience.
- Promoting Digital Literacy: Strategies for fostering digital literacy among students will be discussed, including critical thinking, media literacy, and responsible online behavior.
- Assessment and Feedback: Participants will explore new approaches to assessment and feedback in Education 4.0, emphasizing formative assessment, real-world application, and personalized feedback.
- Preparing for the Future: This session will help educators and institutions prepare for the future of education by anticipating trends and challenges and developing strategies to stay relevant.

***Huma Azam** is a certified trainer from Sindh Board of Technical Education, TEACH and Teachers Development Centre and holds an Mphil degree in Educational Leadership from Iqra University. She wrote her research thesis for Internet of Things in Higher Education. She is the founder and director of SPROUT which is an online platform with a mission to offer programs and to promote and to enhance Digital Literacy.*

Creating Brainstorming Activities for Language Classrooms

Presentation: Workshop
Strand: Second Language Teaching

Level: Intermediate
Email: asrakhn279@gmail.com

Brainstorming is a powerful technique for promoting creative problem-solving and idea generation. It involves a group of individuals collaborating to produce a wide range of ideas and solutions, particularly beneficial in literature and language education. The primary objective of this workshop is to ignite the creative thinking process in educators. They learn to guide students in generating numerous ideas, solutions, or perspectives on specific subjects or issues, encouraging diverse thoughts and addressing learning challenges.

Moreover, this workshop aims to instill an open-minded attitude in teachers, fostering non-judgmental exploration of ideas among students. Participants also develop skills in problem identification, decision-making, and adaptability. This process boosts self-confidence and nurtures an innovative outlook, equipping them to initiate projects and refine their approaches to various challenges.

This workshop offers a transformative experience, empowering learners with practical skills applicable in both professional and personal contexts. It cultivates a mindset characterized by confident creativity and dynamic problem-solving.

***Asra Khan**, an English instructor, has worked full-time at VM Public School and part-time at NED Academy. She also served as an ESL trainer at Eureka! and a teacher trainer at the National Schooling System. Despite her human resources background, her passion and remarkable teaching skills drove her to an English education career. Currently, she is pursuing a PGD in AELT and aspires to complete a BS in English Linguistics.*

GLOBAL SKILLS: PREPARING STUDENTS FOR THE FUTURE

Presentation: Workshop
Strand: OUP Sponsored session

Level: All
Email:

This session will explore a range of pedagogy, classroom activities and techniques that can help incorporate creative and critical thinking, collaboration, communication, digital literacy and emotional/social wellbeing into the teaching and learning environment. Our facilitator will help teachers gain familiarity with Global Skills and use interactive strategies to equip teachers to use them in classroom teaching. The impact of Global Skills will also be discussed, along with research on the benefits of digital literacy for students.

***Rabeel Shaikh**, MA in Education (Nottingham University) is a freelance trainer at Oxford University Press. She launched Grassrootspk in 2019, aiming to empower students and educators in Social and Emotional Learning and English Language Skills. Shaikh conducts private classes for students and trainings for teachers. She is also the leader of a free Professional Learning Community called, "Teachers Support Teachers". She is currently a member of the Liberal Arts faculty at IBA and at the Indus Valley School of Art and Architecture since 2012.*

STRENGTHENING READING CULTURE

Presentation: Workshop
Strand: OUP Sponsored session

Level: All
Email:

Reading lies at the heart of all teaching and learning. Across subjects, the ability to read and unpack text has a strong impact on academic attainment and achievement. The session will focus on strengthening students' reading skills and enjoyment of reading. The facilitator will also discuss ways to establish a strong reading culture in schools through book clubs, environmental cues and ongoing school-wide activities.

***Jennifer Johnson** is an academic who is a Literature teacher at heart and is adept with technology. Currently, she is the Digital Learning Coordinator and IT Head of a leading school of Karachi and Programme Leader for CAIE Professional Development Qualifications. She founded Institute of Skill Enrichment which offers various training programmes and Ed-Tech consultancy and solutions.*

ENGAGING STUDENTS IN ACTIVITY-BASED LESSONS

Presentation: Workshop
Strand: OUP Sponsored session

Level: All
Email:

Much of teaching and learning success depends on the engagement of students during lessons. Giving them opportunities to apply their learning in practical ways is key to motivation and attainment. Research shows that hands-on activities support both engagement and retention. In this session, the facilitator will demonstrate a range of activities that can be used by teachers of all subjects. This will be an interactive session giving teachers an opportunity to try out the activities and have first-hand experience of their impact on the learning environment.

***Seema Khalid** is a Certified Educationist from the Australian Catholic University with expertise in Educational Leadership & Management, Staff Development and School Management. She has diverse experience of teaching and leadership at schools and higher secondary school (College Level). Seema's expertise is Science education. She holds four years of leadership experience at Aga Khan Education Services Pakistan at school and college level. She is currently working as a Regional Academic Coordinator at Oxford University Press.*

INTEGRATED ENGLISH LANGUAGE SKILLS

Presentation: Workshop
Strand: OUP Sponsored session

Level: All
Email:

Language acquisition helps unpack the entire curriculum and students benefit massively from the structured approach of teaching language in a sequence. In this session, the facilitator will focus on integrating listening, speaking, reading and writing in English language lessons and will discuss the impact of teaching language through usage in class. Reading and writing techniques to support language learners will also be discussed.

Neda Mulji is working as Senior Manager, leading Professional Development at Oxford University Press, Pakistan. She is a teacher educator, author and Fellow of the Higher Education Academy UK (FHEA). Neda also writes regularly for Dawn on topics in education. She has published a book on parenting – titled The Love Connection (2019) and a children’s story Little Jimmy (OUP, 2021)

STORYTELLING IN THE CLASSROOM

Presentation: Workshop
Strand: OUP Sponsored session

Level: All
Email:

Storytelling is an ancient art form and, for centuries, has been used to teach all kind of subjects, share information and impart values. In the classroom, storytelling can be used to teach a range of subjects as it helps link learning to real-life, engage students in discussion and collaborate by co-creating stories. Storytelling increases the students’ willingness and ability to communicate, develop verbal and written proficiency and encourages the use of creativity and imagination. In this session, the facilitator will discuss ways of using storytelling to maximise student engagement and learning.

Neda Mulji is working as Senior Manager, leading Professional Development at Oxford University Press, Pakistan. She is a teacher educator, author and Fellow of the Higher Education Academy UK (FHEA). Neda also writes regularly for Dawn on topics in education. She has published a book on parenting – titled The Love Connection (2019) and a children’s story Little Jimmy (OUP, 2021)

Panel Discussion 1

Engaging Gen Z: Strategies for Teaching English to the Next Generation

This panel discussion explores innovative strategies for effective teaching English to Generation Z, the digitally native and diverse cohort born between the mid-1990s and early 2010s. As educators and language professionals, it is crucial to adapt our teaching approaches to cater to the unique learning preferences and technological fluency of this generation. The experienced panel of experts will share insights, best practices, and practical solutions to engage Generation Z learners in English language acquisition. From leveraging digital tools and multimedia to addressing the cultural and social factors that influence their learning, our discussion aims to provide educators with practical insights and strategies to connect with and empower the next generation of English learners to move with felicity and ease in this fast-changing era.



Dr. Tamrika Khvtisiashvili is an English Language Specialist, facilitated Professional Development for teachers in the United States, Russia, Estonia, Uzbekistan, Georgia, Azerbaijan, Germany, Tajikistan, India and Palestine. She taught as an Assistant Professor at the University of Utah in the United States and Alfaisal University in Saudi Arabia, teaching courses in Linguistics, Methodology and Anthropology, as well as directing the University Preparatory Program for women. She received her Ph.D. in Theoretical Linguistics and M.A. in TESOL from the University of Utah and University of Frankfurt, where she was a DoBES fellow and a recipient of NSF funding.



Dr. Nguyen Ngoc Vu is currently Vice-President of Ho Chi Minh City University of Foreign Languages - Information Technology (HUFLIT), and Chairman of STESOL founded by Association of Vietnamese Universities and Colleges. With training experience from more than 25 countries, his main expertise is building digital transformation competency and providing consultation services to higher education institutions and businesses across Vietnam. He won Vietnam Technology Innovation Award in 2012 and got recognized as Vietnam Microsoft Innovative Educator (MIE) Master Trainer in 2014. His research interests include Computational Linguistics, Cognitive Linguistics, Computer Assisted Language Learning and ELT Methodology.



Dr. Melanie Gobert is the past president of TESOL Arabia (2015) and was the conference co-chair in 2015 and from 2019-2023. She was the editor of *Perspectives*, an English-Language Teaching peer-reviewed journal from 2009-2014. She has been a judge for the Language Learner Literature Award (2015-2017) and chaired the Third World Congress on Extensive Reading held in Dubai in 2015. She was the recipient of an Emirates Foundation Grant entitled "Enhancing National Identity Through Indigenous Literature" in 2015.



Dr. Fauzia Shamim currently works as the Chief Academic Officer for Durbeen, Dr. Shamim has also worked in leadership positions in several public and private sector universities in Pakistan and internationally. She is a founder member of SPELT and has served the organization in various capacities; currently she is the Vice President of SPELT. She was Chair of TESOL International's Research Professional Council, USA (2018-19) and is the Asia TEFL's representative for Pakistan since 2019.



Farheen Hasan, with a decade of experience in education, is a certified Cambridge Trainer. She holds Bachelor's in Education (B.Ed) and is trained in the Orton Gillingham Approach. She is also a certified IB teacher and a career coach. Currently pursuing her MS degree, she works as a Remedial Therapist at a prestigious IB school and coordinates for EDLAB, an EdTech company in Pakistan.

Hasan's presents at conferences globally and conducts training sessions for schools in the areas of ELT, Specific Needs, and Women in Educational Leadership Roles.

Moderator

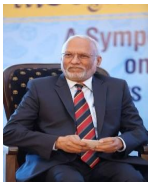


Lubna Mohyuddin is a dedicated educator with a career spanning 24 years. Her extensive experience includes roles as a Teacher, Teacher Educator, Senior Trainer for INTEL, and serving as the Principal of an O/A level school. Presently, she is a publishing editor at OUP, Pakistan. She pursued her studies in educational administration and policy at Vanderbilt University in the USA, on a Fulbright scholarship. Her academic background also includes a Master's degree in Chemistry and a B.Ed from Karachi University. Additionally, she holds the ICELT qualification from Cambridge University.

Panel Discussion 2

The Future of English Language Learning and Teaching

This panel discussion will critically review different developments in ELT over the last decade or so, that have affected schools, teachers, and learners around the world. How education systems and language learning is changing in response to these developments will also be explored to discuss how these changes may eventually inform longer-term strategies for language learning in the schools of tomorrow.



Abbas Hussain is one of the Founding Members of SPELT. He has so far reached more than 65000 teachers in over 23 years of sustained interventions in teaching-learning institutions of Pakistan, Oman, UAE, Afghanistan, Tajikistan, and India. He directs the Teachers 'Development Centre and is known as an articulate advocate of the intellectual authority of teachers in society.



Dr. Fatima Rehan Dar works as CEO and Managing Partner, Oak Consulting. Oak Consulting is a consulting firm that offers services in areas of educational reforms, trainings and research. Dr. Dar is a senior professional with 28 years of experience in language teacher education, curriculum development, professional training of teachers and research.



Dr. John R. Baker has worked with writing and self-access centers and taught writing, ESOL, ESP, EMI, literature, and teacher training courses in the U.S.A. and Asia (Korea, Taiwan, Thailand, and Vietnam). His research focuses on second language writing and reading, self-access and writing center administration, and research methods. In addition, he actively contributes to the field by regularly publishing, editing, and reviewing articles for multiple journals and collaborating with international and local book publishers.



Dr. Nguyen Ngoc Vu is currently Vice-President of Ho Chi Minh City University of Foreign Languages - Information Technology (HUFLIT), and Chairman of STESOL founded by Association of Vietnamese Universities and Colleges. With training experience from more than 25 countries, his main expertise is building digital transformation competency and providing consultation services to higher education institutions and businesses across Vietnam. He won Vietnam Technology Innovation Award in 2012 and got recognized as Vietnam Microsoft Innovative Educator (MIE) Master Trainer in 2014. His research interests include Computational Linguistics, Cognitive Linguistics, Computer Assisted Language Learning and ELT Methodology.



Dr Sumera Umrani is an Associate Professor of Applied Linguistics/TESOL at Institute of English Language & Literature, University of Sindh Jamshoro, Pakistan. She has recently completed her postdoctoral research fellowship at the College of Education, Michigan State University, United States of America. During her stay at MSU, she also worked as Professional Aid in the Office of International Studies in Education. She has MSc in English Language and PhD in Education from University of Edinburgh, United Kingdom. Her research and teaching interests include, Second Language Education and Identity, Intercultural Communication, Critical Pedagogy, and Language Teacher Education.



Dr Bushra Ahmed Khurram obtained her PhD in English Language Teaching and Applied Linguistics from the University of Warwick, United Kingdom. She teaches applied linguistics at the department of English, University of Karachi. Dr. Bushra has extensive experience of training English language teachers in a variety of settings in Pakistan and the United Kingdom. In Pakistan, she has worked as a trainer for several national and international institutions including USAID, British Council Pakistan, Higher Education Commission Pakistan, Aga Khan University Examination Board, amongst others. Besides that, Dr. Bushra has also worked for Aga Khan University-Institute for Educational Development as a researcher; for Aga Khan University-Examination Board as a curriculum developer and for British Council as a course developer. Dr. Bushra Ahmed Khurram is the Chair of Professional Development Professional Council of SPELT. She has published two books and over 60 articles and research papers.

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