



TRANSITIONS IN ELT: PAST, PRESENT, AND FUTURE



40th SPELT

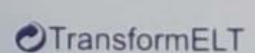
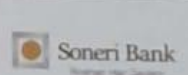
International Conference 2024 November 16 & 17, 2024



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Society of Pakistan English Language Teachers (SPELT)

40th SPELT International Conference 2024

November 16-17, 2024

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Foreword

Dear Colleagues,



It is my pleasure to welcome you to the 40th SPELT International Conference 2024. Under the theme ***“Transitions in ELT: Past, Present, and Future,”*** we gather to celebrate four decades of SPELT’s legacy and contributions to English Language Teaching at the national, regional and international levels.

This year’s theme prompts us to reflect on the evolution of ELT - from traditional methods to digital innovations - while recognizing that the essence of teaching remains unchanged. We seek ways to foster resilience, creativity, and forward-thinking in our practice.

The first day includes four symposiums, led by our esteemed Academic Partners, exploring pivotal topics: *Equity and Access in Education: Language Policies and Practices*, GECE (Durbeen), *Use of Technology and AI for ELT* (Habib Public School), *Teacher Education and Development* (HHS School System), and *Developing Skills for 21st-Century Skills* (IU School System). The second day of the conference will be co-hosted by the Habib University at their state-of-the-art campus.

Throughout the two days, we are privileged to feature keynote addresses from experts like Alan Mackenzie, Dr. Stephen Lyon, Dr. Anjum Halai, and Dr. Shah Jamal Alam. Plenary and other esteemed speakers - including the trailblazing Dr. David Nunan, Prof. Zakia Sarwar, Dr. Bushra Ahmed Khurram, Dr. Fatima Rehan Dar, Dr. Rob Waring, Dr. Zhou Fei, Dr. Arfa Sayeda Zehra, and Tina Hameed - will deepen our insights.

I extend heartfelt thanks to our Academic Partners, Habib University, the Co-host, Oxford University Press, Sponsors and the SPELT team. Let us learn, connect, and envision ELT’s future together.

Wishing you all a fruitful and inspiring conference!

Warm regards,

Dr. Maliha Ahmed
Conference Lead 2024

In Memoriam - Lubna Mohyuddin



The SPELT family is deeply saddened to have lost one of our strongest champions! Our beloved Lubna Mohyuddin was a dynamic individual. Her accolades include a Hubert Humphrey Fellowship (2010-11) at Vanderbilt University, USA, a Master's in Chemistry, and a B.Ed. from the University of Karachi. She served for many years as Vice Principal at Bahria College NORE-1, Karachi before joining Oxford University Press, Pakistan as lead publishing editor for science textbooks.

Lubna joined SPELT in 2011 as a Member of the Academic Committee. She organised five international conferences from 2012 to 2017 while serving as the Conference Coordinator. She was a member of the professional development committee from 2018 to 2020 before being elected as the Joint Secretary of SPELT (2021-2024). Her last position at SPELT was Chair of the Conference Professional Council. With her strong organizational and exceptional people skills, she became an integral part of the annual conference preparation. A problem solver, she stepped up to every challenge with her brilliant smile, positivity and empathy.

She was an ethical and focused professional passionate about facilitating a sustainable positive change in Pakistan and worked to improve the education scenario. An amazing mentor, she encouraged, motivated, and fostered critical thinking skills in her students and team members alike. She also rallied for human rights, to root out violence, extremism, and injustice and worked hard to build a tolerant and inclusive society.

An ardent educator, she represented Pakistan at both national and international levels and served with commitment and dedication in her various volunteer positions as a staunch SPELTer, a member of the Pakistan US Alumni Network, and a keen Rotarian. She will be remembered for her many accomplishments and will be missed dearly by friends and colleagues around the world.

Lubna's legacy will continue to inspire us!

Message from Zakia Sarwar

Honouring SPELT, SPELTers and SPELT supporters over 40 years



I am beyond delighted to celebrate 40 years of SPELT that is being marked with our 40th International Conference titled '*Transitions in ELT: Past, Present and Future*'.

This is a joyful occasion which celebrates four decades of SPELT's purposeful existence. It is a day to honour those who have travelled the hard and gruelling road that SPELT has trekked. We acknowledge today and always, the sincerity of purpose and the passionate intent of SPELT volunteers and their pioneering work in the field. This has in turn inspired so many to come forward in support of the organisation over all these years, and we acknowledge them too.

People have stepped up in many unprecedented ways to help SPELT to achieve its mission to 'teach teachers to teach English better' and to enrich the pool of ELT expertise in Pakistan. Due to lack of space, it is possible to mention only a few early partners, though there are many, many more whose unwavering faith in SPELT has been crucial for our growth.

Realising the desperate need for ELT training, we began SPELT's Practical Teacher Training Course in 1985. The British Council encouraged us to apply to Cambridge University to allow SPELT to run their ESOL Awards training programme 'Certificate for Overseas Teachers of English' (COTE) in Pakistan, later known as the 'International Certificate of English Language Teaching' (ICELT).

At first, Cambridge University was hesitant to offer grant affiliation to SPELT, despite the British Council vouching for SPELT's integrity and professionalism. The objection was that SPELT lacked two essential requirements for the COTE training - a physical library and classrooms for practicum. In 1989, Nasra and Happy Home Schools opened their doors to house SPELT's ELT library and allowed classroom observation schedules to be organised at their premises. That is how an internationally recognized ELT certificate course was brought to the doorsteps of Pakistani teachers to be trained at the cutting edge of the most modern ways of teaching and learning English.

Similarly, PACC and Oxford University Press (OUP) have been SPELT's partners from its early years. The first SPELT conference was held at PACC, themed 'Evaluating Compulsory English Courses from Class 1 to the BA level'. The SPELT Academic Sessions were also held there, while OUP provided conference materials like file covers, notebooks, and name tags. OUP's commitment continued even when SPELT started organising the Travelling Conferences throughout the country.

We also honour the individuals who have been aligned with SPELT since as far back as 1984. They include a wide range of age groups, who belong to different parts of Pakistan, or even live beyond the seven seas now. But in their blood flows SPELT's passionate dream to improve

the current English teaching scenario in Pakistan and enable their learners to face the challenges of this fast changing world.

This is what distinguishes SPELT from any other organisation, and is the secret of its four decades of existence against all odds. International ELT professionals who have visited Pakistan over the years have consistently remarked on the remarkable spirit of volunteerism, self-help, and teamwork displayed by SPELTers.

This, then, is a homage to all SPELTers, who have devoted their precious time and energy, extended personal resources including family's support to further the cause for which SPELTers have stood up tirelessly for the past four decades. I have deliberately not mentioned any names, because SPELTers are not bothered about status or 'important' positions.

Our wonderful SPELTers do what they can, in the best way they can, for as long as they can. Each step and action counts. It is with the cumulative efforts of ALL, that SPELT has come this far. SPELT is more than a professional forum. It provides a niche that is in itself a stronghold, offering a platform for personal and professional development and expertise.



Message from IATEFL, UK

Dear SPELT friends,



On behalf of IATEFL's Board of Trustees, its Head Office, and myself, I would like to congratulate you on such a remarkable milestone - 40 years of dedicated service to the English language teaching community in Pakistan and the region.

This conference not only honours our rich history but also paves the way for exploring the evolving landscape of English language teaching. This is clearly reflected in this year's conference theme - *Transitions in ELT: Past, Present, and Future*.

Over the next two days, you will engage in a series of talks on various ELT related topics. You will have the opportunity to examine the critical issues of equity and access to education, how language policies can promote inclusivity and equal opportunities for all learners. You will also explore the innovative use of AI and other technologies in the teaching and learning of English, highlighting tools that enhance methodologies and improve student engagement.

Also, you will discuss the importance of developing skills for the 21st century, equipping your students with essential competencies needed in today's fast-paced world. Teacher education and development will also be a focal point, emphasizing professional growth and continuous development for educators to meet modern teaching challenges.

This conference offers a unique opportunity for ELT educators, researchers, and practitioners from different contexts to share insights, exchange ideas, and collaborate on best practices that can shape the future of English language teaching. I encourage you to actively participate in discussions, workshops, and networking sessions.

Thank you for your dedication to the ELT profession and for being IATEFL's friends for more than 34 years.

Have a wonderful conference!

Aleksandra Popovski Golubovikj, MA
IATEFL President

International Association of Teachers of English as a Foreign Language
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Dear Colleagues in Pakistan:



On behalf of TESOL International Association, I am pleased to have the opportunity to welcome you to the 40th 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, **“Transitions in ELT: Past, Present, and 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,



Debra Suarez
TESOL President, 2024-2025

Welcome to the 40th SPELT International Conference!

This conference is bigger, better, and different in many ways, and therefore, we would like you to go through this page carefully. There are five venues for the conference, four on Day 1 for the symposiums, and Habib University on Day 2 for the rest of the conference. With multiple keynote addresses, plenary and featured sessions, panel discussions, and parallel sessions in the form of interactive talks and hands-on workshops, it would be helpful if we all keep the following information in mind:

1. You can only attend the symposium you have signed up for. The registration is non-transferable to other venues.
2. Your name badge allows you to access and enter the Conference venue. For security reasons, please wear your badge at all times while you are at the conference venue.
3. Please note that if you have registered for the full conference (Days 1 and 2), you will receive a separate name badge in a different colour. Please ensure that you bring it to the venue on Day 2 to enter the premises at Habib University.
4. Also, please remember to bring your conference payment receipt with you in order to enter the venue, get your name badge and conference material. For onsite registration, you must show your CNIC at the gate; otherwise, you may be denied entry to the venue.
5. All session rooms have limited capacity, which will be mentioned outside each room. So, be sure to arrive early to secure a good place in the session of your interest; entry to all sessions is on a first-come-first-served basis.
6. Tea will be served at the venue during the scheduled “tea breaks’ at all venues. Thanks to our sponsor ‘Tapal Tea’ that will provide free tea throughout the day for all conference participants.
7. If you’d like to give a social media shout-out to SPELT while you’re attending the conference, you may use the following social media handles:
 - a. **Facebook:** <http://www.facebook.com/headofficespelt>
 - b. **Instagram:** <https://www.instagram.com/speltheadoffice/>
 - c. **LinkedIn:** www.linkedin.com/company/headofficespelt

Catering

Food will be on sale during the lunch break for participants. Some snacks and munchies will also be on sale throughout the day.

SPELT Information Desk

The SPELT information desk will be staffed by the SPELT office staff and volunteers throughout the symposiums on Day 1 and the conference on Day 2 to assist with general information and queries. The registration desk will be located at a prominent place at the conference venue.

ELT Resources Exhibition (Day-2 Only)

The ELT resources exhibition will be open to all for the duration of the conference, displaying the latest published materials, teaching resources and equipment, computer software and services. Do take time out to visit the exhibition stands during the conference. Be on the lookout for discounts and, maybe, freebies!

General

- Please turn your mobile/ cell phones to silent mode during the sessions.
- Smoking is prohibited at the conference venue.

Please note: We regret that no responsibility can be taken by SPELT for loss of personal belongings or for accidents during the conference.

Session Timings

The conference is offering several sessions during the two days. Please help us maintain punctuality in starting the sessions and in the smooth running of all sessions by 1) vacating the session rooms immediately after the completion of each session; 2) taking time to select the session of interest and not leaving the room once it has started; and 3) cooperating with the volunteers. Thank you for your cooperation!

Certificates of Attendance

Conference certificates of attendance will be available in your conference bags. No certificates will be issued after the conclusion of the event.

Exciting Prizes Through the Raffle Draw (Day-2 Only)

- Become a SPELT member and win exciting prizes.
- SPELT values your FEEDBACK! Please fill out the evaluation forms and leave them at the SPELT desk for the Raffle draw at the closing ceremony.
- Deposit badges at the entrance of the Auditorium before the closing ceremony to win attractive prizes. Names of the lucky winners will be announced at the closing ceremony of the conference on Sunday, November 17, 2024. You need to be present in the auditorium to claim your prize.

Acknowledgements

We are extremely thankful to the **Oxford University Press** for being our lead sponsor.



Habib University for co-hosting the
40th SPELT International Conference 2024



We also thank the following for their support!





Conference Credits

Conference Lead

Dr. Maliha Ahmed

Conference Professional Council

Soniya Kazim, Mehreen Masood, Raabia Hirani, Sarwat Tamer, Shireen Khan, and Taghrid Ahmed.

Academic Team

Faiqa Baig and Fariha Khalil

Symposium Focal Persons

Durbeen:	Raabia Hirani
Habib Public School:	Soniya Kazim
HHS School System:	Fariha Khalil
IU School System:	Shireen Khan

Conference Logistics and Onsite Management

Mehmooda Asif, Sabahat Ansar, Sobia Begum, Shehnaz Khanani

CEC Liaisons

Dr Fauzia Shamim, Farheen Hasan, Dr. Nasreen Hussain, and Mansoor Vindhani

Session Facilitators

Prof. Zakia Sarwar	Dr. Fauzia Shamim	Gul Jaffri
Dr. Nasreen Husain	Fatima Shahabuddin	

SPELT Outreach Team

Abbas Husain, Gul Jaffri, Faisal Naseer, Yasmin Fareed, Ruxana Arshad, Shahnaz Khanani, Sabahat Ansar

IT Support

Farheen Hassan, Faiqa Baig

Conference Promotional Material

Marketing Team - IUSS, Hakim Sons, and SPECTRUM

Office Staff

Sadia Jamil	Shams	Yameen Burney
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Highlights - Symposium 1- GECE (Durbeen)	
Theme: Equity and Access to Education: Language Policies and Practices	
Keynote Address	Language of Instruction and Learners' Access to Quality Education: Dynamics of distributive justice in the classroom Dr. Anjum Halai, Professor and Vice Provost, Aga Khan University
Plenary Address	The ELT Learning System with a Multilingual Approach Dr. Fatima Rehan Dar, CEO, OAK Consulting
Featured Presenters	Dr. Fauzia Shamim, Chief Academic Officer, Durbeen; Vice President, SPELT Shazia Kamal, Executive Vice President Outcomes, The Citizens Foundation
Panel Discussion	Future Directions: The role and perceptions of stakeholders in shaping and implementing language policies Panellists: Rabeea Hirani, Saba Shafqat, Mehak Fayyaz, Nighat Shaheen Moderator: Saira Mahmood

Highlights - Symposium 2 -Habib Public School	
Theme: Use of AI and other technologies for teaching-learning of English	
Keynote Address	Generative AI and the Future of Education: Reimagining Authority, Pedagogy, and Digital Equity Dr. Shah Jamal Alam, Associate Professor and Dean, Habib University
Featured Presenter	Dr. Rob Waring, Emeritus Professor Notre Dame Seishin University Nooruddin Merchant, Assistant Director, Habib University Leena Samuel, Karachi Grammar School Dr. Nancy Lobo, Habib Education System
Panel Discussion	AI and the Future of Human Capital Panellists: Dr. Rob Waring, Azhar Rizvi, Zartaj Waseem Moderator: Dr. Kiran Hashmi

Highlights - Symposium 3- HHS School System	
Theme: Teacher Education and Development Practices	
Keynote Address	Continuing Professional Development Instructional Practices: What Next? Alan Mackenzie, Founding Director, Transform ELT
Plenary Address 1	What's Next for ELT? Exploring Past, Present, and Future Trends Tina Hameed, Director, Portal Consultants
Plenary Address 2	AI Aur Mustaqbil: Urdu Ki Taleem Dr. Arfa Sayeda Zehra, Emeritus Professor, Forman Christian College
World Café	Abbas Husain, Director, Teachers Development Centre

Highlights - Symposium 4- IU School System Theme: Developing Skills for the 21st Century	
Keynote Address	Essential research skills needed for success in the 21st century Stephen Lyon, Dean, Faculty of Arts and Sciences, The Aga Khan University
Featured Presenters	Gillian Rodrigues & James Simmons, Notre Dame Institute of Education Dr. John R. Baker, University of Economics and Finance, Vietnam Dr. Saiwaroon Chumpavan, Shinawatra University, Bangkok, Thailand Dr. Sajid Ali, Aga Khan University's Institute for Educational Development Farah S. Kamal, Executive Director, Society for International Education Tahir Javed, Director of EDGE - a Unit of Evolution
Panel Discussion	Digital Humanization vs Human Digitization: Navigating Through a Slippery Landscape Panellists: Dr. Sajid Ali, Tahir Javed, Stephen Lyon, Naheed Zehra, and Ejaz Ahsan Moderator: Adnan Mobin

Highlights - Conference Day 2- Habib University Theme: Transitions in ELT: Past, Present, and Future	
Keynote Address	Planning for Unpredictable Futures Alan Mackenzie, Founding Director, Transform ELT, UK
Plenary Address- 1	Action research might be good Professional Development, but it won't work here David Nunan, Ph.D., Prof. Emeritus, University of Hong Kong, Hong Kong
Plenary Address- 2	Engaging 21st Century Language Learners in a Large Class: Focus on Cognitive and Affective Dimensions Dr. Bushra Ahmed Khurram, Assistant Professor, Karachi University, Pakistan
Plenary Address- 3	In Search of Better Learning Outcomes: Will a Multilingual Policy Address the Gap? Dr. Fatima Rehan Dar, CEO, OAK Consulting
Plenary Address- 4	Fostering Common Sense in ELT: A Way Forward Dr. Rob Waring, Prof. Notre Dame Seishin University, Okayama, Japan
Plenary Address- 5	Professional Skill Development for Language Teaching in the 21st Century Dr. Zhou Fei, President, Shinawatra University, Thailand
Featured Presenters	Prof. Zakia Sarwar (in conversation with Dr. David Nunan) Dr. John R. Baker, University of Economics and Finance, Vietnam Dr. Tariq Umrani, Professor, University of Sindh, Jamshoro Dr. Nasreen Hussain, Director Research & Training, iRAPA Seema Khalid, Regional Academic Coordinator, Oxford University Press Pakistan
Featured Workshops	Dr Sumera Umrani, Shabana Ahmed, Mohsin Tejani, Abbas Husain, Neda Mulji, Saima Haq, Sabina Khatri, Tina Hameed, Nooruddin Merchant
Panel Discussion	Panel Discussion- From Tradition to Transformation: Impact of AI on Education Panelists: Danish Faruqi, Salma Ahmed Alam, Alan Mackenzie, Prof. Dr. Farid Panjwani, Dr Zhou Fei, Nasir R. Zaidi Moderator: Dr. Fauzia Shamim

Symposium Day 1 GECE (Durbeen) Programme

Time	Room	Title
8:30am - 9:00am	Registration	
9:00am - 9:30am	Audio Visual Room	Salma Ahmed, CEO, Durbeen Welcome Address and Introduction to the Symposium
		Raabia Hirani, Coordinator, SPELT Introduction to the SPELT conference themes and programme
		Saira Mahmood, Coordinator Durbeen Introduction to the Symposium programme
9:30 am - 10:30am	Audio Visual Room	Keynote Address - Dr. Anjum Halai Language of Instruction and Learners' Access to Quality Education: Dynamics of distributive justice in the classroom
10:30am - 11:00am	Tea Break	
11:00am - 11:45am	Audio Visual Room	Plenary Address - Dr Fatima Dar The ELT Learning System with a Multilingual Approach
11:45am - 12:30am	Audio Visual Room	Featured Presentation - Shazia Kamal Benefits of Multilingual Education – focus on TCF's work in integration local languages in the curriculum
12:30pm - 1:30pm	Library, First Floor	Parallel Workshop 1 - Farzana Akhtar Math Rescue: Fixing Common Mistakes
	Rooms 201 and 202	Parallel Workshop 2 - Taghrid Ahmed and Mahwish Mohiuddin Cultivating Critical Minds in a Language Classroom
	Audio Visual Room	Parallel Workshop 3 - Adeel Baloch "Aghaaz": Mastering the Basics for a Stronger Academic Year
1:30pm - 2:30pm	Cafeteria (self-purchase)	Lunch Break + Readers' Theatre
2:30pm - 3:00pm	Audio Visual Room	Interactive Talk 1 - Dr Fauzia Shamim Training Teachers for Bilingual Settings: Policy and Practices
3:00pm - 3:30pm	Audio Visual Room	Interactive Talk 2 - Umair Khan, Amna Shams, Amna Javed Voices from the field: Implementing translanguaging pedagogies in the classroom
3:30pm - 4:30pm	Audio Visual Room	Panel Discussion - Future Directions: The role and perceptions of stakeholders in shaping and implementing language policies Dr. Naveed Yousuf (AKU-EB), Saba Shafqat (Parent), Mehak Fayyaz (Licensed teacher), Nighat Shaheen (Teacher-Educator) Moderator: Saira Mahmood
4:30pm - 5:00pm	Audio Visual Room	Summary of Discussions and the Way Forward
		Vote of Thanks
		Distribution of Certificates

Keynote Address

Dr. Anjum Halai

Professor and Vice Provost, Aga Khan University

Language of Instruction and Learners' Access to Quality Education: Dynamics of distributive justice in the classroom

This paper looks at social justice issues in access to quality education for the linguistically marginalized learners. The language(s) in education policy plays a significant role in decisions about medium of instruction as an organizing framework for education processes. Medium of Instruction policies can play a facilitative or a hindering role in enabling access to learning of quality. However, these policy decisions are often politically or financially motivated with implications for the quality of teaching and learning at the level of the classroom. In post-colonial contexts such as Pakistan, policymakers often introduce English with perceived or real power and privilege, as a medium of instruction, ostensibly for distributive justice for all learners. There is a popular perception that learning in English will lead to learning the English language and the subject content encoded in that language. Consequently, parents also prefer 'English medium schools' for their children.

However, Pakistan is a multilingual country, and English is not the first or second, often not even the third language for a majority of students and teachers. Consequently, students and in many cases, teachers also lack the basic competency in English and such policies create a paradoxical effect as learners, often from low socio-economic backgrounds, face the twin challenge of learning a language and the subject knowledge presented in that language (e.g., mathematics). Drawing on in-depth classroom-based studies in Pakistan, this paper illustrates the issues in teaching, learning and assessment when English is not the first language of the teachers and students. It draws on significant experience and insights from low-income and middle-income contexts to recommend suitable language-supportive education approaches, aligned with UNESCO's mother-tongue based multilingual education.



Dr. Anjum Halai has a long-standing experience in higher education in Pakistan and internationally. She obtained her doctoral degree from Oxford University UK. She was an adjunct professor at the University of Alberta Canada (2011-2016) and a research fellow at the Centre for International Education and Development Sussex University UK.

Plenary Address

Dr. Fatima Dar

CEO, OAK Consulting

The ELT Learning System with a Multilingual Approach

The talk will focus on language as a learning system and will argue that the English curriculum 2022-23 continues to follow a structural approach in teaching language despite having a dedicated focus on all components of the language skills. As a consequence, the textbooks are content heavy, difficult and do not take into account the contextual and linguistic realities of learners. While designing the language learning system it is vital to first consider the language legacies that learners bring to the classrooms, capitalize on them and then teach any other language through a skill-based approach as opposed to the structural approach. The ELT curriculum, pedagogy and assessment (CPA) that combine to form a learning system, therefore, should follow a multilingual direction, as proposed by the National Curriculum of Pakistan. This will not only enable learners to initiate the process of schooling from a known domain but also give them a solid start to acquire any other language with ease.



***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, training 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.*

Featured Sessions

Benefits of Multilingual Education – with a Focus on TCF’s Work in Integration Local Languages in the Curriculum

The Citizens Foundation (TCF), established in 1995, is a leading non-profit organization providing quality education to underprivileged communities across Pakistan. The session will provide a brief overview of The Citizens Foundation (TCF), highlighting its areas of operation across Pakistan. It will cover TCF’s growth over the years, including the increase in the number of schools, teachers, and students enrolled within the organization. Additionally, the session will discuss TCF’s initiatives related to the Mother Tongue-Based Multilingual Education (MTB MLE) program, which is being implemented in its formal schools in the Tharparkar District of Sindh Province. This includes the design of the language ladder developed to address the multilingual context of Tharparkar, along with key insights from the program’s implementation.



Shazia Kamal is responsible for leading teams focused on program design and initiatives to deepen the impact of TCF’s education portfolio. She has been associated with education responsible for curriculum development and teacher training across the TCF network, bridging the gap between policy and practice. In 2017, she left TCF for a few years to work at the Learning Disabilities Association of Halton-Hamilton in Toronto, Canada, where she served as a researcher, assessor, resource facilitator, and tutor for individuals with learning disabilities, such as dyslexia. Shazia has also contributed to organizations like Kashf Foundation, FMC, Tetra Pak, and the International Institute of Management Development (IMD) in Switzerland. She holds a Masters of Business Administration from LUMS, and the Orton-Gillingham (O-G) Associate-level accreditation accorded by the International Dyslexia Association in Canada.

Language of Instruction and Translanguaging: Pedagogies in a Pre-Service Teacher Education Program in Pakistan: Inclusion or Exclusion?

Pakistan, a multilingual country with over 70 languages, uses Urdu as its national language and English as the official language and medium of instruction in higher education. Due to social stratification, students enter higher education with varied proficiency in both languages. This case study examined language policy and related practices in a teacher education institution adopted under a public-private partnership. While assessments are in English, translanguaging is common, allowing students to use Urdu or English freely in the classroom. However, student teachers limited English language development raises concerns about their future growth opportunities, prompting collective reflection on the impact of current language practices in pre-service teacher education in Pakistan.



Professor Dr Fauzia Shamim is the Chief Academic Officer at Durbeen, Karachi, Pakistan, an NGO committed to improving the quality of teachers in public-sector schools in Pakistan. She has a Masters in linguistics for ELT from the University of Lancaster, and PhD in TESOL from the University of Leeds, UK. Dr Shamim has worked as an English language teacher, teacher educator, researcher and in leadership positions in several public and private sector universities in Pakistan and internationally. She is a founder member and Vice President of SPELT, Pakistan, and Pakistan's representative for Asia TEFL since 2019. Her current research interests include AI in teacher education, teacher research, and Language-in-Education Policy for equity and social justice.

Voices from the Field: Implementing Translanguaging Pedagogies in the Classroom

This presentation showcases a collaborative effort between Durbeen faculty and partner school teachers to implement Translanguaging Pedagogy for teaching content subjects to Grades 1 and 2. Drawing from classroom experiences, the presenters will share strategies for integrating Urdu, the most familiar language for the learners, and English to enhance comprehension and engagement. The session highlights practical approaches, challenges, and outcomes, emphasizing how Translanguaging fosters inclusive learning environments by giving all learners 'Voice', and improves early-grade content understanding in multilingual classrooms.



Amna Shams holds a B.Ed (Hons) degree and has extensive experience in early childhood education, curriculum development, and teacher training. Currently teaching English language at Zindagi Trust, she has a background in designing effective curricula and leading training sessions for early childhood educators.



Amna Javed is an elementary school teacher of English Language at Khatoon e Pakistan School (Zindagi Trust). She is a GECE Alumna (2023) and a Sindh Teacher Licensing Test qualifier.



Umair Khan is an education practitioner, entrepreneur and teacher educator who has been working with Durbeen for the past four years as a senior lecturer of mathematics education. Umair holds a Master's degree in International Education Policy from Harvard University and is also a mechanical engineer by training. In his previous professional roles, he has worked on projects that range from the design of teacher training programs to the development of content for online learning.

Math Rescue: Fixing Common Mistakes

This Workshop Focuses on Identifying and addressing common errors in primary math education, distinguishing between conceptual, procedural, and careless mistakes. Teachers will learn effective methods to help Students correct errors and collaborate on strategies to prevent future issues. The session emphasizes reinforcing essential math skills and fostering professional collaboration for continuous improvement in student outcomes.



Farzana Akhtar, currently working as Training Manager at TCF holds a Master's in Education and a B.Ed. in Mathematics Education. She has authored a Mathematics solution book for classes IX-X and served as an Examiner for the Karachi Secondary Board. A member of the Mathematics Association of Pakistan (MAP), she has led workshops and participated in national and international conferences. . During her 16 years in TCF, she has played a pivotal role in developing "Meri Riyazi" series (KG to G5) and supported principal development through policy work and training initiatives.

Cultivating Critical Minds in a Language Classroom

As educators navigate the evolving landscape of Language Teaching, it becomes imperative to equip the youngest learners, Generation Alpha, with necessary skills to thrive in a rapidly changing world. This generation is the most materially gifted and have technology at their fingertips as screens are a part of their formative years. In this situation where they can 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 interactive activities that can be easily adapted in their language 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 embracing a forward-thinking approach to Language Teaching, educators can effectively prepare Generation Alpha students to develop critical thinking skills inculcating a personal view on an issue, understanding it and applying problem solving skills in order to plan for the future.



Taghrid Ahmed is currently working at The Citizens Foundation (TCF) as the Manager Curriculum Development - English. She holds a Master's degree in English Literature from KU and has more than 25 years of experience in English Language and Literature teaching. She held the position of Principal at Karachi Public School for 2.5 years. She has conducted various workshops at school and at SPELT's International Conference held annually. She has done her ICALT through SPELT and attends various workshops and conferences yearly as she believes learning is an ongoing process.



Mahwish Mohiuddin is an experienced educator with over 10 years in the education sector. Currently serving as the Curriculum Development Lead for Social Sciences, Mahwish holds an MPhil in Education from Iqra University. She has conducted numerous training sessions, both online and at TCF schools, focusing on enhancing educational practices. She has a strong belief that education is a lifelong process that is always changing to suit the requirements of both teachers and students. She is passionate about continual learning.

“Aghaaz”: Mastering the Basics for a Stronger Academic Year

“Aghaaz” is TCF’s whole-class remediation program aimed at Strengthening Essential Literacy and numeracy skills for students at the start of academic year to succeed in their current grade. This workshop will guide participants in identifying key concepts from previous grades, selecting appropriate content, designing learning progressions, and administering diagnostic and end line assessments to track progress. Participants will gain practical tools for effectively supporting students’ academic development through targeted remediation.

Adeel Baloch, currently working as Senior Manager, MTB MLE Programme at The Citizens Foundation (TCF) Pakistan, holds a Master's degree in Education and in Business Administration.



With over 13 years of experience, Adeel has designed and lead programs focused on teacher capacity building, reading skills in mother tongue and mother tongue based multilingual education with AKU-IED, USAID and TCF. His expertise includes offering comprehensive technical support in curriculum design, educational strategy formulation, and the empowerment of students, teachers, administrators, and community leaders.

Panel Discussion

Future Directions: The Role and Perceptions of Stakeholders in Shaping and Implementing Language Policies

Panellists



Dr. Naveed Yousuf, CEO of the Examination Board and Associate Professor at Aga Khan University, has over 15 years of experience in education assessment, psychometrics, and faculty development. He advises the Royal College of General Practitioners (South Asia) and is a member of various educational boards. His work centres on curriculum development and large-scale assessment. Dr. Yousuf is widely recognized, receiving awards such as the Innovation Impact Award (2022) and the Collaborative Award for Teaching (2023) for his contributions to educational development.



***Mehak Fayyaz**, a GECE Hussainabad graduate managed by Durbeen, holds a Sindh Teaching License (2024), qualifying her for a Grade 16 government teaching position. She currently teaches early years mathematics at Khatoon-e-Pakistan School, managed by Zindagi Trust, employing bilingual instruction and engaging activities to ensure conceptual clarity. Recognized for her innovative methods, she received a Best Teaching Practice certificate and was honoured as the “Rising Star in Education.” Mehak is dedicated to fostering a*

strong mathematical foundation in young learners.



***Nighat Shaheen**, a Senior Lecturer for Urdu Teaching and Pedagogy at the GECE, Hussainabad, along with teaching, she is also doing support work for teachers' PD in a liaison role at ZT schools. She has been associated with SNC-Expert Group Urdu Strand. She has been associated with the education sector for 25 years. She has previously worked with the Beaconhouse School System as a teacher and Curriculum Coordinator for Urdu Teachers ensuring teachers' training alongside curriculum development and its effective implementation.*



***Saba Shafat** is a graduate in Arts with a specialization in Fashion Design from the North City School of Art. With strong skills in drawing and craftwork, she currently serves as an Assistant Teacher in Early Childhood Education at Khatoon-e-Pakistan School, managed by Zindagi Trust. Saba is enthusiastic about learning new techniques and applying them effectively in her classroom to enhance student engagement and creativity.*



***Saira Mahmood** has more than 4 years of experience in the field of education. She has taught English language and literature courses at the University of Karachi and Happy Home School. Saira's research interests are at the intersection of technology and education, particularly focusing on the transformative potential of Generative AI in language learning. She is keenly exploring how AI-driven tools can be integrated into language teaching frameworks to make learning more interactive, personalized, and effective. She has an MA in English Literature and BA in English from the University of Karachi and is currently pursuing M.Sc., Applied Linguistics for Language Teaching from the University of Oxford.*

Moderator

Time	Room	Programme
9:00-9:30 am		Registration
9:30-9:45 am	Auditorium	Opening Ceremony
9:45-10:30 am		Keynote Address - Dr. Shah Jamal Alam Generative AI and the Future of Education: Reimagining Authority, Pedagogy, and Digital Equity
10:30- 11:00 am: Tea Break		
11:00am-1:00pm Parallel Featured Sessions	Room 6	Featured Session 1 - Dr. Rob Waring Precautions to take when using AI to write EFL materials
	Room7	Featured Session 2 - Nooruddin Merchant Writing effective Prompts
	Room 8	Featured Session 3 - Ahmed Numair, Sadaf Meer & Nazish Mohammad How to create animated videos from AI and Chat GPT
	Room 9	Featured Session 4 - Henna Shaukat & Arsala Masroor Smart tools, Smarter Teaching: AI and Ed Tech in Language Development
	Room 10	Featured Session 5 - Rubina Syed Usman Ghani Enhancing 21st Century Skills through Technology: Integrating WIKI in the ELT Classroom
1:00- 2:00 pm: Lunch Break		
2:00pm-3:00 pm Parallel Featured Sessions	Room 6	Featured Session 6 - Leena Samuel Developing students' descriptive writing skills through the use of interactive tools and collaborative platforms
	Room7	Featured Session 7 - Tabassum Hemani Collaborative Narrative Writing leveraging AI as a Resource
	Room 8	Featured Session 8 - Noman Nadir Budhani & Ali S. Bawani Elevating Teaching with AI
	Room 9	Featured Session 9 - Sadia Iqbal & Dr. Nancy Lobo Leveraging Technology to Enhance Reading Comprehension Skills
3:00pm- 4:00pm	Auditorium	Panel Discussion-AI and the Future of Human Capital Panellists: Dr. Rob Waring, Azhar Rizvi, Zartaj Waseem Moderator: Dr. Kiran Hashmi
4:00- 4:30 pm		Closing Ceremony

Dr. Shah Jamal Alam

*Associate Professor of Computer Science, Interim Associate Dean Undergraduate Education, **Habib University***

Generative AI: Redefining Education, Authority, and Equity

The educational landscape is experiencing a profound transformation driven by generative AI, forcing a re-evaluation of long-standing academic traditions. In this keynote, I explore the paradoxical nature of AI's rise in school and university education, both as a powerful tool for innovation and a challenge to originality. As generative AI tools like ChatGPT and Bard become embedded in academic practices, they disrupt traditional models of knowledge creation and dissemination. While these tools democratize access to information and enhance learning experiences, they also risk homogenizing thought and reducing intellectual creativity. I explore the trade off in embracing innovation and tradition, the so-called 'Janus Effect', where academia stands at the intersection of past traditions and future innovations. I would share my thoughts on how educators could use AI to foster creativity, improve accessibility, and promote digital equity in classrooms. However, we also face ethical dilemmas posed by AI, in reinforcing biases, undermining critical thinking, and authenticity of academic work. As educators, we need a balanced approach to AI in education, one that ensures both technological progress and the preservation of human intellectual contribution.



***Dr. Shah Jamal Alam** is an Associate Professor of Computer Science and interim Associate Dean of Undergraduate Education at Habib University. He holds a Ph.D. in Computational Social Science and has conducted postdoctoral research at the University of Edinburgh and the University of Michigan, focusing on climate change adaptation and HIV transmission dynamics.*

Featured Sessions

Precautions for Using AI in EFL Materials

AI technologies in education are a powerful driver of innovation in ELT. Nowadays anyone can prompt AI technologies such as Claude or ChatGPT to create alluring and professional-looking texts, their associated quiz and vocabulary exercises, and even images. The temptation is to assume this can lead to true personalization of education as each learner can create their own texts and their own level, ideal for them. Despite this seductive idea, there are quite a number of precautions we need to observe beyond the quality of the writing and the language used. These include technology's understanding of narrative text, EFL levels, or how to ensure the generated texts recycle language that was previously met to ensure long term learning. This presentation will highlight some of the strengths of the technologies, but also some of their limitations. We will finish by presenting a series of technologies that can limit and control ChatCPT to aim at true personalization.



***Dr. Rob Waring** is a Professor at Notre Dame Seishin University in Japan and a leading expert in Extensive Reading and vocabulary acquisition. He has published over 60 articles, chaired major international conferences, and co-founded the Extensive Reading Foundation. He has also authored numerous graded readers and developed related educational websites.*

AI Beyond the Teaching Assistant

AI literacy is a critical digital skill for the Gen Z classroom. This workshop goes beyond the basics, introducing teachers to advanced AI tools that can be integrated into their teaching practices. Participants will explore innovative applications of AI, from enhancing student engagement to creating custom chatbots. This session aims to equip educators with the knowledge to leverage AI as a transformative tool in education, far beyond its role as a mere assistant.



***Nooruddin Merchant** began as a software programmer before transitioning to education, focusing on integrating library and media technologies in K-12 systems. With over 20 years of experience, he has trained educators and collaborated with various organizations, currently leading the Library and Information Commons at Habib University.*

Creating Animated Videos with AI & ChatGPT

In this session, we will explore the exciting integration of AI tools, such as ChatGPT, for generating content, and how to convert this content into animated videos. This workshop is designed for English teachers to harness the power of AI in creative storytelling, teaching, and learning. This session introduces English teachers to the transformative world of AI-driven animation, specifically focusing on how ChatGPT and other AI tools can revolutionize content creation for educational purposes. Teachers will learn how to leverage cutting-edge technologies to produce engaging and dynamic animated videos, making teaching materials more interactive and visually appealing.



***Numair Khan**, with 5 years of experience has a BS in Computer Science. He is a key member of the digital transformation team at Habib Public School. He is currently teaching ICT at Habib Public High School. His expertise supports the school's technological advancement.*



***Meer Sadaf Atif** has 8 years of experience and holds degrees in MCSIT and BCIST from NED University. She is a valuable member of the digital transformation team at Habib Public School.*

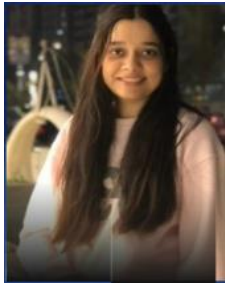


***Nazish Hussain** holds a Bachelor's in Engineering and a Master's in Engineering Management from NED University. With 3 years of experience, she currently works at Habib Public School as part of the digital transformation team, focusing on integrating modern technologies into education to enhance digital innovation and teaching methodologies.*

Smart tools, Smarter Teaching: AI and EdTech in Language Development at Habib Girls' School

The role of the English language teacher has never been as fascinating or challenging as it is today. The external influences on students are many, attention spans are decreasing by the day and their need for rapid, impactful interactions is increasing manifold. There is a constant need for engaging teaching and learning to happen inside and outside the classroom and that is where the language teacher today has an edge.

The intelligent use of technology in the classroom has become a very effective tool in developing functional and academic language skills in students. Not only that, it helps in developing and improving cognitive skills among learners. By utilizing various digital tools, teachers can create interactive learning environments that cater to diverse learning styles, making language acquisition more effective and fun. Online learning apps, collaborative platforms and multimedia resources are facilitating communication, promoting critical thinking and providing exposure to authentic language.



Henna Shaukat holds a Bachelor's degree in Biomedical Engineering from Ziauddin University and is pursuing a Master of Education (MEd) from Virtual University. With a TESOL certification and over 8 years of experience as an English teacher, she currently serves as the English Coordinator for the Primary Section at Habib Girls' School.



Arsala Masroor is a Master's graduate in English Linguistics and Literature with a scholarship and holds 7 years of teaching experience. As the most popular teacher at Veleem, she taught O-level, IGCSE, and AQA students for 4 years. Currently, she serves as the English Coordinator for grades VIII, IX, and X at Habib Girls' School.

Enhancing Descriptive Writing with Interactive Collaborative Tools

The session will focus on developing students' descriptive writing skills through the use of interactive tools and collaborative platforms. Kahoot and Padlet will be utilised for formative assessments, fostering engagement and enabling peer feedback. We will then explore Adobe Firefly, an AI tool that transforms text into images, allowing visual images through descriptive text. This session aims to enhance both their technical and creative skills in the teaching of the English language.



Leena Samuel is an educational leader with over 20 years of experience in Pakistan and the UK. She specializes in English, Special Educational Needs (SEN), and pastoral care. Currently, as Head of Year at Karachi Grammar School, she leads initiatives for academic progress and staff professional development.

Collaborative Narrative Writing: Leveraging AI as a Resource

Artificial Intelligence serves as a Transformative tool in Teaching Narrative Writing to students, fostering creativity and enhancing writing skills. This initiative engages participants in hands-on activities that utilize AI-generated prompts, character development tools, and interactive storytelling elements. Emphasizing collaborative writing, students co-create narratives while leveraging AI as a resource for idea generation and revision. Additionally, they explore various genres and styles, using AI to experiment with diverse storytelling approaches. Ethical considerations surrounding the use of AI in creative writing are discussed, promoting a critical understanding of originality and authorship. Ultimately, this approach empowers students to effectively harness AI Tools, enriching their narrative writing experiences and preparing them for the future of storytelling.



***Tabassum Fatima Ali** has 14+ years of experience in the education sector and holds a Master's in Education (M.Ed.) from AKU-IED. She is dedicated to fostering a positive learning environment at Habib Public School. She is a member of the Professional Learning Team.*

Elevating Teaching with AI

Given the Fast-Track Advancement in Technology, Especially the rapid infusion of Artificial Intelligence (AI) in our lives lately, we have plenty of innovative tools to enhance teaching and learning. The session intends to up skill teachers to use AI to nourish their teaching strategies, offer tailored instruction, and make teaching easier. The session will begin with knowing what they already know and doing with AI to make their teaching easy and effective. They will then be introduced to a selection of AI tools, such as ChatGPT, Gemini, Quizlet, and Copilot, among others, that would facilitate preparation, differentiation, Assessment, and student engagement. In addition, active and practical examples like lesson planning and creating formative assessments will teach them how to incorporate these AI-based tools into their professional practice daily, as this will allow them to be more creative with the added time. This session will enable them to enhance their pedagogical practices with the best advances in AI and lead to better outcomes for their students.



***Ali Shah Bawani**, a dedicated educator and mentor, holds a Bachelor of Arts (Honours) and a Master of Arts in Psychology, specializing in educational psychology, and is pursuing an MS in Clinical Psychology. As a Notre Dame Institute of Education faculty member, he instructs in the B.Ed (Hons) program.*



Noman Nadir Ali Budhani is an educator with a Bachelor's in Education (Hons) from Notre Dame Institute of Education and is pursuing an MPhil in Education at Aga Khan University. As a dedicated faculty member, he teaches in the B.Ed (Hons) program, committed to shaping the next generation of teachers.

Leveraging Technology to Enhance Reading Comprehension Skills

This workshop focuses on the transformative potential of technology in teaching reading comprehension that support the development of critical reading skills like inference, summarization, and vocabulary acquisition. Practical demonstrations and hands-on activities will illustrate how technology can be seamlessly integrated into the classroom to enhance both independent and guided reading experiences. By the end of the workshop, participants will have a solid understanding of how technology can be used to support and accelerate reading comprehension instruction across diverse student populations.



Sadia Iqbal Sheikh is a distinguished educationist with 23 years of experience, holding an M.Phil in Educational Leadership and Management and multiple qualifications. She is dedicated to transforming educational visions into reality through innovation and expertise. She is a member of the Quality Enhancement Team at Habib Education Trust.



Dr. Nancy Lobo, with 38 years of experience and a PhD, is the Head of Training and Development at Habib Education. A former English teacher, she is dedicated to improving educational practices and staff development, conducting workshops for teachers and middle managers to enhance their skills and effectiveness.

Enhancing 21st Century Skills through Technology: Integrating WIKI in the ELT Classroom

This workshop equips educators with strategies to foster essential 21st-century skills—communication, collaboration, creativity, and critical thinking—among students. Participants will learn to leverage WIKI as an effective Learning Management System, exploring its potential to stimulate creativity, enhance communication, and facilitate collaborative learning. Practical, hands-on sessions will guide participants in using WIKI to develop critical thinking skills within a 21st-century learning context. Attendees will gain experience in creating a WIKI-based LMS, along with opportunities to reflect and share their insights. This workshop provides ELT professionals with digital tools to enrich teaching and actively engage learners in skill-based development.



*With over 15 years of experience in IT, education, and management, **Rubina Syed** has held pivotal roles in both national and international organizations, including Intel® Education, Cisco NetAcad Global, and The City School. As a trainer and consultant, she has trained over 10,000 teachers across Pakistan and served as Provincial Coordinator for Sindh and Balochistan. Known for her innovative approach and commitment to educational impact, she has presented at conferences on computer and emerging technologies, and her research, including on e-learning, is published internationally. Currently pursuing her PhD in Teacher Education, she consults with Cisco Net Acad and manages business development for the Institute of Career Development in Karachi, in addition to running her own academy, Apricot Cisco Academy.*

Panel Discussion

AI and the Future of Human Capital

This panel discussion will explore how artificial intelligence (AI) and other technologies can revolutionize education to better prepare students as future human capital for Pakistan. The conversation will focus on the integration of AI in classrooms, its impact on curriculum development, teaching methodologies, and how educators can equip students with the skills they need to thrive in the future workforce.

Panellists



Dr. Rob Waring is a Professor at Notre Dame Seishin University in Japan and a leading expert in Extensive Reading and vocabulary acquisition. He has published over 60 articles, chaired major international conferences, and co-founded the Extensive Reading Foundation. He has also authored numerous graded readers and developed related educational websites.



Azhar Rizvi is an entrepreneur, strategy consultant, and business coach with over two decades of experience. He co-founded Cambridge Advisors Network, assisting over 500 firms in scaling operations. As a consultant to the Higher Education Commission of Pakistan, he helped establish research and commercialization offices in universities.



Zartaj Ahmed is a leader in AI and robotics education as the CEO of Pi Space Science Education Centre in Pakistan. An international judge for the World Robot Olympiad, she empowers teachers to utilize AI in classrooms, leads national robotics competitions, and is a certified Design Thinking Trainer.



Kiran Hashmi is an Assistant Professor and Acting Head of the Education Department at the Institute of Business Management, specializing in teacher education and curriculum development. With 17 years of experience, she supports educators through counselling, content creation, and has received an HEC research grant to improve teacher education in Balochistan.

Moderator

HHS School System Programme

Time	Room	Programme
8:00- 9:00 am		Registration
9:00- 9:10 am	OLS Auditorium	Opening Ceremony
9:10- 9:40 am		Keynote Address - Alan Mackenzie, UK Continuing Professional Development Instructional Practices: What Next?
9:40- 10:20 am		Plenary Address - Tina Hameed What's Next for ELT? Exploring Past, Present, and Future Trends
10:20- 11:00 am, OLS Ground, Tea Break		
11:00am-12:00 pm Parallel Featured Workshops	OLS Computer Lab 1	Featured Session 1- Ms. Najia Azhar Unleashing the Teacher Within: Empowering Educators to Excel
	OLS Computer Lab 2	Featured Session 2- Amna Hussain & Farida Saifuddin Fostering Language Proficiency and Life Skills: The Power of Cooperative Learning in the Language Classroom
	Society Computer Lab 1	Featured Session 3- Amima Niazi Integrating Social-Emotional Learning (SEL) into Classroom Practices
	Society Computer Lab 2	Featured Session 4- Adeel Durvesh Cultivating a Growth Mindset: Empowering Educators and Students
	OLS Classroom 1 (First Floor)	Featured Session 5 - Noorain Ahmed Exploring Exploratory Research
	Society Library	Featured Session 6 - Dr. Sarwat Nauman Empowering Educators: Practical Strategies for Large Classroom Instruction
	OLS Classroom 2 (First Floor)	Featured Session 7- Dr. Sahiba Sarwar Thaheem Integrating Technology into Language Teaching: Tools for Enhancing Student Engagement and Learning Outcomes
12:15- 1:00 pm	Auditorium	Plenary Address 2- Dr. Arfa Sayeda Zehra Al Aur Mustaqbil: Urdu Ki Taleem
1:10- 2:00 pm, OLS Ground, Lunch Break		
2:00- 4:00 pm	Inner Ground	World Café- Mr. Abbas Husain
4.00- 4.30 pm		Closing Ceremony

Keynote Address

Alan Mackenzie

*Founding Director of Transform ELT,
English Language Teaching Professional, United Kingdom*

Continuing Professional Development Instructional Practices: What Next?

Like most aspects of our lives, the future of our Professional Development Practices is online. Transform ELT recently investigated the situation of online CPD across seven countries in East Asia: Laos, Cambodia, Myanmar, Vietnam, Thailand, and Indonesia (see Mackenzie, A., Grahame, C., Rowlands, G., Zein, S. (2024). [Online Continuing Professional Development among English Language Teachers in ASEAN: Current Trends and Practices](#). British Council). This involved cataloguing providers and their offers, conducting interviews with key stakeholders including focus groups with teachers and supervisors, as well as surveys of large numbers of teachers in each country. A similar but separate research study was conducted among primary teachers in Bangladesh and the British Council has also recently published a review of how teachers are using AI for professional development.

The insights from these studies will be shared in this presentation. Trends and directions will be highlighted, along with commentary on what participants in different contexts prefer and what they do not want. There will also be an opportunity for the audience to consider how their own teachers might respond differently to the survey questions and what considerations we should be taking into account when creating and promoting online CPD within our own institutions. Alternative forms of CPD including, face to face, online and blended will be presented and discussed.



Alan Mackenzie, founding Director of Transform ELT, has been an English language teaching professional since 1989. He has designed and taught Masters-level courses for Teachers College Columbia University and NILE, and worked as a British Council project manager across East and South Asia. Notably, he directed the PEELI project in Pakistan and served as a Senior Training Consultant in Thailand and India. He has been advisor to the boards of Thailand TESOL, the Philippines Association for Language Teaching, SPELT and the English Language Teachers Association of India. He has also worked with multiple state ministries of education across East and South Asia.

Plenary Address

Tina Hameed

Teacher Trainer at Portal Consultants

What's Next for ELT? Exploring Past, Present, and Future Trends

As English Language Teaching (ELT) continues to evolve, it's essential to reflect on our past, examine our present, and anticipate the future. This plenary explores the Transformative trends shaping ELT, from methodology and technology to pedagogy and policy.

Past: We'll examine the legacy of influential methodologies, such as the Grammar Translation Method (GTM) and Communicative Language Teaching (CLT).

Present: We'll discuss current trends, including: Task-Based Learning (TBL), the Project-Based Approach (PBA), the rise of digital learning and their ongoing impact on contemporary practice.

Future: We'll consider emerging trends and predictions, such as, Artificial Intelligence, Gamification and immersive technologies. The participants will begin to understand the key of ELT trends and their impact. Through this retrospective and forward-looking lens, participants will gain insights into the dynamic landscape of ELT. We'll explore implications for teaching, learning, and professional development, and encourage discussion on the future of our field.



Tina Hameed's values are diligence, love and respect. She believes that an open space is crucial for learning and growth. Tina has spent 38 years working as a teacher and trainer. She considers teaching to be increasingly complex work, requiring the highest standards of professional practice to perform it well.

Prof. Dr. Arfa Sayeda Zehra

AI Aur Mustaqbil: Urdu Ki Taleem



Dr. Arfa Sayeda Zehra is a Distinguished Professor of History and Urdu at the Forman Christian College. She has a Doctorate in History and a Masters in South Asian Studies from the University of Hawaii, USA. She is a globally renowned academic and intellectual, acknowledged for promoting Urdu language and literature, intellectual history and the rights of women, and is also known for her passion for literary criticism, cultural analysis, and historical review. She has a teaching career spanning 55 years in leading institutions of the country and has served on various boards and committees in Pakistan. She is a prolific researcher with numerous research and publications in education, human rights, and policy challenges. She has also served as Chairperson, National Commission on the Status of Women, Government of Pakistan, Islamabad. She holds national and international awards and has been invited to speak at prestigious institutions nationally and internationally as a keynote speaker. She was honored to receive a Distinguished Alumni Award from East West Center, Hawaii, USA and an International Award in Emirates for her contribution towards national literature, language, and culture of Pakistan. She is a recipient of the Fatima Jinnah Award and International Sophist Award. Presently, she has the honor of holding the UNESCO Chair, as well as being a Fellow in the National College of Arts.

RESEARCH & PUBLICATIONS

Most recent publication is, 'Society and Culture of Pakistan', in Pakistan Studies: A Book of Readings, ed., Sikandar Hayat (Lahore: Sang-e-Meel Publications, 2023)

Research interests:

Historical Analysis and Critique, Human Rights, Gender Literature and Social issues

Publications:

Research papers presented and published nationally and internationally

Featured Sessions

Unleashing the Teacher Within: Empowering Educators to Excel

In today's dynamic educational landscape, it is imperative for teachers of all subjects to uphold a strong foundation of pedagogical principles as well as stay abreast of current trends and challenges. This interactive session is designed for teachers of all levels who want to explore and improve their teaching skills. Through guided self-reflection, collaborative activities, and hands-on exercises, participants will explore their strengths, identify areas for growth, and develop personalized improvement plans.

The session will also focus on modern trends such as technology integration, blended learning, and student-centred teaching methods, along with addressing common challenges such as stress and outdated teaching methods. At the end of this session, participants will be equipped with the practical tools to keep up to date with teaching best practices and be confident to effectively tackle the complexities of modern teaching.



***Najia Azhar** is an experienced educator specializing in curriculum development, assessment strategies, and teacher professional development. She has worked at Aga Khan University, Institute for Educational Development (AKU-IED), contributing to the Single National Curriculum (SNC) project and co-facilitating workshops on curriculum mapping and student learning outcomes. Currently, as the Coordinator for English and Social Sciences at HHS School System's Quality Enhancement Cell, she develops assessment frameworks and leads professional development programs. With over 10 years of teaching experience and a master's in education from AKU, she focuses on improving instructional practices and student engagement.*

Fostering Language Proficiency and Life Skills: The Power of Cooperative Learning in the Language Classroom

Cooperative learning, where students collaborate in small groups to achieve shared learning goals, is highly effective in language education. In language classrooms, which rely on communication and interaction, integrating cooperative learning strategies enhances student engagement, fluency, and comprehension.

This workshop explores the benefits and practical applications of cooperative learning, emphasizing its role in fostering collaborative communication, peer-assisted learning, and cultural awareness. Techniques such as KWL, Four Corners, and Round Table create a dynamic environment that mirrors real-world communication, developing essential skills in speaking, listening, and problem-solving while promoting teamwork and empathy.

Additionally, cooperative learning supports differentiated instruction, catering to diverse learners' needs through peer scaffolding and encouraging autonomous learning. However, challenges like classroom management and group dynamics require careful planning. Strategic implementation of cooperative learning not only improves language proficiency but also cultivates essential life skills, making language classrooms more inclusive and engaging.



Amna Hussain has over 22 years of experience as an Early Childhood Education (ECE) expert, holding an M.Ed and MPhil from the University of Karachi. She has served as an ECCE coordinator, lecturer, and consultant for organizations including UNICEF and Oxford University Press. An author of "First Steps to Early Years Maths" and "The Art Lab," she currently works as the QEC Academic Coordinator for the Pre-Primary Section at HHS School System.



Farida Saifuddin Karbalai has over 32 years of experience teaching and coordinating in esteemed schools in Pakistan and the UAE. She holds a Cambridge Certificate for Overseas Teachers of English, a Master's in Curriculum Development from the University of Strathclyde, and a Master's in Political Science from the University of Karachi. Currently, she is the English Academic Coordinator at HHS School System.

Integrating Social-Emotional Learning (SEL) into Classroom Practices

Social-Emotional Learning (SEL) is increasingly recognized as a vital component of effective education, fostering students' emotional intelligence and interpersonal skills. This workshop; "Integrating Social-Emotional Learning (SEL) into Classroom Practices"; aims to equip educators with practical strategies to embed SEL within their teaching methodologies. Participants will explore the five core competencies of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Through interactive discussions and hands-on activities, educators will learn how to create a supportive classroom environment that promotes emotional well-being and resilience among students. The workshop will emphasize the importance of cultivating a culture of empathy and respect, enabling students to thrive academically and socially. By integrating SEL practices into daily routines, teachers can enhance student engagement, reduce behavioural issues, and improve overall classroom dynamics. Educators will leave with actionable insights and an individualized action plan for implementing SEL strategies in their classrooms. This workshop not only contributes to professional development but also fosters a holistic approach to education that prioritizes the emotional and social growth of every student, ultimately leading to improved learning outcomes and a more positive school climate.



***Amima Niazi** is a dedicated educator with over six years of experience teaching Pakistan Studies at the O-levels and AKU streams. Currently a Subject Specialist (BPS-17) for the Sindh government, she teaches Pakistan Studies, Civics, and Education to classes 11 and 12. Pursuing an M.Phil in Education from IoBM, she focuses on innovative practices and educational reforms, positioning her as a leader in fostering student engagement and success.*

Cultivating a Growth Mindset: Empowering Educators and Students

Strategic thinking is vital for language teachers aiming to enhance student engagement and learning outcomes. By analysing current educational trends, teachers can identify innovative methods and tools to improve language instruction. Embracing creativity and innovation encourages the development of engaging lesson plans that cater to diverse learning styles. One effective method is to engage in diverse thinking styles that encompass various perspectives.

Educational leaders can start by gathering data and insights to assess the current landscape and interpolate for future trends. This analytical approach helps identify potential growth opportunities and informs decision-making. Furthermore, fostering a creative atmosphere encourages team members to generate innovative ideas without fear of judgment. This is crucial for exploring new possibilities that could drive future growth.

Teachers in classrooms should cultivate emotional intelligence by acknowledging team members' feelings and concerns, nurturing a collaborative environment where everyone feels valued. It is also important to anticipate potential challenges, evaluating each decision's implications through critical analysis as the world is going through a severe financial crisis and every child is bringing his story.

By combining data-driven insights with imaginative approaches, language teachers can create dynamic classrooms that inspire students. Ultimately, integrating these diverse thinking styles enables educational leaders to adapt, innovate and thrive with creativity in an ever-changing landscape setting the stage for sustained success and growth in the future for students, parents and teachers.



***Adeel Durvesh** is a Faculty a PhD Scholar, Facilitator Entrepreneurship, Corporate Trainer, Director and Founder of PACE the 1st Entrepreneurship College of Pakistan & PACE Institute of Skills Development. Running two more organizations PARHAO SABAQ & LEARNING BITE as a CEO. Having an experience of 17 years funded projects by UNICEF, British Council, USAID, UKAID. Won a Best Presenter Award in Harvard Research Conference held in UAE in 2014*

Exploring Exploratory Research

This presentation provides an overview of conducting exploratory research, focusing on how educators can align their research endeavours with personal interests and institutional needs. Participants will learn effective strategies for selecting research topics and developing insightful research questions that drive meaningful inquiry. The session will introduce key tools and techniques for collecting reliable and valid data, incorporating hands-on opportunities for participants to practice these methods. Emphasis will also be placed on ethical considerations, such as participant consent, confidentiality, and the responsible handling of data. Through this presentation, educators will gain the skills needed to conduct exploratory research that fosters evidence-based decision-making and educational improvement.



Noorain Ahmed is an enthusiastic educator with over two decades of experience teaching English Language and Literature. As Section Head of the HHS O Level Senior Campus, she holds a Master's Degree in English Literature and has participated in professional development programs with prestigious institutions, including Cambridge University Press and the British Council. Passionate about student development, she has contributed to community programs like the U.S. Embassy's English Works Programme, fostering critical thinking and personal growth.

Empowering Educators: Practical Strategies for Large Classroom Instruction

This workshop is designed to help educators develop effective techniques for managing and engaging students in large classroom settings. This session explores the unique challenges posed by large classes and equips teachers with a variety of practical, research-backed strategies to enhance student participation, maintain order, and optimize learning outcomes. Participants will begin by discussing the common difficulties of teaching large groups, such as ensuring student engagement, managing time, and providing personalized feedback. The workshop will then introduce specific approaches and teachers will learn how to structure lessons to improve interaction and keep students attentive, even in a large, diverse classroom environment. Interactive exercises will allow educators to apply these strategies to their own teaching contexts, ensuring practical, actionable takeaways. By the end of the session, teachers will have a toolkit of methods to create an engaging, well-managed, and inclusive learning space, regardless of class size. This workshop empowers educators to construct knowledge and build confidence in handling large classrooms effectively, leading to improved student outcomes and a more dynamic learning environment.



Dr. Sarwat Nauman serves as an Associate Professor at the Education Department, Institute of Business Management (IoBM), Karachi, Pakistan. Her teaching and administrative experience spans over 20 years in diverse roles. She has numerous publications to her credit and has won the National Research Program for Universities (NRPU) grant. She is a Higher Education Commission Approved Supervisor and the Country Director of Pakistan for the Higher Education Teaching and Learning Association (HETL). She is heading the advisory board of the Formative Academy for Higher Education and Management (FAHEM) and also holds the position of the Chief Editor for the *Journal of Education and Educational Development*.

Integrating Technology into Language Teaching: Tools for Enhancing Student Engagement and Learning Outcomes

This interactive workshop aims to equip teachers with practical strategies to integrate technology into their language teaching to enhance student engagement and improve learning outcomes. It will focus on familiarizing participants with AI tools, learning management systems (LMS), and digital platforms, helping them tailor tech use to different learning contexts. By the end of the session, participants will gain hands-on experience with tools they can apply in their classrooms, fostering active learning and personalized student support.



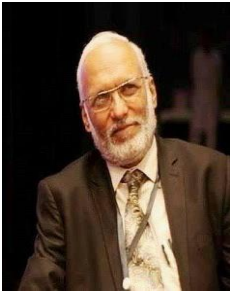
Dr. Sahiba Sarwar Thaheem: holds a PhD in TESOL specializing in Computer-Assisted Language Learning (CALL). She received the Best Thesis and Best Researcher awards from Universiti Sains Malaysia and is an HEC and AIT-certified Master Trainer. With over 25 research publications and six book chapters, she is a featured speaker at conferences and currently serves as Director of the Center of English Language and Linguistics.

World Café- Abbas Husain

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The **World Café** is an engaging, collaborative format designed to foster open conversation and creative thinking. Participants gather in small groups around tables, where they discuss a series of questions related to the conference theme. After each round, participants rotate to new tables, sharing insights and building on previous discussions.

Led by a facilitator, such as Mr Abbas Husain at this conference, the World Café promotes a dynamic exchange of ideas, allowing participants to explore diverse perspectives, connect on shared challenges, and generate actionable insights. The process culminates in a collective summary, highlighting key takeaways that inspire future initiatives and collaborative learning in ELT.



***Abbas Husain** is the Managing Director of Teachers' Development Centre (Pvt) Ltd, Karachi. His education and training span prestigious institutions, including the Universities of Karachi, Manchester, Toronto, Pittsburgh, Louisville, and Chicago. He is a founding member of SPELT. His extensive reading and travel throughout Pakistan have given him a unique insight into the paradoxes, anomalies, and contradictions within the country's education system. His several accolades include 'Lifetime Achievement Award' by the Roots Millennium Schools' (2022), 'Education Icon Award' (2024), and 'Education Legend Award' (2024).*

Symposium Day 1

IU School System

Programme

Time	Rooms	Programme
8.00 - 9.00 am	Auditorium	Registration
9:00 -9:25 am		Opening Ceremony
9:25 -9.35 am		Keynote Address - Dr Stephen Lyon Essential Research Skills Needed for Success in the 21st Century
9:40- 10:30 am		Panel Discussion- Digital Humanization VS Human Digitization: Navigating through a Slippery Landscape Panellists: Dr. Sajid Ali, Muhammad Ejaz Ahsan, Naheed Zehra, Tahir Javed, Dr Stephen Lyon Moderator: Adnan Mobin
10:30am-11:00am: Tea Break		
11:00 am- 1:00 pm Parallel sessions	Library	Featured Session 1 - Tahir Javed 21 st Century Tools on Education: Critical Thinking, Creativity, and Bloom's Taxonomy
	O Levels Room 1	Featured Session 2 - Farah S. Kamal Media Literacy for Youth Truth: Lies and Accuracy in the Digital Age
	O Levels Room 2	Featured Session 3 - Gillian Rodrigues & James Simmons Using Three-person Debates to Foster Critical Thinking
	Library	Featured Session 4 - Dr. Sajid Ali Empowering Teachers Through Inquiry: A Practical Workshop on Teacher-led Research
		Featured Session 5 - Stephen Lyon Searching Authentic Resources Online & Creating Bibliography
1:00- 2:00 pm: Lunch Break		

2:00-3:00pm Parallel Sessions	Webinar	Featured Session 6 - Dr Saiwaroon Chumpavan Authentic Assessment: Bridging the Gap Between Classroom and Real World
	O Levels Room 2	Featured Session 7 - John R. Baker Positive Spaces, Productive Students: Practical Approaches to Classroom Management
		Featured Session 8 - Muhammed Ovais The Four Pillars of 21st Century Education
3:00- 3:30 pm: Tea Break		
3:30 – 5:00pm	Auditorium	Featured Session 9 - Nooruddin Merchant Empathy in Education: The Human Library as a Bridge to Inclusive Classrooms
		Featured Session 10 - Amna Naved Siddiqui Mental Health in the Classroom

Keynote Address

Dr. Stephen M. Lyon

*Dean, Faculty of Arts and Sciences and Professor of Anthropology,
Aga Khan University*

Essential Research Skills Needed for Success in the 21st Century

This Keynote Explores the Essential Research Skills needed for success in the 21st century. It highlights critical thinking, Digital Literacy, data management, and Collaborative Research. Dean Lyon will flag some Strategies to Navigate the Evolving Landscape of information, fostering Innovation and Impactful, Interdisciplinary Research.



***Stephen M. Lyon** is the Inaugural Dean of the Faculty of Arts and Sciences and Professor of Anthropology at Aga Khan University. He has carried out research in rural and urban Pakistan over more than 25 years and is the author of numerous books and articles on kinship, social control, politics, resource management and belief systems, including *Political Kinship in Pakistan* (2019, Lexington Press). He has worked closely with development agencies in Pakistan and the United Kingdom to support practitioners in applying the most reliable and effective academic research to enrich and improve the lives of vulnerable peoples. He is a pioneer in the use of computational methods in the social sciences and is the former Editor-in-Chief of *Social Science Computer Review* (a SAGE journal).*

Featured Sessions

21st Century Tools in Education: Critical Thinking, Creativity & Bloom's Taxonomy

Bloom's Taxonomy introduced in 1950s is among the most enduring and popular conceptual frameworks in education. Its powerful influence is indicated by the fact the idea is still widely used in educational planning and practice around the world. Increasingly educational thinkers, planners, textbook writers, and trainers have also been trying to foster the development of Critical Thinking and Creative Thinking among students at all levels and across all subjects. This workshop will integrate the three powerful strands of thinking in a way that participants can connect them to a wide range of their teaching practice – particularly for syllabus designing, lesson planning, classroom teaching and assessment. Key Features.

In this workshop the participants will learn about and practice

- Bloom's Taxonomy, Critical Thinking and Creative Thinking
- The interrelationship among the three ideas
- Classroom and whole school applications



Tahir Javed, Director of the EDGE (a unit of Evolution), is an experienced and enthusiastic educationist with a strong background in school management, university teaching, programme management, and professional development of teachers and principals. Some of the organizations he worked at are Aga Khan University, PAF-KIET, The Intellect School, Al-Murtaza PDC and Aga Khan Education Service, Pakistan. He is the founder of PATA BATA (Association of Urdu teachers), and a life member of SPELT. He has conducted more than 400 workshops and training

courses on a wide range of topics with a special focus on English Language teaching, Urdu Language teaching, Leadership, Assessment & Evaluation, Science teaching, and Critical & Creative Thinking.

Media Literacy for Youth Truth: Lies and Accuracy in the Digital Age

In our media-saturated world young people, specifically Gen Z and Alpha, are bombarded with messages, images, opinions, and ideas from an increasing array of sources. Youth 8-21 are still forming their personality, values, sense of morality as well their cognition is developing. This is a time when they are easily influenced by others and also by the media. Technologies and social media are an indispensable part of young peoples' lives, because their critical thinking has not yet entirely developed, content creators may choose to deliberately influence them. These youth may evaluate the content of online media based on their previous experience, level of knowledge and moral compass that is just developing or most of them.

It is essential that their media literacy and critical thinking are enhanced to help them to improve their understanding of *Information and Mis-information* as part of the 21st Century Teaching and Learning framework. .

Teachers can play an effective role in helping classroom cut through the noise in the media landscape and help young people equip with critical skills required for constructive processing the flow of content from mainstream and social media safely. The presenter will discuss the potential of media literacy skills in curriculum to enable youth become active, engaged, and informed citizens. As a follow up of the session, presenter will provide a set of fun filled activities for teachers to use in their elementary and secondary classes.



Farah Shafi Kamal, Executive Director of iEARN Pakistan and Director of the Youth Exchange and Study Program, has 38 years of experience in nonprofit leadership, school administration, and international education. Founder of the Society for International Education-Pakistan, she leads cross-cultural projects and ICT initiatives across 140 countries. With degrees from UBC, Stanford, and Oxford, Farah also works as a freelance photojournalist, documenting stories from 64 countries. In 2022, she was featured among 18 influential women in Pakistan in *Of a Different Mettle*.

Using Three-Person Debates to Foster Critical Thinking

Critical thinking, deemed a 21st-century skill, is absolutely necessary today. The importance of this life skill lies in developing the ability to make decisions, enhance problem-solving, refine research skills, improve creativity, and stimulate curiosity—all of which are essential attributes of 21st-century learners. This workshop will guide participants through three in-class activities culminating in a compelling three-person debate. The classroom activity/technique of a debate is a meaningful medium to develop the competencies of making an effective argument as well as learning to agree, disagree, and qualify others' comments. In addition, this workshop will demonstrate how debate can specifically support English language development, helping students practice articulation, expand vocabulary, and gain confidence in verbal expression. This hands-on learning experience will equip teachers, educators, and practitioners with teacher-friendly strategies that can be easily integrated into regular English language classrooms to cultivate critical thinking and language proficiency in tandem.



Gillian Rodrigues (PhD candidate in Education; MPhil Education) is a faculty member and program coordinator for pre-service teacher education at NDIE. She serves on the Academic and Curriculum Committees of the Catholic Board of Education, Karachi, and leads professional development initiatives for schools. She contributed to the Sindh Textbook Board's English curriculum and the National Curriculum Assessment Framework. Gillian has also facilitated the Aga Khan University's Women's Leadership Academy and is a doctoral scholar at AKU IED.



James Simmons (M.Ed., TESOL) is part of the faculty at Notre Dame Institute of Education (NDIE), where he teaches on the B. Ed. (Hons) programme. He and his family moved to Lahore 5 years ago, where he worked developing curriculum and training in-service English teachers for the PEB school system. He moved to Karachi recently, currently teaching pre-service teachers courses ranging from Academic Reading and Writing to Communication Skills. He is interested in the speaking-focused classroom as well as teaching process writing. When he is not working, he enjoys

literature and running.

Empowering Teachers through Inquiry: A Practical Workshop on Teacher-Led Research

It is generally observed that teachers in general have a fear of research. It is considered a highly specialized activity that can only be carried out by specially trained researchers. While it is true to a degree, one must recognize the fact that there is a whole spectrum of research inquiry. There are some inquiries that would require large scale quantitative, qualitative or mixed-methods research methodologies, for example when research might be carried out to determine national language policy in education. However, for day-to-day challenges that affect teachers' effectiveness, one would simply need a small systematic inquiry. For example, when trying to find out a suitable technique to develop children's critical thinking skills in essay writing. Both issues deal with language challenges at different scales and both require different inquiry methodologies. These inquiry methodologies are drastically different, however I would argue that they should be considered 'research' in their own right.

In this workshop I will try to focus on the second kind of research, which may be called Teachers' Research. Some use the term Action Research. But I would like to refrain from using any term to make research a teacher led inquiry not limited by any jargonistic protocol. Of course, as the teachers' ability/interest grows they can use other established research methodologies. However, for the purpose of this workshop, I will try to use common language phrases to demystify 'research' and make it useful for the teachers to help them in their routine activities, rather than burdening them further. For this workshop, 'research' is defined as "a systematic inquiry to seek answers to the questions". Since the workshop will be carried out under the auspices of SPELT, only language-related research questions will be focused to make it relevant to the audience. The workshop will have three components:

- a. Developing and Refining a Research**
- b. Answer the Research Question**
- c. Answer the Research Question**
- d. Steps of Systematic Inquiry**

The outcome of the workshop will be a research proposal detailing the three components above in the form of a template. This can then be executed by teachers in their language classrooms. The findings can be used for their own consumption to improve practice or

shared at appropriate forums in the form of article, blog, v-log etc. to help other teachers facing similar issues.



Dr. Sajid Ali is the Amir Sultan Chinoy Professor and former Dean at Aga Khan University's Institute for Educational Development, Pakistan. He holds a PhD in Education Policy Studies (University of Edinburgh), an MEd in Leadership and Policy (Monash University), and a Master's in Sociology (University of Karachi). His numerous awards include the A.R. Kiyani Gold Medal, Australian Development Award, and South Asian Visiting Fellowship at Oxford. As General Secretary of Pakistan Association for Research in Education (PARE), Dr. Ali's research focuses on globalization and education policy, educational governance, policy networks, education reform, and privatization.

Mastering Research with Bibliographic Software Tools

This workshop introduces participants to Zotero, a free and powerful research management tool, with applications in English Language Teaching (ELT) and beyond. Attendees will learn how to organize, collect, and cite sources efficiently in academic work, specifically addressing how ELT professionals can manage research related to language pedagogy, linguistics, and curriculum design. The session covers Zotero's key features, including browser integration, automatic citation generation, and collaborative research tools. Participants will also explore ways to manage PDFs, notes, and bibliographies within Zotero's user-friendly interface. The workshop is designed for educators, scholars, and researchers in ELT and other fields, seeking to streamline their research process and improve citation accuracy. No prior experience is needed, and hands-on practice will be provided throughout the session.



Stephen M. Lyon is the Inaugural Dean of the Faculty of Arts and Sciences and Professor of Anthropology at Aga Khan University. He has carried out research in rural and urban Pakistan over more than 25 years and is the author of numerous books and articles on kinship, social control, politics, resource management and belief systems, including *Political Kinship in Pakistan* (2019, Lexington Press). He has worked closely with development agencies in Pakistan and the United Kingdom to support practitioners in applying the most reliable and effective academic research to enrich and improve the lives of vulnerable peoples. He is a pioneer in the use of computational methods in the social sciences and is the former Editor-in-Chief of *Social Science Computer Review* (a SAGE journal).

Authentic Assessment: Bridging the Gap between Classroom and Real World

This presentation explores the integration of authentic assessment in English language teaching (ELT), revolutionizing how we evaluate language proficiency. Moving beyond traditional tests, it examines how real-world tasks and formative assessments enhance learning outcomes. The discussion covers innovative approaches like project-based

assessments, portfolios, and performance tasks that mirror genuine language use scenarios. It also looks at how technology facilitates authentic assessment, from AI-assisted evaluation to virtual reality simulations. By aligning assessment with real-life language needs, educators can better prepare learners for practical language application, bridging the gap between classroom learning and real-world communication.



***Dr. Saiwaroon Chumpavan**, an Illinois State University alumna, has a distinguished career in Thai academia. After years at Srinakharinwirot University's Faculty of Humanities in Bangkok, she joined North Bangkok University in 2020, serving as Chair of the B.A. TESOL program and Director of graduate English Language Studies programs. Currently, she teaches in the Faculty of Education at Shinawatra University, instructing both undergraduate and graduate courses. Her expertise lies in enhancing Thai students' English skills through EFL methodologies.*

Positive Spaces, Productive Students: Practical Approaches to Classroom Management

Effective classroom management during English language lessons is essential for fostering an environment where students and teachers are motivated, engaged, and equipped to excel. This hands-on workshop will equip new and experienced educators with evidence-based strategies to create positive learning environments while teaching language skills to their students. Topics include cultivating teacher-student relationships, classroom culture, norms, behaviour management, timing, student engagement, integrative technology, teacher-parent communication, 21st-century skills, restorative practices, and educator self-care. We will also explore reflective practices to facilitate a sustainable and rewarding teaching experience.



***John R. Baker** has worked with writing and self-access centres and taught writing, ESOL, and literature courses in the U.S. and Asia (Korea, Taiwan, Thailand, and Vietnam). His research interests include second language reading and writing, self-access and writing centre administration, various literature interests, research methods, and how these come together in an interdisciplinary nature. He is a researcher/ lecturer at the University of Economics and Finance in Vietnam and a Research Fellow at Shinawatra University in Thailand. He has also worked with several international journals and book publishers.*

The Four Pillars of 21st Century Education: A Holistic Framework for Lifelong Learning

The International Commission on Education for the Twenty-first Century outlined four key pillars of education: Learning to Know, Learning to Do, Learning to Be, and Learning to Live Together. These pillars form a comprehensive framework for intellectual development, practical skills, personal growth, and social responsibility, essential for navigating the complexities of modern life.

In this session, participants will explore how these pillars can be applied to enhance their personal effectiveness and professional success, with a special focus on English language classrooms. Through interactive activities, reflection exercises, and problem-solving tasks, participants will gain insights into balancing knowledge, action, self-awareness, and social engagement. This approach will also address how the Four Pillars can support language development, helping educators foster critical thinking, language fluency, and effective communication skills in their students.

The participants will be able to:

- *Think more critically and adapt effectively to new situations.*
- *Apply knowledge in real-world scenarios through practical teamwork.*
- *Develop self-awareness and resilience for personal growth.*
- *Collaborate empathetically with diverse individuals and resolve conflicts constructively.*

This training session offers a well-rounded experience, equipping participants with tools to thrive personally, professionally, and socially. Participants will leave with a better understanding of how the Four Pillars can guide them and their students toward lifelong learning and meaningful engagement in their communities and careers



Prof. Dr. Muhammad Ovais is a highly experienced educator and professional with expertise in Education, Psychology, Organizational Behaviour, and Business Communication. With 30+ years across industries like Finance, Real Estate, Textiles, Media, and IT, he delivers results through creativity and precision. Dr. Ovais is a corporate trainer for the Pakistan Institute of Management and National Productivity Organization, and has been a visiting faculty at several universities. He organized Pakistan's first Information System and HR Audit Workshops and has authored 40+ books, edited 10+, and developed 70+ training manuals.

Empathy in Education: The Human Library as a Bridge to Inclusive Classrooms

This session introduces the Human Library, an initiative promoting empathy through meaningful conversations that dismantle stereotypes. This session introduces the Human Library, an initiative promoting empathy through meaningful conversations that dismantle stereotypes. Participants will be engaged in interactive activities, such as storytelling and group discussions, while learning practical strategies for organizing Human Library events in schools.

This session provides tools to create inclusive, dialogue-driven classrooms that nurture both empathy and language fluency. In this 90-minute session, K-12 English and local language teachers will explore how the Human Library could foster authentic dialogue. Participants will engage in interactive activities, such as storytelling and group discussions, while learning practical strategies for organizing Human Library events in schools. This session provides tools to create inclusive, dialogue-driven classrooms that nurture both empathy and language fluency.



Nooruddin Merchant began as a software programmer, later shifting to education to integrate library and media technologies into K-12 systems. With over 20 years of experience, he has contributed to early-stage educational projects and collaborated with NGOs on key initiatives. As an independent trainer, he has conducted workshops for teachers, librarians, and managers across institutions like AKU-IED, PTAN, TRC, Beaconhouse, SPELT, AKESP, and ERDC. A founding staff member at Habib University, he currently leads the Library and Information Commons, where he and his team introduced the Human Library experience event.

Mental Health in the Classroom

This workshop aims to equip English language teachers with practical strategies to address mental health in the classroom. Through interactive activities, participants will learn to manage stress, develop emotional intelligence, and support students' mental well-being. The session includes discussions on key mental health challenges, hands-on stress management techniques, empathy-building exercises, and resource sharing. By the end, teachers will be better prepared to foster a mentally healthy and supportive classroom environment.

By the end of the workshop, participants will:

1. Be more aware of mental health challenges for both teachers and students.
2. Have practical, easy-to-use stress management techniques.
3. Feel more confident in supporting students' mental health and emotional needs.



***Amna Naved Siddiqui** is a dedicated Clinical Psychologist and the Program Associate for Mental Health Awareness at Savaira. With over 5 years of experience in therapy, teaching, and mentoring, she has an unwavering commitment to mental health advocacy. Amna combines her expertise in clinical psychology with a passion for raising awareness through workshops, counseling, and community outreach. Her career highlights include developing mental health programs for diverse populations, leading workshops on well-being, and mentoring future mental health professionals. She continues to champion mental health in educational and professional spaces, promoting a compassionate, well-informed approach to psychological wellness.*

Panel Discussion

Digital Humanization VS Human Digitization: Navigating through a Slippery Landscape

Education systems around the world are undergoing a profound transformation, driven by the rapid advancement of technology, globalization and shifting societal needs to meet the challenges of 21st century. The digital interface between human and AI based learning platforms are now considered as vastly recognized authentic teaching and learning resource which provides an all-age learning experience. This complex interplay of integrating technology into daily life is presenting and raising questions about the relationship between digital humanization and human digitization.

Digital Humanization aims to ensure that technology in education supports the development of human values, critical thinking, and creativity. It emphasizes the need for digital tools that foster meaningful connections between educators and students, nurture empathy, and maintain the essence of human-centered teaching. As educators and institutions adapt to this digital age, striking a balance between utilizing technology to improve learning outcomes and preserving the relational and empathetic aspects of education is key. Conversely Human digitization in education refers to the integration of digital tools and technologies such as e-learning platforms, artificial intelligence and data analytics to streamline instructional processes, personalize learning and expand access to information. While this shift has revolutionized education by enhancing efficiency and scalability, it risks reducing human interactions and emotional engagement and management in learning environments.

This panel discussion explores how digital humanization and human digitization can coexist in the future of education, shaping a more holistic and student-centered learning experience to create a better society.

Panellists:



Dr Sajid Ali is Amir Sultan Chinoy endowed Professor and former Dean of the Aga Khan University's Institute for Educational Development, Pakistan. He holds a PhD in Education Policy Studies from the University of Edinburgh, an MEd in Leadership and Policy from Monash University, and a Masters in Sociology from the University of Karachi. Dr Ali is the recipient of various awards including: A.R. Kiyani Gold Medal – 1997, Australian Development Award – 2003, Commonwealth Youth Leadership Award – 2003, Edinburgh Research Award – 2006, South Asian Visiting Fellowship at Oxford – 2011, the Australian Alumni Excellence Award – 2014 and student nominated Best Teacher Award – 2014. He is the General Secretary of Pakistan Association for Research in Education (PARE). His research interests include globalisation and education policy, new forms of educational governance, policy networks, education reforms, privatisation of education and role of knowledge resources in shaping policy.



Muhammad Ejaz Ahsan is a distinguished Pakistani professional with a strong background in education and has a futuristic approach towards education and youth development. As the Director of the Inter Boards Coordination Committee (IBCC), Ministry of Federal Education and Professional Training, since 2004, Ejaz has played a pivotal role in promoting quality education in Pakistan. His leadership has been instrumental in shaping education policies and fostering collaboration among educational institutions.



Naheed Zehra, Chairperson of the Cambridge Schools Community and FPCCI Education Reforms Committee member, has 25 years of experience in education. Currently, Principal of Cedar School Higher Secondary Campus, she holds a Master's in English Language & Literature and authored Pakistan's first Spoken English Language Series. With university teaching experience, she also served as Head of English, Editor-in-Chief, and CEO of Student Forum at Bahria College under Pakistan Navy.



Stephen M. Lyon is the Inaugural Dean of the Faculty of Arts and Sciences and Professor of Anthropology at Aga Khan University. He has carried out research in rural and urban Pakistan over more than 25 years and is the author of numerous books and articles on kinship, social control, politics, resource management and belief systems, including *Political Kinship in Pakistan* (2019, Lexington Press). He has worked closely with development agencies in Pakistan and the United Kingdom to support practitioners in applying the most reliable and effective academic research to enrich and improve the lives of vulnerable peoples. He is a pioneer in the use of computational methods in the social sciences and is the former Editor-in-Chief of *Social Science Computer Review* (a SAGE journal).



Tahir Javed, Director of the EDGE (a unit of Evolution), is an experienced and enthusiastic educationist with a strong background in school management, university teaching, programme management, and professional development of teachers and principals. Some of the organizations he worked at are Aga Khan University, PAF-KIET, The Intellect School, Al-Murtaza PDC and Aga Khan Education Service, Pakistan. He is the founder of PATA BATA (Association of Urdu teachers), and a life member of SPELT. He has conducted more than 400 workshops and training courses on a wide range of topics with a special focus on English Language teaching, Urdu Language teaching, Leadership, Assessment & Evaluation, Science teaching, and Critical & Creative Thinking.



Moderator

Adnan Mobin is an experienced education expert and strategist specializing in organizational planning, school management, and public-private partnerships. With over a decade of experience across INGOs, NGOs, and both public and private sectors, he has held senior roles in organizations such as Aga Khan Education Services, Sindh Education Foundation, and Fatimiyah Education Network. His collaborations include the World Bank, UN agencies, WWF, and FOSI. He is a recipient of the Erasmus Mundus Joint Master's Degree from the European Commission and holds a joint certification in Social Enterprise Management from McGill University, LUMS, and IBA.

Conference Day 02

Habib University Programme

Time	Room	Programme
8:00- 9:00 am		Registration
9:00- 10:00 am: Networking Breakfast		
10:00-10:45 am	Auditorium	40 Years Celebration Ceremony
10:45 am- 11:30am		Keynote Address- Alan Mackenzie, UK Planning for Unpredictable Futures
11:40 am- 12:15 pm Parallel Plenary Sessions	Auditorium Online	Plenary Address 1- David Nunan, Ph.D. Hong Kong Action research might be good Professional Development, but it won't work here
	Room No 1	Plenary Address 2- Dr. Bushra Ahmed Khurram Engaging 21st Century Language Learners in a Large Class: Focus on Cognitive and Affective Dimensions
	Room No. 2	Plenary Address 3- Dr. Fatima Rehan Dar In Search of Better Learning Outcomes: Will a Multilingual Policy Address the Gap?
12:25- 1:00 pm Parallel Featured Sessions (Interactive talk)	Auditorium	Featured Address 1- David Nunan Facilitator: Zakia Sarwar Sharing Action Research in Progress on Writing and Oral Interaction
	Room No 3	Featured Session 2-John Baker Roadmaps to Sustainable Extensive Reading Initiatives
	Room No 4	Featured Session 3- Dr. Tariq Umrani Demonizing English
	Room No 5	Featured Session 4- Dr Nasreen Hussain Prioritizing Student Well-Being in Pakistan's Education System: Maslow Before You Bloom
	Room No 6	Featured Session 5- Seema Khalid (Oxford University Press) Artificial intelligence powered literature: Bringing poetry and prose to life

1:00- 1:30 pm: Break		
Time	Room	Programme
1:45-2:45 pm Parallel Featured Workshops	Room No 3	Featured Workshop 1- Dr Sumera Umrani Reflective Practice: A Pathway to Teacher Development
	Room No 4	Featured Workshop 2- Shabana Ahmed Critical Pedagogy and English Language Teaching
	Room No 5	Featured Workshop 3- Mohsin Tejani Cheating Writing to Teaching Writing
	Room No 6	Featured Workshop 4- Abbas Husain Teaching, AI and the Future of Learning
	Room No 7	Featured Workshop 5- Neda Mulji (Oxford University Press) Cultural Context in Language Teaching
	Room No 8	Featured Workshop 6- Saima Haq The CUDDLE Project
	Room No 9	Featured Workshop 7- Sabina Khatri English Play and Learn (EPL): An Interactive Approach to Language Development
	Room No 10	Featured Workshop 8- Tina Hameed From Pin-Drop-Silence to Smooth Transitions in the Language Classroom
	Room No 11	Featured Workshop 9- Nooruddin Merchant (Habib University) Writing Effective Prompts
Afternoon Plenary Sessions		
3:00- 3:35 pm	Auditorium	Plenary Speaker 4- Dr. Rob Waring, Japan Fostering Common Sense in ELT: A Way Forward
Parallel Plenary sessions	Room No 1	Plenary Speaker 5- Dr. Zhou Fei, Thailand Professional Skill Development for Language Teaching in the 21st Century
Panel Discussion		
3:45- 4:45 pm	Auditorium	Panel Discussion- From Tradition to Transformation: Impact of AI on Education Panelists: Danish Faruqi, Salma Ahmed Alam, Alan Mackenzie, Prof. Dr. Farid Panjwani, Nasir R. Zaidi Moderator: Dr. Fauzia Shamim
4:45- 5:15 pm		Closing Ceremony

Keynote Address

Alan Mackenze

*Founding Director of Transform ELT, English Language Teaching Professional,
United Kingdom*

Planning for Unpredictable Futures

The world is changing faster than ever before. Keeping up with those changes is one problem, understanding and preparing for what is coming around the corner is another. Educational change is affected by economic, geopolitical, and technological processes beyond our control. So, what can we do to prepare ourselves as professionals for whatever is coming down the line? This keynote presentation highlights current trends in ELT globally, and draws on some examples of how teaching, learning and teacher development in nearby countries are changing to keep up with our ever-changing world. Central ideas focussed on will include teacher and learner autonomy, building resilience to change, coping with change, and the form and function of CPD materials, events and activities to prepare for our unpredictable futures.



***Alan Mackenzie**, founding Director of Transform ELT, has been an English language teaching professional since 1989. He has designed and taught Masters-level courses for Teachers College Columbia University and NILE, and worked as a British Council project manager across East and South Asia. Notably, he directed the PEELI project in Pakistan and served as a Senior Training Consultant in Thailand and India. He has been advisor to the boards of Thailand TESOL, the Philippines Association for Language Teaching, SPELT and the English Language Teachers Association of India. He has also worked with multiple state ministries of education across East and South Asia.*

Plenary Address

David Nunan, Ph.D.

Professor Emeritus of Applied Linguistics, University of Hong Kong
Trustee and Executive Board Member, The International Research Foundation,
DC

Action Research Might Be Good Professional Development, but it won't Work here

I first became interested in action research in the mid-1980s, upon being appointed as the Founding Director of the National Curriculum Resource Centre (NCRC) for the Australian government. The NCRC acted as the Research and Development unit for the Adult Migrant Education Department (AMEP). At the time the AMEP funded 65 language centres across Australia providing language courses for 120,000 adult migrants and refugees. The NCRC was responsible for curriculum development, materials development, applied research, and teacher professional development. My boss, the Minister for Education, directed me to develop a new national curriculum, train the teachers on how to implement it, and monitor and evaluate the success of the program. As a former AMEP teacher, I knew my former colleagues would resist this top-down approach. To succeed, the initiative had to be bottom-up, engaging staff at all levels from program managers to directors of study, and classroom practitioners. Despite some resistance, I implemented a bottom-up strategy engaging teachers at the local level using a set of curriculum frameworks and working collaboratively with colleagues at the local level, investigating processes of teaching and learning through action research, documenting successes and areas of improvement, and reporting outcomes through action research networks. Drawing on this and other AR projects in different countries and contexts, I'll discuss what AR is (and what it isn't), and, if you're interested in establishing AR groups in your own context, what pitfalls to avoid along the way.



David Nunan is Professor Emeritus of Applied Linguistics at the University of Hong Kong, President Emeritus and Distinguished Research Professor at Anaheim University in California, and a member of the Foundation Board, University of NSW, Sydney. He is a former President of TESOL International and is currently on the Executive Committee of The International Research Foundation for Language Education. He is also Past President of the Hong Kong International Literary Festival. His research interests include language curriculum development, research methods, teacher education, discourse analysis, and technology in language teaching and learning. In a career spanning over 50 years, he has published over 100 books and articles in these areas

Dr. Bushra Ahmed Khurram

*Assistant Professor Applied Linguistics, Department of English,
University of Karachi*

21st Century Language Learners in Large Classrooms: Cognitive and Affective Dimensions

Research on increasing learner involvement in large classes has been expanding since learner passivity is a problem in large classes the world over (Frederick, 1987). However, literature indicates that learner engagement is defined in cognitive terms in research on large classes. Therefore, the markers of learner involvement in a large class are considered the learner's on-task behaviour and active participation. Additionally, literature often suggests involving students in a large class through making greater use of active modes of teaching (National Institute of Education Report, 1984; Fedler, 1997) and does not talk about increasing learner involvement by taking effective measures in a class. This talk reports on an action research study in which I extended the meaning of the term learner involvement by defining it in cognitive as well as affective terms. This study was carried out in a large ESL class held in difficult circumstances in a public sector university in Pakistan. The findings of the study show that it is possible to involve learners in a large class provided a teacher, a) creates a learning environment and develops a sense of community in learners and b) teaches effectively by being aware of how and what to teach, by creating lesson plans, by using a variety of teaching methods and by wearing a positive stance towards large classes. The study and its findings have important implications for language teachers as well as teacher educators.



***Dr. Bushra Ahmed Khurram** obtained her PhD in English Language Teaching and Applied Linguistics from the Centre of Applied Linguistics, University of Warwick, United Kingdom. She teaches Applied Linguistics at the Department of English, University of Karachi, Pakistan. Her teacher training experiences in Pakistan and the United Kingdom include several national and international institutions like USAID, British Council Pakistan, Higher Education Commission Pakistan, Aga Khan University Examination Board, Oxford University Press, Regent's University London UK, and the University of Warwick UK amongst others. She has published 2 books, over 60 articles, book chapters and papers. Her research interests include metacognition, reading strategies, learner engagement, teaching and researching large classes and language policy.*

Dr. Fatima Rehan Dar

CEO & Managing Director at Oak Consultants

Search for Better Learning Outcomes: Will a Multilingual Policy Address the Gap?

Educational outcomes, among other factors, are chiefly dependent on the medium of instruction and the languages practised in classrooms. Pakistan, to date, does not have an explicit language policy to guide the socio-linguistic realities of the country. Since partition, the government has rolled out about eight policy-level interventions (Coleman, 2010) in the form of policies, white papers and court verdicts, however, without a dedicated focus on language policy development. The talk will trace the position of the medium of instruction in the educational policies of Pakistan and how it has failed to come up with a strong multilingual policy to address the socio-linguistic diversity of the country. It will also put forth the argument that the textbooks based on the national standards for English, as presented in the National Curriculum of Pakistan, 2022-23 encourage a structural approach towards the teaching of English whereas the linguistic landscape of the country may require a more functional or communicative approach, especially in the beginning years. The talk will also address that children who study through their first language (home language or mother tongue) for several years are likely to do much better at learning additional languages and other school subjects than children who study through a second or unfamiliar language as the medium of instruction. (Jhingran, 2019).



***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, training 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. Rob Waring

Professor, Notre Dame Seishin University Okayama, Japan

Fostering Common Sense in ELT: A Way Forward

Over the past decades, the ELT industry has adopted a multitude of approaches and methods to structure and frame how we should teach. Experimentation reveals that none of them on their own will lead to long-term success. Despite the array of choices at our disposal, the current default paradigm is to teach a foreign language with a main textbook serving as the curriculum. The use of textbooks without a clear understanding of their role in the larger picture of language learning can hamper advancement in language learning. As reported, students who have been studying English for several years cannot utter more than a few words, which suggests a structural issue with our approach to foreign language learning, particularly the linear, language-focused teaching that lacks sufficient practice.

A more productive approach would be to determine the key ‘common sense’, but often ignored, principles of language learning and then structuring them for success. This talk introduces seven essential principles, based on common sense, science, and research, to guide curriculum development for greater success. It highlights the dangers of focusing on only one or two aspects of language learning, which creates imbalanced learners. The talk will also propose how combining an intensive vocabulary course with extensive reading provides the necessary scaffolding to build the depth of knowledge often missing in traditional EFL programs.



***Dr. Rob Waring** is a Professor at Notre Dame Seishin University in Okayama, Japan. He is one of the world’s foremost experts in Extensive Reading and second language vocabulary acquisition, with over 60 academic articles, hundreds of lectures, plenaries and featured speaker presentations in 32 countries. He has been Chair of several major international conferences, has helped set up 8 ER associations worldwide, and offered consultation to 100 educational institutions on setting up extensive reading programs. He is also the author and series editor of six series of graded readers totalling 320 books by various publishers and the administrator and co-founder of the Extensive Reading website www.ER-Central.com and of www.word-learner.com.*

Dr. Zhou Fei

President, Shinawatra University, Thailand

Professional Skill Development for Language Teaching in the 21st Century

This plenary address explores the importance of ongoing professional development for language teachers in today's evolving educational landscape. As technology and changing learner needs reshape instruction, educators must continually adapt their skills. The presentation highlights key areas for modern language teachers, including digital literacy and adaptive teaching strategies. It examines innovative approaches to professional development that prepare teachers for technology-rich environments and addresses implementation challenges. Attendees will gain insights into cutting-edge models and practical ideas to enhance their teaching practice for 21st-century language education.



*Associate Professor **Dr Zhou Fei** is the President of Shinawatra University in Thailand. With over two decades of experience in higher education, he has held positions such as Education Director at New Oriental, China, and Associate Professor and Director of International Affairs at Hope Education Group, China. With a background in English teaching, including a diploma in English Education from Zigong Normal College and a Bachelor's in English Literature from Sichuan University. Prof. Zhou is recognized for his expertise in international education and leadership in academic institutions.*

Featured Sessions

A Dialogue with David Nunan

*Professor Emeritus of Applied Linguistics, University of Hong Kong
Trustee and Executive Board Member, the International Research Foundation, DC*

Sharing Action Research in Progress on Writing and Oral Interaction



In this short dialogue, teachers from China, Malaysia, Nepal, Pakistan and Russia will share the Collaborative Action Research they are currently involved in, each of them using the same ten-minute activity for ten weeks (10 contact hours) in their classrooms. In this activity, Free Writing is used to support oral interaction to help learners write and speak more fluently in a meaningful context.

Presenters will also share their amazing experiences and observations, achievements, as well as questions, issues, and challenges they have come across during this action research so far, which could be relevant to EFL Action Research settings. Prof. Nunan will be requested to comment or even ask researchers to expand on their statement(s). Some questions will also be solicited from the conference participants. The audience will be requested to put their queries in the chat box for response.



Host: Prof Zakia Sarwar, SPELT, Karachi Pakistan

Dialogue Discussants:

- Yuanyuan Tian, Suzhe Yu, Zhina Gao, Lijuan Su, Xiaoning Xu, Middle School attached to Hebei Normal University, Shijiazhuang China;
- Dr. Premlatha Nair, Senior lecturer Institute of Teacher Education International Campus Kuala Lumpur Malaysia;
- Dr. Laxman Gnawali Head Department of Language Education, School of Education, Kathmandu University Nepal;
- Shabana Ahmed, Head ,Department of Linguistics and TESOL School of Education Beaconhouse National University , Lahore, Pakistan;
- Dr Olga Mironova, College Director, Linguistics University, Nizhney, Novgorod Russia

Roadmaps to Sustainable Extensive Reading Initiatives

Extensive reading is widely encouraged for language acquisition, benefiting learners in diverse settings (classrooms, institutions, rural/ urban outreach, and virtual environments). Educators are best empowered to support their institutions and students when equipped with a grasp of this approach's full possibilities, benefits, and applications. To support this, this workshop illustrates this method's historical, contemporary, and future perspectives. Building upon this framework, practical guidance and suggestions are offered for sustainable extensive reading initiatives across programs tailored to diverse stakeholder needs and resources.



Dr. John R. Baker has worked with writing and self-access centres and taught writing, ESOL, and literature courses in the U.S. and Asia (Korea, Taiwan, Thailand, and Vietnam). His research interests include second language reading and writing, self-access and writing centre administration, various literature interests, research methods, and how these come together in an interdisciplinary nature. He is a researcher/lecturer at the University of Economics in Vietnam and a Research Fellow at Shinawatra University in Thailand. He has also worked with several International Journals and book publishers.

Demonizing English

English and the Pakistani society have a love-hate relationship. While English serves as the official language and a crucial medium for education and professional advancement, access to quality English education remains starkly unequal. This disparity is particularly pronounced between the elite minority, who utilize English as their first language and as the primary medium of instruction, and most citizens who are denied similar opportunities. While English is often viewed as a gatekeeper to socio-economic mobility, it is perceived to be posing a significant threat to cultural and linguistic identities. Many individuals from lower socio-economic backgrounds perceive English not merely as a language but as an imposition that undermines their native languages and cultural heritage. This sentiment, exacerbated by outdated language and education policies leaves many feeling alienated and disenfranchised. The elite's embrace of English contributes to a societal divide that fosters feelings of inadequacy among those who struggle with the language. As a result, the perception of English shifts from a tool for empowerment to a symbol of oppression, leading to resistance against its use. This talk will explore the implications of this duality, examining how the demonization of English reflects broader socio-political issues in Pakistan. By addressing the educational inequities and cultural tensions surrounding English, we aim to foster a more inclusive dialogue about language, identity, and access to opportunities in the context of Pakistan's diverse linguistic landscape.



Prof. Dr. Tariq H. Umrani, former Director of the Institute of English Language & Literature at the University of Sindh, Jamshoro, holds a PhD in Applied Linguistics from Swansea University, Wales, and an MA in Applied Linguistics and TESOL from the University of Leicester, UK. With a profound academic background and a wealth of experience, Dr. Umrani has made significant contributions to the fields of bilingualism, applied linguistics, and TESOL. Dr. Umrani's work continues to influence both academic discourse and practical applications in the study of language and bilingual education.

Prioritizing Student Well-Being in Pakistan's Education System: Maslow before You Bloom

This presentation explores the integration of Maslow's Hierarchy of Needs and Bloom's Taxonomy into English Language Teaching (ELT) practices that offer a holistic approach to ELT practices in Pakistan. Addressing students' physiological, safety, belonging, esteem, and self-actualization needs ensures that their emotional well-being is supported alongside their cognitive development. The talk highlights the critical role of physiological, psychological, and safety needs in enhancing students' language acquisition and cognition skills. It underscores the necessity for teachers and educators to create a supportive and nurturing environment that addresses these needs. This talk will share current ELT practices in Pakistan, identify gaps where students' well-being might be overlooked, and advocate a shift in teaching methodologies to foster a more conducive learning atmosphere based on Maslow's principles. The talk demonstrates through case studies, that prioritizing students' emotional and psychological needs leads to more effective and meaningful language learning experiences. Finally, it shares how Bloom's Taxonomy and Maslow's Hierarchy of Needs might interact in Pakistani classrooms, demonstrating that among other things, language learning can occur when students feel emotionally comfortable, nourished, and safe.



Dr. Nasreen Hussain served the Aga Khan University (AKU) for 24 years before moving to the Institute of Business Management (IoBM). She has set up departments, established MPhil and PhD programs, and initiated two journals recognized by HEC as Y category. She was appointed as the Proctor of Columbia University, USA for two years. Dr Hussain has been involved in community work in Syria, Afghanistan, Egypt, and Pakistan. She has received awards from AKU, UNDP, USAID, USIS, British Council, ODA, and York & Lancaster universities. Her forte is in qualitative research methods, teacher education, TESOL/TEFL, curriculum design and development, strategic educational planning, and organizational learning at the tertiary level.

Artificial Intelligence Powered Literature: Bringing Poetry and Prose to Life

This interactive session explores how artificial intelligence can transform the way we engage with classic texts using OUP books. Participants will examine pedagogical strategies for embedding global skills critical thinking, communication, collaboration, intercultural competence, and digital competence into the language classroom. With a focus on 21st-century learning, this session equips educators with approaches to bring literature to life through AI tools. Discover how to enhance student engagement and prepare learners to navigate an interconnected, digitally-driven world with creativity, adaptability, and technological fluency.



***Seema Khalid** is a certified educationist from the Australian Catholic University with expertise in educational leadership & management, staff development, and school management. She is currently working as a regional academic coordinator at Oxford University Press.*

Featured Workshops

Reflective Practice: A Pathway to Teacher Development

Teacher Development (TD) is one of the merging and growing areas of research and praxis. Like any other profession, training and assessment has a great bearing on teacher development as well. There are various components of teacher learning and within them different approaches are aimed at pre-service and in-service teachers' continuous professional development. Reflective practice is one of those components of CPD which involves a process that facilitates and helps improve teaching, learning, understanding and exploring by looking into one's own practices and experiences. It ensures effectiveness and growth on part of the teacher and better learning outcomes for students. This talk aims to discuss the role and significance of reflective practices for teachers' professional development with special reference to language teachers. The session will also share strategies that can be used to adopt reflective practice during and after teaching practices to engage in a process of continuous learning and strengthening pedagogy.



***Dr. Sumera Umrani** is an Associate Professor of Applied Linguistics/TESOL at Institute of English Language & Literature, University of Sindh Jamshoro, Pakistan. She has completed her postdoctoral research fellowship from the College of Education, Michigan State University, United States of America in Teacher Education. 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. In addition, she is engaged as a master trainer for tertiary and secondary English language teachers for over 12 years. She is a CELTA Cambridge qualified English language teacher/trainer and has recently completed an eight-month English Language Master Trainer course from the University of Oregon, USA. She is also a SUSI Educator.*

Critical Pedagogy and English Language Teaching

Today, we live in a world burdened by social and political complexities, where navigating issues of inequality, conflict, and power dynamics requires critical awareness and thoughtful action. Critical pedagogy, an approach to education associated with the work of Brazilian educator Paulo Freire, aims to empower individuals by reorienting education as a means of human agency and socio-political transformation. In the field of applied linguistics and language teaching, critical pedagogy is the most widespread term for social justice-oriented approaches. It suggests that language classrooms can be spaces for promoting social change

and justice, extending beyond the narrow confines of linguistic structures and functions. Language educators who embrace critical pedagogy in English language teaching aim to stimulate the socio-political consciousness that students bring into the classroom, empowering them to challenge discriminatory practices and become change agents within their communities.

This session seeks to encourage educators to incorporate critical pedagogy into their teaching practices by offering practical strategies, techniques, and activities that foster critical thinking, reflection, and action in language learning. Participants will leave with a deeper understanding of how they can use the language classroom to engage students in meaningful discussions about social justice and equip them with the tools to make a positive impact in their own lives and beyond.



***Shabana Ahmed** is currently a Senior Assistant Professor with the School of Education, Beaconhouse National University Lahore, where she heads the Department of Linguistics and TESOL and the English Language Unit. She has rich experience in teaching, teacher education and research. Her main areas of interest are Second Language Acquisition, English for Specific Purposes and Sociolinguistics.*

Cheating Writing to Teaching Writing

"I'm no longer a teacher. I'm just a human plagiarism detector."

Dr. Amy Clukey (<https://x.com/AmyClukey>)

Although the rise of AI-powered tools has revolutionized the writing process, it has also led to increasing concerns over academic integrity. Many learners are now submitting AI-generated assignments instead of engaging with the creative process themselves. This workshop addresses this growing issue, proposing creative non-fiction as a viable genre to strike a balance between leveraging AI tools and fostering learner originality.

In this interactive session, we will focus on how the reflective and personal nature of creative nonfiction can promote authentic engagement, critical thinking, and ownership of the writing process. Through hands-on activities, group discussions, and examples from real-world classrooms, this workshop will equip educators with the tools to inspire students to embrace writing as a personal and intellectual endeavour, even in the AI era.

Towards the end of the workshop, we will explore strategies that encourage students to use AI as a support tool rather than a replacement for their creativity and voice.

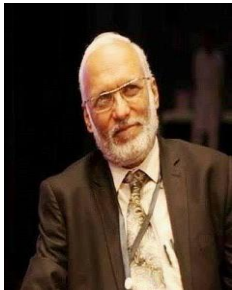


Mohsin Tejani is the Founder & Executive Director of the School of Writing, Karachi, and a visiting “Scholar in Residence” of Andover Bread Loaf, Massachusetts, USA. He has conducted hundreds of training programs locally and internationally for a diverse range of learners. He has an MA in English from Middlebury College, Vermont, USA, COTE from Cambridge University, UK, and has attended training programs at Phillips Academy, Andover MA, Harvard, Oxford and Sheffield Hallam University.

Teaching, AI, and the Future of Learning

Many teachers are concerned about their role in the classroom, but education researchers have affirmed repeatedly the non-negotiable importance of the human moment in the classroom. Teachers do much more than provide information. So, while AI may offer information, images, videos, films and music in a wide variety of ways, the value of the human connection is never in question. The mindsets necessary for engaging teaching according to John Hattie and Andy

Hargreaves will be discussed. However, we will look at the possibilities of better learning that AI offers. Some suggestions for tasks that can be delegated to AI and the time thus saved to be used for better teaching will be made.



Abbas Husain is the Managing Director of Teachers’ Development Centre (Pvt) Ltd, Karachi. His education and training span prestigious institutions, including the Universities of Karachi, Manchester, Toronto, Pittsburgh, Louisville, and Chicago. He is a founding member of SPELT. His extensive reading and travel throughout Pakistan have given him a unique insight into the paradoxes, anomalies, and contradictions within the country’s education system. His several accolades include ‘Lifetime Achievement Award’ by the Roots Millennium Schools’ (2022), ‘Education Icon Award’ (2024), and ‘Education Legend Award’ (2024).

Cultural Context in Language Teaching

Students’ motivation and engagement in lessons rests on their ability to relate to the learning. The nuances in the English language can come to life using examples from daily life experiences. Vocabulary and grammar can be taught by making lessons relevant through contextualization. In a student-centred classroom, eliciting words and sentences can provide powerful practice and reinforcement. This workshop will focus on engagement activities that can help situate learning through a cultural context and encourage fluency in spoken and written language.



Neda Mulji is working as Senior Manager, Professional Development at Oxford University Press Pakistan. She has been a university lecturer for many years and is a Fellow of the Higher Education Academy. She has taught English and communication skills in three countries. She has an MA from Goldsmiths College, University of London, a Cambridge CELTA and a Postgraduate Certificate in Higher Education (PGC-HE) from Middlesex University. Neda writes regularly for Dawn on topics in education and is the author of a book on parenting titled, 'The Love Connection'. She has also written a children's story, 'Little Jimmy' published by OUP.

The CUDDLE Project

The CUDDLE Project, which stands for Creating Understanding of Developmental Disabilities through Live Experiences, aims to foster empathy and understanding among educators and students regarding the challenges faced by individuals with intellectual disabilities in the classroom setting. This workshop provides participants with interactive experiences that illustrate the daily obstacles these students encounter. By engaging in activities designed to simulate the perspectives of those with developmental disabilities, attendees can develop a deeper appreciation for their experiences and needs. Creating empathy among participants has numerous benefits. It encourages compassionate interactions, promotes inclusivity, and enhances collaboration between students with intellectual disabilities and their peers. Educators equipped with a better understanding of these challenges are more likely to implement effective teaching strategies, creating a supportive learning environment for all students. Additionally, fostering empathy can reduce stigma and misconceptions about intellectual disabilities, leading to more positive attitudes and behaviours within the school community. Ultimately, the CUDDLE Project seeks to empower both teachers and students, equipping them with the knowledge and skills needed to create a more inclusive, understanding, and nurturing educational atmosphere.



Saima Haq is the Founder of Parents Plus, a technology platform designed to support the daily lives of parents and caregivers of children with special needs, offering solutions that address their unique challenges. She is the Founder and Principal of the Special Children's Educational Institute (SCEI), which offers specialized education, vocational training, and advocacy for children with special needs. Over the past three decades, Saima Haq has promoted positive change in attitudes and acceptance toward special needs children and contributed to various educational boards. She is committed to fostering cultural understanding and inclusivity, bridging gaps between communities to create a more equitable world for all.

English Play and Learn (EPL): An Interactive Approach to Language Development

English Play and Learn (EPL), a pioneering language development approach by Mrs. Sabina Khatri fosters a fun and engaging learning environment. Our methodology integrates five interactive phases:

1. *Play-based learning with props and toys (Molly House)*
2. *Music and movement through karaoke and sing-along songs*
3. *Emotional intelligence development through expressions and self-awareness*
4. *Problem-solving skills through games and scenarios*
5. *Sight word recognition and reading*

This session highlights how Mrs. Khatri has successfully implemented this EPL approach, yielding promising results. Videos showcasing children participating in EPL activities demonstrate improved language skills and confidence. By incorporating iconic songs like Louis Armstrong's "What a Wonderful World," we promote cultural awareness and social skills.



***Sabina Khatri** is the visionary Founder of the Kiran Foundation (KF), a non-profit organization, offering a trauma-informed education system since 2004. With over two decades of community involvement, Mrs. Khatri is committed to providing marginalized families with holistic education. Her background as a Certified Nutritionist and Fitness Instructor, along with a focus on mental health through Humanistic Integrated Counselling, shapes KF's mission of compassion and care. Her several accolades include 'Sitara-e Imtiaz' (2020), 'I Am Karachi Pride Award' (2016), 'Hum TV Women Leadership Award' (2023), 'Senior Teaching Fellowship' (2022) by AKU, and featured documentary 'Ho Yaqeen' SOC Films.*

From Pin-Drop-Silence to Smooth Transitions in the Language Classroom

This workshop is suitable for language teachers of all levels who are seeking to improve their classroom management skills and create a more productive and engaging learning environment. This workshop will delve into strategies for effectively managing transitions between activities and tasks in the language classroom. Understanding the importance of transitions is important in any class, more so in a language classroom where students are waiting to switch back to their native tongue. Participants will examine the concept of smooth transitions and discover effective strategies to ensure seamless transitions between activities. They identify common issues that arise during transitions and explore their causes. The workshop will provide opportunities to learn practical techniques for managing transitions, such as clear instructions, visual cues, and timed activities. Learning how to

optimize classroom time by reducing transition delays is a very crucial aspect of this workshop. Participants will explore some classroom management strategies for managing student behaviour and preventing disruptions during transitions. By the end of this workshop, participants will have a toolkit of strategies to enhance the efficiency and effectiveness of their language classrooms. They will be better equipped to manage transitions, maintain student engagement, and create a positive and productive learning environment.



***Tina Hameed's** values are diligence, love and respect. She believes that an open space is crucial for learning and growth. Tina has spent 38 years working as a teacher and trainer. She considers teaching to be increasingly complex work, requiring the highest standards of professional practice to perform it well.*

Writing Effective Prompts

Note: Hands-on, Computer Lab with Internet Connection Required

Large Language Models (LLMs), like ChatGPT, are increasingly becoming valuable tools in education, serving as personal and teaching assistants. This workshop offers practical, hands-on experience in crafting effective prompts tailored to lesson planning, rubric development, and learning activities. Participants will explore techniques to maximize the potential of LLMs, enhancing their instructional strategies and classroom engagement.



***Nooruddin Merchant** began his professional journey as a software programmer, later transitioning into education to facilitate the integration of library and media technologies in K-12 systems. With over 20 years of diverse experience in education, learning, and development, he has extensive project management experience, including collaborations with NGOs and local development organizations. He has designed and conducted workshops for teachers, educators, school managers, librarians, and computer instructors across prominent institutions, including Aga Khan University's Institute for Educational Development (AKU-IED), Professional Teachers Association Network (PTAN), Teachers Resource Centre (TRC), Beaconhouse School System, SPELT, Aga Khan Education Service, Pakistan (AKESP), and Educational Resource Development Centre (ERDC). He is one of the founding staff at Habib University and is currently leading the Library and Information Commons.*

Panel Discussion

From Tradition to Transformation: Impact of AI on Education

This panel explores the evolving role of AI in education, from initial transitions to transformative impacts. Experts will discuss how AI is reshaping teaching, learning, and assessment, addressing opportunities, challenges, and ethical considerations. The session aims to offer insights into future educational practices influenced by AI advancements.

Panellists



Danish Faruqi is the Deputy Executive Director of the HHS School System. He has Master's in International Education Policy from the Harvard Graduate School of Education and a Bachelor's in Economics from McGill University. Danish started his journey in education as a teacher at the Gizri Government School, Karachi. He has also served as Campus Head of HHS Gulshan Campus. His varied experiences in the field have cemented an interest in improving the quality of education available to students, in both private and public schools and preparing them for an ever-changing world.



Salma Ahmed Alam has been working in the public education sector of Sindh since 2008. She holds Masters in Education Policy from the Harvard Graduate School of Education and is qualified as a primary school teacher from the National Institute of Education in Singapore (2016). Salma is the first CEO of Durbeen since 2017, a non-profit organization, working to uplift government schools by staffing them with professionally qualified teachers. Durbeen has undertaken a public-private partnership in a Government College of Teacher Education intending to make it Pakistan's leading teacher education program. In 2022, the Ministry of Planning conferred Durbeen with a "Development Leadership Award" for its efforts in

education.



Nasir R. Zaidi, an educationist by profession, is the President of the Pakistan Academic Consortium (PAC), one of the largest platforms of educationists working across the country for the promotion of academia. PAC registered under Societies Act XXI of 1860 (Govt. of Pakistan) endeavours to bring decision-makers to one junction to strengthen the bonds, formulate strategies and work for the alleviation of illiteracy in alignment with framework set forth by the Provincial & Federal Governments.



Alan Mackenzie, founding Director of Transform ELT, has been an English language teaching professional since 1989. He has designed and taught Masters-level courses for Teachers College Columbia University and NILE, and worked as a British Council project manager across East and South Asia. Notably, he directed the PEELI project in Pakistan and served as a Senior Training Consultant in Thailand and India. He has been an advisor to the boards of Thailand TESOL, Philippines Association for Language Teaching, SPELT and English Language Teachers Association of India. He has also worked with multiple state ministries of education across East and South Asia.



Prof. Dr. Farid Panjwani, Dean, Institute for Educational Development, AKU, is an experienced educator and academician. Dr. Panjwani is passionate about improving the quality of education in developing countries. His publications cover various vital subject areas of philosophy of education, citizenship, teacher education, imagination, and Islamic Studies. His recent publications have explored the role of imagination in fostering care, compassion and criticality among students.



Professor Fauzia Shamim is currently working as the Chief Academic Officer at Durbeen, Karachi, Pakistan, an NGO committed to improving teacher quality in public sector schools in Pakistan. She is a founder member and Vice President of SPELT, Pakistan, and Pakistan's representative for Asia TEFL since 2019. Her current research interests include AI in teacher education, teacher research and Language-in-Education Policy for equity and social justice.

Moderator

Post – Conference Event

1.5 – Hour Webinar

TARGET AUDIENCE: All Teachers, Coordinators, Principals and Heads

Building an Effective Extensive Reading Program

This workshop will call on the presenter's vast experience with setting up Extensive Reading programs worldwide with a particular emphasis on digital reading. Successful management of an Extensive Reading (ER) program is an essential ingredient in the success of the overall language program. We will look at how an effective paper-based Extensive Reading program can be implemented with special emphasis on the various factors involved in the selection of materials, ways to build and manage the library, how to introduce the ER program and manage it as well as how to evaluate the program and motivate students to read. The session will present two extensive reading websites, the free ER-Central.com and the Xreading digital library that give students access to almost two thousand graded readers from major publishers such as Cambridge University Press, Macmillan, and National Geographic/Cengage Learning. Students have unlimited access to all books as well as audio narrations, ratings, and quizzes. The session will also explain the functionality of ER-Central and XReading websites.



Dr. Rob Waring is a Professor at Notre Dame Seishin University in Okayama, Japan. He is one of the world's foremost experts in Extensive Reading and second language vocabulary acquisition. He has published over 60 academic articles and has given hundreds of lectures, plenaries and featured speaker presentations in 32 countries. He has been Chair of several major international conferences including two world congresses on Extensive Reading in Japan and Dubai and Vocab@Tokyo in 2016 and has helped set up 8 ER associations worldwide. He is also an Executive Board member

of the Extensive Reading Foundation responsible for the promotion of Extensive Reading globally. He has visited about 100 educational institutions to offer consultative advice and provide perspective on setting up extensive reading programs. He is also author and series editor of six series of graded readers totaling 320 books by various publishers and the administrator and co-founder of the Extensive Reading website www.ER-Central.com and of www.word-learner.com.

November
18, 2024

3:00pm
to
4:30pm

Member Fee:
1400
Non Member
Fee:
1600



Venue:
SPELT Registered Office

E-Certificate will be provided

Limited seats on first come, first served basis

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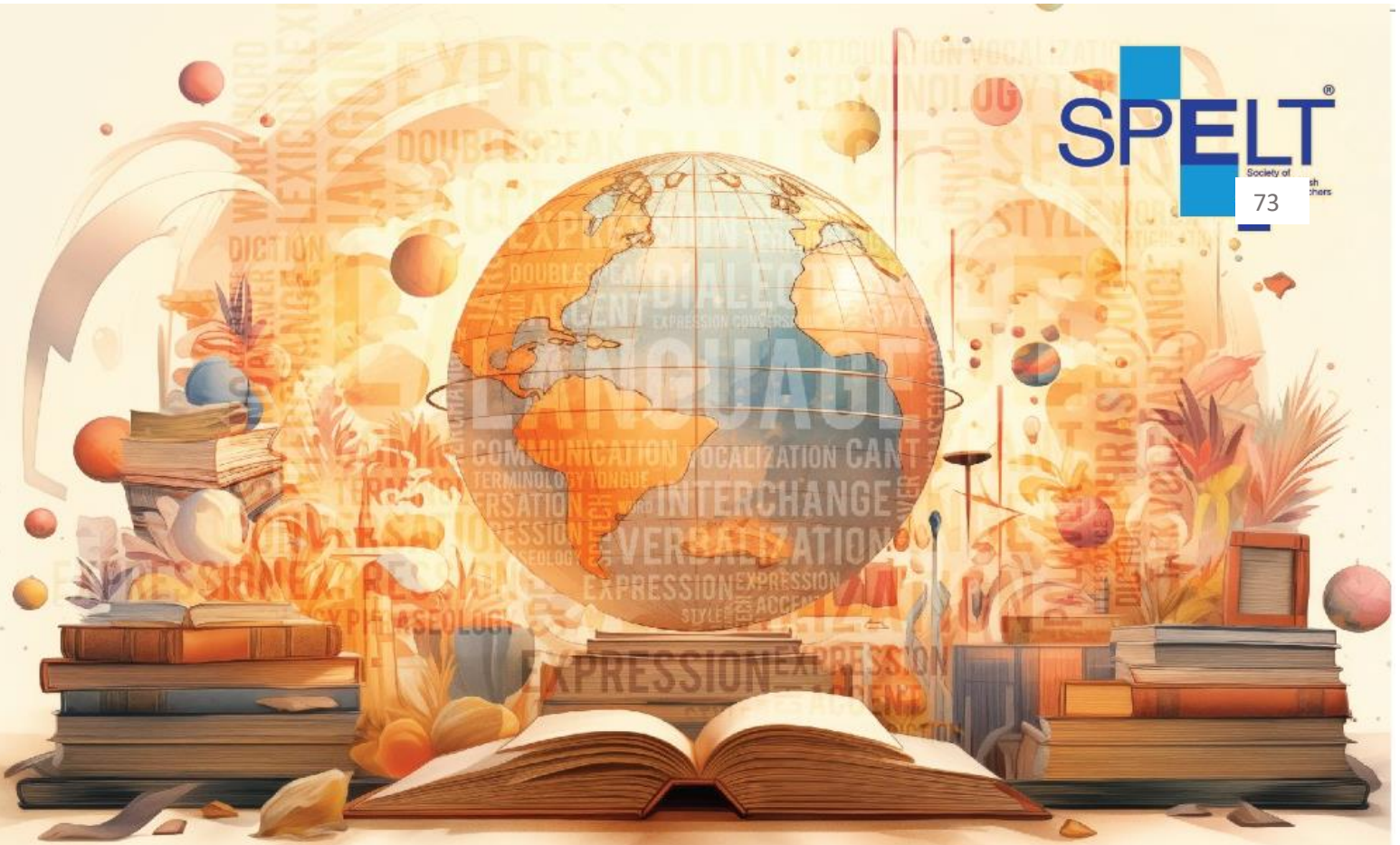
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