



Future-Ready ELT: Innovation, Diversity and Sustainability

41st SPELT International Conference 2025 November 15 & 16, 2025



IN PARTNERSHIP WITH





Society of Pakistan English Language Teachers (SPELT)

41th SPELT International Conference 2025 November 15-16, 2025



Academic Partners



Table of Contents

S.No.	Contents	Pages
1	Foreword	5
2	In Memoriam - Zubaida Mustafa and Arfa Syeda Zehra	6
3	Message from IATEFL, UK	7
4	General Information	8
5	Acknowledgements	9
6	Conference Credits	10
7	Day 1: GECE, Durbeen Programme	11
8	Day 1: HHS School System Programme	21
9	Day 1: IU School System Programme	31
10	Day1: DHA Suffa University Programme	45
11	Day 2: Habib University Programme	57

Foreword



Dear Colleagues,



It is my distinct pleasure to welcome you to the 41st SPELT International Conference 2025. Under the theme *“Future-Ready ELT: Innovation, Diversity & Sustainability,”* we come together to celebrate the evolving landscape of English Language Teaching and to shape its future with creativity, inclusivity, and purpose. This year’s theme invites us to reflect deeply on the transformative potential of ELT practices that embrace innovation, honour diversity, and commit to sustainable growth.

We began our journey with a vibrant Pre-Conference Event, The Literary Table in collaboration with Kifayat Publishers, setting the tone for meaningful engagement on promoting reading at school level. Day One feature four dynamic symposiums led by our esteemed Academic Partners—DHA Suffa Innovation in ELT: Navigating Digital & Technological Shifts, HHS Future of Language Learning & Assessment: Path Forward, IUSS Teacher Development & Professional Learning in a changing ELT Landscape, and Durbeen Inclusive & Equitable ELT in Multilingual Pakistan—each exploring critical dimensions of ELT.

On Day Two, we are honoured once again to be co-hosted by Habib University at their state-of-the-art campus, offering a space that embodies academic excellence. Throughout the conference, we are privileged to hear our distinguished Keynote Speaker Dr Graham Hall, alongside plenary and featured sessions by trailblazers such as Dr Ikhsanuddin, Dr Bimali Indrarathne, Conan Kmieciak, Dr Tran Trin, Dr Waqar Ali Shah, Dr John Baker, Dr Rob Waring, Sylvie Doláková, Mr Abbas Husain, Dr Fauzia Shamim & Dr Aliya Khalid.

I extend my heartfelt gratitude to our Academic Partners, Habib University, the British Council, our generous sponsors, and the dedicated SPELT team for making this event possible.

Let us learn, connect, and envision the future of ELT—together.

Wishing you an inspiring and enriching conference experience!

Warm regards,

Dr. Maliha Ahmed
Chair, Conference 2025

In Memoriam



Ms Zubaida Mustafa

We honour the memory of Zubeida Mustafa (1940–2025), Pakistan’s first woman reporter for a mainstream media organization and a trailblazer who transformed the country’s journalistic landscape.

During her distinguished career at Dawn, Zubeida wrote fearlessly on education, women’s rights, health, and social equity. Her voice — principled, compassionate, and deeply informed — gave visibility to those too often unheard.

Though not directly associated with SPELT, her lifelong advocacy for education, literacy, and critical thought aligns profoundly with our values. In 2012, she received the Lifetime Achievement Award from the International Women’s Media Foundation, recognizing her groundbreaking contributions. SPELT remembers Zubeida Mustafa with deep respect for her integrity, courage, and commitment to truth — qualities that continue to inspire educators and learners across Pakistan.



Dr Arfa Sayeda Zehra

SPELT fondly remembers **Dr. Arfa Syeda Zehra (1947–2025)** — an eminent scholar, educationist, and cultural icon whose intellectual depth and moral clarity left an indelible mark on Pakistan’s academic and social landscape. A professor, public speaker, and advocate of Urdu language and ethics in education, Dr. Zehra believed that true learning must nurture both the mind and the soul.

Over the decades, she engaged closely with teachers and educators, including through her participation in **SPELT conferences and professional development events**, where her insightful addresses inspired reflection on values, identity, and linguistic diversity in education. Her presence always reminded us that teaching is not merely a profession but a moral responsibility.

Dr. Zehra’s legacy endures in the generations she taught and mentored, in her eloquent advocacy for integrity, respect, and empathy, and in her unwavering belief that education is a transformative force for humanity.

Message from IATEFL, UK



Christopher Graham

President, Chair of Board of Trustees, and Chair of Publications Committee| **IATEFL**
International Association of Teachers of English as a Foreign Language

It is my pleasure to welcome you all to the 41st SPELT International Conference to be held on November 15-16 at the Habib University, Karachi.

I am so encouraged to see the range of themes that you are exploring across the conference, all of them I think are highly relevant and very topical in the global ELT community at this moment in our development. Access to ELT, especially in the multilingual context that you have in Pakistan, is an important reflection on a theme that is moving higher and higher up the ELT agenda. Multilingualism is finally becoming a pillar of ELT.

Looking forward in the world of ELT, identifying our challenges and opportunities, is an important thing to do. Globally, we face uncertain futures but the process of considering what we might encounter and how we might deal with it is fundamental to the sustainability of our community.

This uncertainty is reflected in the attention you are paying to teacher development in a changing ELT landscape. Giving teachers (and indeed learners) the confidence and the tools to respond to this changing landscape seems to be a critical function of a teacher association, and I am delighted to see that are embracing this.

Finally, the attention you are paying to innovation in ELT is timely. AI is I am fairly certain likely to be one of the themes you're exploring. This is new to all of us, and we need to create AI policies, learning how to navigate it and understanding its benefits but also the negative aspects. I'll be interested to hear about the discussions that you have and the conclusions that you reach

I wish you all success with your conference and send you warm regards from the UK. IATEFL appreciate your being part of our community.

Welcome to the 41st 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. With multiple keynote addresses, plenary and featured sessions, and 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:

Facebook: <http://www.facebook.com/headofficespelt>

Instagram: <https://www.instagram.com/speltheadoffice/>

LinkedIn: www.linkedin.com/company/headofficespelt **Website:** spelt.org.pk

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.

Acknowledgements

We are extremely thankful to the British Council for being our lead sponsor



Habib University for co-hosting the
41st SPELT International Conference 2025



We also thank the following for their support!



Conference Credits

Conference Professional Council

Conference Chair: Dr Maliha Ahmed

Associate Chairs: Raabia Hirani and Lubna Panjwani

Members: Huma M. Thaver, Mehreen Masood, Faiqa Baig and Taghrid Ahmed.

Symposium Focal Persons

Durbeen:	Lubna Panjwani and Huma M. Thaver
HHS School System:	Taghrid Ahmed
DHA Suffa University	Faiqa Baig and Gul Jaffri
IU School System:	Mansoor Naz Vindhani and Mehreen Masood

Conference Logistics and Onsite Management

Mansoor Naz Vindhani, Mehreen Masood, Raabia Hirani and Mehmooda Asif

CEC Liaisons

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

Hospitality Team :

Zehra Gheewala, Raabia Hirani and Farah Kamal

SPELT Outreach Team

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

IT Support

Farheen Hasan, Faiqa Baig

Masters of Ceremony

Farheen Hasan, Mehresh Rehman

Conference Promotional Material

Reborntek.com, Hakim Sons, and Spectrum Communications

Conference Day 1: GECE, Durbeen Programme



Time	Room	Title
8:30 am - 9:00 am	Registration	
9:00 - 9:30am	Audio Visual Room	Opening Ceremony
9:30 - 10:30am	Audio Visual Room	Plenary Address 1: <i>Specific Learning Difficulties and Inclusive Teaching in the AI Era</i> - Professor Bimali Indrarathne
10:30 - 11:00am	Tea Break	Tea Break
11:00 - 11:30am	Audio Visual Room	Plenary Address 2: <i>On Reparative Curricula and Pedagogy of Solidarity in the Global South</i> - Dr Waqar Ali Shah
11:30am - 12:00pm	Audio Visual Room	Plenary Address 3: <i>Reimagining Multilingual Education in Pakistan: Politics, Policy, and Practice</i> - Dr Fauzia Shamim, Dr Aliya Khalid
Parallel Workshops 12:15 - 1:15pm	Audio Visual Room	Workshop 1: <i>Supporting Neurodiversity & Deep Thinking in the Classroom</i> - Maheen Zaidi
	Room 101	Workshop 2: <i>From Margins to Mainstream: Where Every Language Finds a Voice</i> - Sharjeena Khokhar and Gul-e-Zehra
	Room 102	Workshop 3: <i>Scaffolding Strategies for Mixed Ability English Learners</i> - Nusrat Waqar
1:15 - 2:15pm	Cafeteria	Lunch Break
Parallel Interactive Talks 2:30 - 3:00pm	Room 101	Interactive Talk 1: <i>Our lives in the lesson: Equity through Contextualized English</i> Lead speaker: Saira Mahmood Co-speakers: Zerish Kamal, Fatima Tahir, Shabeena Fatima, Bushra Kamran
	Room 102	Interactive Talk 2: <i>Addressing Multilingual Realities: Challenges and Prospects of Teaching Urdu in Diverse Classrooms</i> کثیرا لسانی حقیقتوں سے نمٹنا: متنوع کمرہ جماعت میں اردو تدریس کے چیلنجز اور امکانات Lead speaker: Nighat Shaheen Co-speakers: Maryam Aslam, Mary Khalid, Iqra Maroof
	Audio Visual Room	Interactive Talk 3: <i>Access and Equity in English Learning</i> Adeel Baloch
Panel Discussion 3:15 - 4:00pm	Audio Visual Room	Panel Discussion: <i>Beyond Access: Creating Equitable Learning Spaces for Multilingual Learners in Pakistan</i> Panelists: Zohra Nasir, Adeel Baloch and Dr Niaz Somroo Moderator: Lubna Panjwani
4:00 - 4:30pm	Audio Visual Room	Closing Ceremony

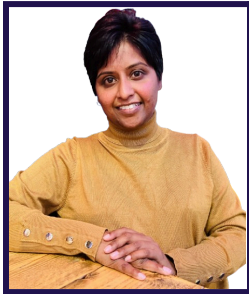
Plenary Address

Professor Bimali Indrarathne

Kotelawala Defence University (KDU), Sri Lanka

Specific Learning Difficulties and Inclusive Teaching in the AI Era

Artificial Intelligence (AI) is becoming popular in education, and practitioners are seeking possible ways that AI can be incorporated into the teaching-learning process. English language teachers should be particularly aware of the use of AI in teaching and assessment, as the teacher's role is changing due to learners having access to AI. This talk will explore how AI can be incorporated into English language teaching and assessment, the ethical use of AI, and the future challenges teachers are likely to face due to the availability of AI.



Professor Bimali Indrarathne is a Professor in English Language Teaching at Kotelawala Defence University (KDU) in Sri Lanka. Before joining KDU, she worked at the University of York, King's College London, and Lancaster University, UK. Her main research interests are second language acquisition, learning difficulties, and EAP.

Dr Waqar Ali Shah

Mehran University of Engineering and Technology, Pakistan

On Reparative Curricula and Pedagogy of Solidarity in the Global South

ELT curricula and pedagogy in the Global South both in the geographic and epistemic sense have historically been influenced by nation-state ideologies, coloniality and neoliberal discourses, resulting in construction of the 'colonial-modern as well as neoliberal subject'. This historically constituted 'subject' (i.e., learner, teacher, teacher educator, curriculum developer and textbook writer) often seems to reproduce these 'subjectivities' in the Southern contexts, including Pakistan, thereby maintaining the dominant narratives and structures through curricula and pedagogy. In this plenary talk, I aim to discuss three empirical cases of ELT in Pakistan – state-centric ELT, elite private sector ELT and US-sponsored ELT programs to suggest how these ideologies and subjectivities are shaped, reproduced as well as contested in three different curricular and pedagogical spaces. Towards this end, I recommend how 'reparative curricula and pedagogy of solidarity' can serve as transformative alternatives to address the issues of social injustice, hierarchies and inequalities.



Waqar Ali Shah, PhD in Applied Linguistics (University of Jyväskylä, Finland), is a Lecturer at Mehran University, Pakistan. His research interests include applied linguistics, **Critical Discourse Studies (CDS)**, multimodality, decoloniality, and translingualism. His work appears in top-tier journals. He was a visiting fellow at institutions like the Georg Eckert Institute and Penn State, working with Suresh Canagarajah and Teun A van Dijk. He is currently co-editing a handbook and edited volume for Routledge.

Dr Fauzia Shamim

Durbeen and SPELT

Dr Aliya Khalid

University of Oxford

Reimagining Multilingual Education in Pakistan: Politics, Policy, and Practice

While numerous studies have examined Pakistan's language-in-education (LIE) policies, little attention has been paid to the internal tensions and "pressure points" that shape these policies, tensions rooted in the intersection of political agendas, religious and cultural values, and entrenched class structures. Moreover, the role of language activism, both formal and informal, in shaping the linguistic landscape remains underexplored. Although scholarly discourse has debated the inclusion of indigenous languages in education, the dynamic relationship between grassroots activism and shifts in LIE policy has not yet been systematically analysed, particularly in terms of their impact at the classroom level.

This session explores how shifting political landscapes in Pakistan—such as the 1973 Constitution and the 18th Amendment—have opened spaces for language policy and planning (LPP) and language-in-education policy (LEP) reform. Drawing on historical analysis and a recent field study in two provinces of Pakistan, Kyber Pakhtunkhwa (KP) and Sindh, it highlights both the pressure points and enabling factors for change. The discussion will map how affordances like formal legislation, institutional support, and grassroots activism shaped the role of Urdu, English, and regional languages. Recommendations for multilingual education policy are also drawn from the lived experiences of teachers, parents and communities in KP and Sindh.



Dr Fauzia Shamim is Professor and Chief Academic Officer at Durbeen, an NGO committed to improving teacher quality in Pakistan. She has over 40 years of experience as a TESOL teacher, teacher educator, and researcher. Her current research interests include teacher research and language-in-education policy for equity and social justice.



Dr Aliya Khalid is a Senior Departmental Lecturer in Comparative and International Education at the University of Oxford. Her research focuses on girls' education, gender, marginalized perspectives, and social justice. Her work encompasses education in Pakistan, particularly that of girls, and educational recovery following COVID-19 in the UK.

Workshops

Supporting Neurodiversity & Deep Thinking in the Classroom

Supporting neurodiversity in the classroom fosters an inclusive environment where all cognitive styles are valued and deep thinking is cultivated. Neurodivergent students often possess unique perspectives that, when supported, enrich the learning experience for everyone. By integrating Universal Design for Learning and personalized strategies, educators can reduce barriers and promote intellectual engagement. Artificial Intelligence (AI) offers powerful tools to tailor instruction, provide multimodal access, and support self-paced, reflective learning. AI-powered platforms can help identify individual needs, generate scaffolds, and encourage critical thinking. This fusion of neurodiversity and AI-driven support nurtures a classroom culture of equity, curiosity, and deep intellectual growth.



***Maheen Zaidi** is a passionate educator, school leader, and certified trainer (TDC) with over 15 years of experience in teaching and academic leadership. With an MBA in Educational Leadership, she specializes in creating inclusive classrooms, mentoring teachers, and implementing innovative curriculum strategies. She has served as a Vice Principal, conducted teacher training workshops, and holds international certifications as a Master Teacher and Curriculum Developer.*

From Margins to Mainstream: Where Every Language Finds a Voice

In Pakistan's linguistically rich classrooms, English often stands as both a gateway and a gatekeeper. Learners who bring diverse home languages frequently find themselves pushed to the margins when English-only approaches dominate. This workshop reimagines multilingualism not as a barrier but as a powerful resource for inclusive and equitable English Language Teaching (ELT). Through interactive activities, participants will explore real classroom scenarios where language hierarchies create exclusion, and then collaboratively develop strategies to transform these spaces into sites of belonging. The session will model practical approaches such as:

1. Using translanguaging to build bridges between English and home languages.
2. Valuing local accents and expressions instead of correcting them harshly.
3. Designing bilingual resources such as glossaries, visuals, and prompts.
4. Encouraging collaborative learning by grouping students with varied strengths.
5. Adapting assessments so that ideas, not just English fluency, are rewarded.

By engaging in simulations, collaborative lesson redesign, and reflective dialogue, participants will leave with a collection of actionable practices to make their own classrooms more inclusive. Together, we will shift the narrative — from viewing linguistic diversity as a challenge to embracing it as the foundation of stronger, fairer, and more empowering ELT in Pakistan.

Keywords: Multilingualism, Inclusion, Equity, ELT, Pakistan



***Sharjeena Khokhar** is a dedicated educator with a B.Ed in Social Studies and English. Currently teaching at Khatoon-e-Pakistan Government Girls School, she envisions herself as a changemaker in education. Her focus is on fostering inclusive, learner-centered classrooms where students feel empowered to participate, engage, and grow as confident individuals.*



Gul-e-Zehra is a passionate educator with a B.Ed in Science and English. She is currently teaching at Khatoon-e-Pakistan Government Girls School, where she emphasizes nurturing curiosity, creativity, and critical thinking. Her teaching philosophy centers on inspiring students to explore, question, and express themselves with confidence.

Scaffolding Strategies for Mixed Ability English Learners

In multilingual and diverse Pakistani classrooms, English language teachers often face the challenge of teaching mixed-ability groups where some learners excel while others struggle to keep pace. This imbalance can create gaps in participation, confidence, and achievement, making inclusivity and equity difficult to achieve. Scaffolding, a structured yet temporary support framework, provides an effective solution by enabling weaker learners to access language input and participate meaningfully, while also extending challenges to stronger learners.

This interactive one-hour workshop introduces participants to a variety of scaffolding strategies designed for mixed-ability contexts. Practical techniques such as using visuals and realia, sentence frames, chunking, modeling, peer and group support, and graphic organizers will be demonstrated. The session will also emphasize the gradual release of the responsibility model ("I Do → We Do → You Do"), which helps learners move from guided to independent practice.

Through demonstrations, collaborative activities, and classroom-based scenarios, participants will not only observe these strategies but also experience them as learners. By the end of the workshop, teachers will be equipped with practical, classroom-ready scaffolding tools to design inclusive and engaging lessons that balance diverse learner needs, build learner confidence, and promote equitable English language learning in multilingual Pakistani classrooms.



Nusrat Waqar holds an international Montessori Diploma from AMI and possesses over 33 years of experience in Early Years education. Her extensive career includes classroom and leadership roles in prestigious Karachi schools, alongside over 15 years of teacher training with London Montessori International. Since 2010, she has served as the Pre-Primary Academic Coordinator at the Happy Home School System's Quality Enhancement Cell, focusing on mentoring, curriculum design, and enhancing teaching practices.

Interactive Talks

Our Lives in the Lesson: Equity through Contextualised English

Pedagogy that is culturally relevant/sustaining and draws on students' existing funds-of-knowledge has been shown to boost L2 acquisition, engagement, and identity investment (Ladson-Billings, 1995; Paris & Alim, 2017). Drawing on this evidence, this case study examines English teaching in multilingual primary classrooms within low-resource government schools in Karachi, Pakistan. Grounding the inquiry in culturally relevant pedagogy, we compare three English textbook streams: Oxford University Press (Pakistan), Sindh Textbook Board, and The Citizens Foundation (TCF). Our central question asks: when texts mirror learners' lives, does English learning travel further?

Classic and contemporary research confirms that culturally familiar content aids L2 reading and engagement by activating existing schema. In our context, teacher reports from Grades 1–4 indicated noticeable gains in interest, voluntary reading, and oral contributions when using the locally grounded, story-rich TCF units compared with more generic selections in other series. We situate these observations within research on narrative transportation and multilingual pedagogy, arguing that stories anchored in learners' worlds scaffold language, motivation, and talk.

We also address the concern that a tight local focus might narrow cultural horizons. Drawing on intercultural communicative competence (ICC) and Global Englishes (GE), we propose a “local-to-global” sequencing. This approach begins with contextualized narratives to build confidence and schema, then widens to regional and international texts, utilizing explicit intercultural tasks and translanguageing to mediate language and culture. This sustains identity while effectively preparing learners for diverse Englishes and audiences.

Keywords: identity texts; intercultural communicative competence; Global Englishes; translanguageing.



Saira Mehmood is a Senior Lecturer at GECE, Hussainabad, a college partnered with Durbeen. Holding an MSc from the University of Oxford, her research there focused on comparing AI-generated versus peer feedback on student writing. She specializes in English language teaching, multilingual education, and integrating AI in teacher education. Her current interests include translanguageing, AI-mediated feedback, and equitable language policies.



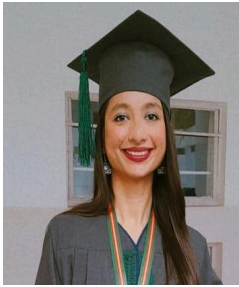
Zerish Kamal is a Karachi-based educator who holds a B.Ed (English and Mathematics specialization) from GECE, Hussainabad. She teaches English at Khatoon-e-Pakistan Girls School and previously designed a literacy program, a finalist at the US Consulate's RELO Innovation Challenge. With experience in teaching, content creation, and learning support mentoring at AKU-IED, Zerish integrates pedagogy, creativity, and technology. Her interests include curriculum design, inclusive teaching, and integrating ed-tech for diverse learners.



Fatima Tahir is an English teacher at SMB Fatima Jinnah School, Karachi. She holds a B.Ed. (Hons.) from GECE, Hussainabad, specializing in English and Mathematics. Her expertise includes lesson design and English Medium Instruction (EMI). Her research examined EMI strategies, focusing on how students comprehend task instructions and how clarification-seeking reflects understanding. Her interests span inclusive teaching, curriculum design, multilingual education, and technology integration.



Shabeena Fatima, an educator based in Karachi, holds a B.Ed. (Hons.) from the Government Elementary College of Education (GECE). She teaches Grade 3 English at SMB Fatimah Jinnah School and advocates English Medium Instruction (EMI) to build strong language foundations. With research experience in Communicative Language Teaching (CLT), she promotes confident student expression and actively engages in professional development through conferences like SPELT, RELO Expo, and MOOCs.



Bushra Kamran Bushra Kamran is a dedicated English teacher at a public sector primary school with nearly three years of experience. She holds a B.Ed. (Hons.) with distinction from GECE, Hussainabad, specializing in English and Mathematics. Driven by a commitment to educational equity, she uses innovative teaching, engaging activities, and storytelling to build student confidence. Bushra has contributed to the RELO Pakistan Innovative Challenge and volunteered as SAFEER for STEAM PAKISTAN.

Urdu Teaching in Diverse Classrooms: Challenges and Prospects

In today's world, languages are more than a tool of communication; they represent identity, progress, access to global opportunities, and even survival. In Pakistan, however, despite being a marker of national identity, Urdu continues to be treated as secondary in the processes of language learning and teaching. This has weakened its educational, social, and intellectual role. Both the academic value of Urdu and the methods of teaching it remain shaped by a traditional colonial mindset.

Teaching Urdu in multilingual classrooms faces several challenges, such as reliance on rote learning, exclusive dependence on textbooks, unrealistic parental expectations, neglect of multilingual realities, traditional examination systems, and lack of policy support. At the same time, the growing importance of mother tongues, the use of digital resources, and the impact of artificial intelligence demand innovation in Urdu pedagogy.

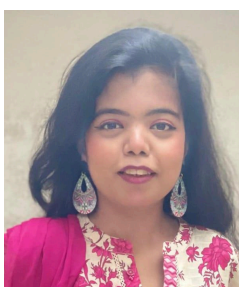
This session will bring together different stakeholders, new (NQTs) and experienced Urdu teachers, students, teachers of Urdu as a second language, parents, and researchers—to identify these challenges and develop practical strategies to make Urdu teaching more relevant, inclusive, and future-ready.



Nighat Shaheen has 26 years of experience in Urdu teaching. She is a Senior Lecturer at Durbeen Institute and teaches A Level Urdu at Beaconhouse College Programme, North Nazimabad. She previously served as Curriculum Coordinator at Beaconhouse School for 16 years. She has contributed to the National Curriculum Pakistan (NCP) as an Urdu Expert Group member, presented research at national conferences, and is part of Cambridge Pakistan's Urdu training team. She is pursuing an MPhil research project.



Maryam Aslam is a passionate language educator with a B.Ed (Hons) degree from the Government Elementary College of Education, Hussainabad (adapted by Durbeen), specializing in English and Mathematics. She currently teaches Grade 2 and integrates creative, game-based learning strategies into her classroom to make language learning engaging and meaningful. Maryam is deeply committed to fostering students' love for Urdu and English while continuously exploring innovative approaches to teaching.



Iqra Maroof is a student teacher currently pursuing a B.Ed. (Honors) degree at Government Elementary College of Education (GECE), Hussainabad, where she is in her final year. Her specialization areas are Urdu and Pakistan Studies (PST). She has conducted research on bilingual and multilingual learners in Grade 6, exploring strategies to enhance their language learning experiences. Iqra is based in Karachi, Pakistan.



Mary Khalid is a passionate Urdu educator at SMB Fatima Jinnah School (adopted by Zindagi Trust). She holds a B.Ed. from the Government Elementary College of Education, Hussainabad, and a B.Sc. from Karachi University. Through her creative and innovative teaching methods, she has made Urdu learning engaging and accessible for multilingual students, helping them connect meaningfully with the language and express themselves confidently.

Access and Equity in English Learning

While expanding access to English is a stated goal in Pakistan's education system, access alone does not guarantee equity. Providing every learner with an English textbook does not ensure that they can engage with or benefit from it. Access to quality English instruction remains uneven, with stark divides between urban and rural learners, private and government schools, and those with or without English exposure at home. Equity requires deliberate scaffolding, contextualized pedagogy, and attention to systemic barriers such as untrained teachers, unsuitable materials, and neglect of learners' first languages. This session reframes the discussion from "access to English" toward "equity in English learning." By highlighting both challenges and actionable strategies, the session equips educators with tools to ensure that English education is not just accessible but fair, inclusive, and transformative for learners across Pakistan's diverse linguistic landscape.



Adeel Baloch is the Head of Literacy and Life Skills at The Citizens Foundation (TCF), where he leads programs for out-of-school children in Pakistan. Since 2019, he has spearheaded the design and implementation of TCF's Mother Tongue-Based Multilingual Education (MTB MLE) program, now scaled to over 200 schools. With Master's degrees in Education and Business Administration, and 15+ years in the education sector, Adeel has worked with AKU-IED, USAID, and TCF on curriculum design, multilingual education initiatives and capacity building of teachers, administrators and community leaders.

Panel Discussion

Beyond Access: Creating Equitable Learning Spaces for Multilingual Learners in Pakistan

Multilingualism is an integral part of Pakistan's educational landscape, yet equitable learning for linguistically diverse learners remains a challenge. This panel 'Beyond Access: Creating equitable learning spaces for multilingual learners in Pakistan', brings together voices from academia, non-profit education and innovative schooling models. The conversation aims to reimagine language equity not just as access to education, but as access to meaningful learning and preparation.

PANELISTS



Zohra Nasir is a curriculum designer and teacher educator with 12 years of experience in the development sector in Pakistan. Establishing a reading culture in schools has been a core principle of her work. At TCF, her team created over 100 children's books to fulfill market gaps for high-quality, progressive content in Urdu, which were later translated into Sindhi. In her current role as Director Academics for Zindagi Trust, she is advocating strongly for identifying reading gaps, beyond basic literacy, and exploring how to create spaces for students to read joyfully, thoughtfully, and socially, as a priority area



Dr. Niaz Hussain Soomro is an Associate Professor and Chairman, Department of English Language & Literature, GC University Hyderabad (GCUH). He earned his PhD in ELT & TESOL from the University of Glasgow, UK. Dr. Soomro is actively contributing to ELT/TESOL in Pakistan by revising syllabi BS, MPhil, and PhD programs, and directing two U.S. funded programs: the English Access Scholarship Program and English Works! Program (RELO, U.S. Embassy). His research spans Applied Linguistics, Language Policy, and pedagogical innovation, including ICT/AI integration.



Adeel Baloch is the Head of Literacy and Life Skills at The Citizens Foundation (TCF), where he leads programs for out-of-school children in Pakistan. Since 2019, he has spearheaded the design and implementation of TCF's Mother Tongue-Based Multilingual Education (MTB MLE) program, now scaled to over 200 schools. With Master's degrees in Education and Business Administration, and 15+ years in the education sector, Adeel has worked with AKU-IED, USAID, and TCF on curriculum design, multilingual education initiatives and capacity building of teachers, administrators and community leaders.



MODERATOR

Lubna Panjwani is a Cambridge Certified Teacher Educator, senior academician, and educational consultant with expertise in school development, monitoring and evaluation, educational leadership, and teacher education. Formerly associated with Oxford University Press, she is the CEO of The Prowess Consultants, a professional development and training firm. She is among the pioneers of introducing a Green Curriculum in Pakistan. She also leads a pilot project on alternative augmented devices for autistic learners in Karachi, integrating technology to promote inclusive education. A dedicated SPELTer for nearly three decades, she continues to contribute to professional learning communities and teacher development initiatives.

Conference Day 1: HHS School System Programme

Time	Room	Title
8:30 - 9:00am	Registration	Registration
9:00 - 9:30am	Society Campus Outer/Main Ground)	Opening Ceremony
9:30 - 10:20am		Plenary Address: Evaluating ELT Materials Effectively: A Teacher's Guide to VOLLEY TIME Dr Ikhsanudin
10:20 - 11:00 am	OLS Ground	Tea Break
Parallel Workshops 11:00am - 12:00pm	OLS Computer Lab 1	Workshop 1: Leveraging Generative AI for English Reading Assessment: From Item Development to Feedback Raabia Hirani
	OLS Computer Lab 2	Workshop 2: Constructive Alignment: From Grammar Drills to Skills Najia Azhar
	OLS Auditorium	Workshop 3: Promoting Vocabulary Acquisition and Collaborative Interaction through a Jigsaw Activity Erika Van Winden
	SOC Auditorium	Workshop 4: Evidence-Based Metacognitive Interventions to Improve Retention and Focus of Digital Readers Najia Nazir
	OLS Room First Floor	Workshop 5: Igniting Language Learning: Motivating English Learners Through Creative Activities Hina Altaf
Parallel Workshops 12:10 - 1:10pm	Society Auditorium	Workshop 1: From Stress to Strength: SEL Strategies to Support Teacher and Student Well-being in ELT Classrooms Farheen Hassan
	OLS Computer Lab 1	Workshop 2: Assessing Student Learning Through Effective Reading Comprehension Activities Amna Mustafa
	OLS Computer Lab 2	Workshop 3: Back to the Future of Language Teaching: Turning CELTA Lessons into Assessment Powerhouses Faiz Alam
	OLS room First Floor	Workshop 4: Distinctive Classroom Approach in English Language Teaching Samra Adeel
	OLS Auditorium	Workshop 5: GenAI – Infused Assessment for Learning: An Integrative Approach Dr Tasneem Anwar
	Society Computer Lab 1	Workshop 6: From Silence to Spark - Igniting Student Conversations Taghrid Ahmed
1:10 - 2:00pm	Society Campus Inner Ground	Lunch Break
2:00 - 3:50pm	Society Outer Ground	Interactive Session: From Learners' Voices to Classroom Action Mehwesh Rehman, Noorain Ahmed, Amna Mustafa, Sana Irfan & Taghrid Ahmed
3:50 - 4:00pm		Closing Ceremony

Plenary Address

Dr Ikhsanudin

Chief Editor, JELTIM and President ELTeaM, Indonesia

Evaluating ELT Materials Effectively: A Teacher's Guide to VOLLEY TIME

Selecting and evaluating English Language Teaching (ELT) materials is a crucial skill for educators, ensuring that resources align with learners' needs and pedagogical goals. However, many teachers, particularly in primary and secondary education, lack structured tools to assess materials before using them in class. This hands-on workshop introduces VOLLEY TIME, a comprehensive framework designed to help educators evaluate ELT materials effectively.

Participants will explore the two interrelated components of VOLLEY TIME: VOLLEY (Voice in discourse, Organisation of materials, Language items, Learners' context and needs, Educational theories, and Yielding learner autonomy) and TIME (Technological appropriateness, Individual differences, Mind-challenging tasks, and Ecological awareness). These elements ensure that ELT materials are structured, contextualized, engaging, and adaptable.

Through interactive activities, participants will evaluate sample ELT materials using the VOLLEY TIME framework and discuss ways to adapt and enhance teaching resources. By the end of the session, they will have practical tools for selecting and refining ELT materials to foster learner engagement, critical thinking, and autonomy.

This workshop equips educators with a structured, adaptable approach to material evaluation, ensuring more effective and meaningful language instruction.



***Ikhsanudin** is an Associate Professor at Universitas Tanjungpura, Indonesia, and the founding president of the English Language Teaching Materials (ELTeaM) Association. He serves as Editor-in-Chief of a nationally indexed ELT journal and is a reviewer for internationally indexed language journals. He has presented widely across Indonesia and has been an invited speaker at over thirty international conferences in countries including the UK, USA, Germany, Singapore, India, Malaysia, Bangladesh, and the Philippines.*

Workshops

Leveraging Generative AI for English Reading Tasks and Feedback

This workshop delves into the use of generative AI for enhancing English reading assessment, focusing on three key areas: item development, automated marking, and personalized feedback. As education moves toward more data-driven approaches, generative AI presents a transformative opportunity for creating dynamic, adaptable reading assessment tools.

Participants will explore how generative AI can be leveraged to create diverse and meaningful reading comprehension items that align with learner levels and student learning outcomes (SLOs). They will also learn how to use generative AI to streamline marking processes, ensuring consistency and reducing human bias. Moreover, they will practice generating personalized, actionable feedback using AI, providing students with valuable insights to improve their reading skills. Attendees will gain insights into crafting effective prompts to enhance the accuracy and efficiency of AI-driven assessments.

The workshop includes practical, hands-on exercises where participants can engage with AI-powered platforms for assessment creation and feedback delivery. By the end, participants will gain the skills to integrate generative AI into their assessment practices, making the process more efficient, scalable, and student-centered. Prior experience with AI technology is not required, making this workshop accessible to educators at all levels. Participants are encouraged to bring their own laptops.



Raabia Hirani holds master's degrees in English Literature (University of Karachi), Comparative Literature (Queen Mary University of London) and Educational Leadership & Management (SZABIST). With 15 years of experience in teaching, curriculum development and assessment in Pakistan and Internationally, she currently holds the position of Advisor at the Aga Khan University Examination Board and Curriculum and Assessment Developer at Alsama, creating an international qualification for refugee students with a focus on assessing critical thinking and university readiness.

Constructive Alignment: from Grammar Drills to Skills

English language teaching (ELT) in Pakistan is still dominated by rote memorization, grammar-translation, and exam-focused practices. Yet there is a growing emphasis on making learning more skill-based and student-centered. This session explores the idea of constructive alignment, especially in teaching English as a second language, as a practical framework to bridge that gap by aligning outcomes, activities, and assessments. Participants will explore how grammar lessons can shift from drills to communication, and how comprehension can move beyond copying text to answering explicit and implicit questions meaningfully. Grounded in Pakistan's classroom realities, the workshop demonstrates how constructive alignment equips teachers to design innovative, inclusive, and sustainable lessons that prepare learners with future-ready skills.



Najia Azhar is an experienced educator with expertise in curriculum development, assessment, and teacher professional development. As an Associate at Aga Khan University-IED, she contributed to the Single National Curriculum's assessment framework and facilitated workshops on curriculum mapping. Currently Coordinator for English and Social Sciences at HHS School System, she leads teacher training and assessment initiatives. With over 10 years' teaching experience and an M.Ed. from AKU, she integrates research and practice to enhance learning outcomes.

Promoting Vocabulary Acquisition and Collaborative Interaction through a Jigsaw Activity

Supporting learners in remembering vocabulary, spelling it accurately, and using it actively remains a key challenge in the ESL classroom. While traditional drills can often feel repetitive, jigsaw activities provide a lively alternative, transforming vocabulary practice into a collaborative and meaningful exchange.

This workshop will present a classroom-tested jigsaw activity designed for A2-level English learners, focusing specifically on vocabulary acquisition. In my classroom, the activity was used to encourage active participation, build confidence, and provide meaningful opportunities for speaking and listening. Students practiced target vocabulary in context by asking and answering questions, clarifying ideas, and sharing key information. These tasks supported not only vocabulary development and language accuracy but also fluency and communication strategies, as learners worked together to complete a larger task.

Workshop participants will learn how to quickly design and set up their own vocabulary-focused jigsaw activities. Attendees will take part in a short jigsaw themselves, experiencing firsthand how it promotes vocabulary learning, *cooperation, and motivation among students.*



Erika Van Winden is a lecturer in the Foundation Program at Qatar University. With over 15 years of experience in English language teaching, she has held positions in Turkey, Indonesia, Afghanistan, Egypt, Oman, and Qatar. She earned an MA in TESOL from the American University in Cairo, where she also completed a fellowship. Her teaching focuses on designing and implementing interactive, student-centered activities that promote engagement, communication, and effective language learning.

Evidence-Based Metacognitive Interventions to Improve Retention and Focus of Digital Readers

In today's digitally saturated educational landscape, engaging with deep reading comprehension and sustained focus presents unique challenges. This interactive session equips educators with practical, evidence-based metacognitive interventions to enhance retention and engagement among digital readers.

Participants will explore the cognitive processes involved in online reading and identify common barriers to effective comprehension, such as divided attention and shallow processing. Drawing on research in cognitive psychology and educational technology, this session will introduce a range of actionable strategies. These include pre-reading activation techniques tailored for digital texts, in-text monitoring prompts to encourage active processing, and post-reading reflection activities designed to solidify understanding. Participants will engage in hands-on activities, analyzing digital reading tasks and collaboratively developing adaptable interventions for their specific subject areas and student needs.

By the end of this session, educators will gain a toolkit of practical techniques to facilitate their students becoming more strategic, focused, and effective digital readers, ultimately improving learning outcomes in online environments.



With over two decades teaching EAP/ESP, English literature, and designing inclusive curricula, **Najia Nazir** supports multilingual learners through genre-based writing, differentiated assessment, and technology in higher education. A Ph.D. candidate at Texas Tech, her research explores digital public discourse, feminist rhetoric, and health communication. Her practitioner scholarship focuses on inclusive pedagogy and intercultural communication, presented at IATEFL, TESOL Arabia, and Advance.

Inspiring English Learning Through Creative Classroom Activities

In an age where learners are tech-savvy, curious, and constantly stimulated, traditional English teaching methods often fail to capture their attention. This workshop is designed to equip educators with dynamic, learner-centered strategies that harness creativity, engagement, and real-world relevance. The focus is on integrating motivating activities such as interactive storytelling, educational games, role-play, multimedia integration, and project-based tasks into English instruction.

By aligning with diverse learning styles—visual, auditory, and kinesthetic—these techniques not only enhance language proficiency but also boost learners' confidence, collaboration skills, and intrinsic motivation. Teachers will explore how such activities foster deeper comprehension, vocabulary development, and critical thinking.

The session emphasizes the evolving role of English educators as facilitators of active learning, where language is acquired through exploration and participation rather than passive absorption. In doing so, it highlights the importance of motivation as the driving force behind long-term language acquisition and student engagement.

Through practical demonstrations and reflective discussions, the workshop aims to inspire educators to transform their classrooms into vibrant language learning spaces—where students are not just learning English, but loving it.



Hina Altaf is a student-centered educationist with over a decade of experience in teaching and academic leadership. As Academic Coordinator at HHS School System, Clifton Campus, she combines classroom expertise with strategic planning. Recipient of the “Outstanding Teacher Award” (2022), she holds a Montessori Diploma (First Position) and is pursuing a B.Ed. Skilled in curriculum alignment, faculty mentorship, and digital integration, she actively participates in global webinars to promote innovation and holistic learning.

SEL Approaches to Enhance Well-being in ELT Classrooms

In the evolving landscape of education, stress and emotional fatigue are increasingly common among both teachers and students, especially in high-stakes language learning environments. This presentation explores how Social and Emotional Learning (SEL) offers a transformative pathway from stress to strength by fostering emotional resilience, empathy, and connection in ELT classrooms. Grounded in the CASEL framework and supported by recent global research, this session highlights the dual role of SEL: enhancing student learning outcomes while safeguarding teacher well-being.

Participants will discover practical SEL strategies tailored for English language classrooms, ranging from emotional check-ins and gratitude practices to collaborative learning routines and teacher self-reflection tools. A real-life teacher-student case study will illustrate how embedding SEL into daily practice can shift classroom dynamics, improve engagement, and reduce burnout. This session will also examine post-implementation effects, such as improved classroom climate, stronger teacher-student rapport, and increased academic motivation.

By equipping educators with research-driven tools and actionable ideas, this session empowers ELT professionals to foster a nurturing, emotionally intelligent learning environment where both teachers and students can thrive. Attendees will leave with ready-to-use strategies and a renewed sense of purpose in their teaching journey.



Farheen Hasan is an educator with expertise in remedial language teaching, SEL, and technology integration, AI. She is a certified Cambridge Trainer and an NLP Practitioner. She serves as Holistic Wellness Coordinator at The Learning Tree School (Pakistan) and organises educational webinars through EDLAB Foundation platform. She is a dedicated SPELT CEC member, trainer at various organisations like NuHe and TCF and actively promotes inclusive education and technology integration in teaching.

Future of Language Teaching: Turning CELTA Lessons into Assessment Powerhouses

What kind of future can language learning and assessment have, if it isn't global? Let me take you back to the future of language learning through my CELTA experience.

What if every stage of your lesson was also an assessment opportunity — without extra grading or paperwork? In this highly interactive workshop, we'll flip the CELTA lesson framework (context, clarification, controlled practice, freer practice, production) into a toolkit for dynamic, low-stress assessment. Drawing on Learning Teaching and the "Power of Yet," participants will experience hands-on tasks, peer feedback, and practical strategies they can use immediately. Come ready to design, share, and leave with a future-proof way of making assessment visible, motivating, and learner-centered with actionable feedback.

This workshop is for you if you...

- can't do CELTA but want to take away practical learning chunks from it.
- struggle to crack the code of student-centered learning.
- feel stuck in the dilemma of what really works in a language class.
- find feedback difficult to give effectively.
- want hands-on techniques for monitoring during pair/group work.
- struggle with student resistance in class.
- want to transform your class into a future-ready classroom.
- feel lesson plans look good on paper but don't translate well in class.
- want to prepare yourself for the global future of language teaching.
- don't know how to balance accuracy with fluency.

Remember — in this century, the teacher's role is more feedback-provider than knowledge-provider.



Faiz Alam is a Cambridge-certified master trainer, qualified in CELTA (Pass A), Train the Trainer, and TKT, with over a decade of experience in teacher education and leadership across Pakistan and the Middle East. From classroom teacher to Deputy Principal and Professional Development Lead, he has trained thousands of educators in CELTA lesson staging, learner-centered pedagogy, and assessment innovation. An international SPELT presenter and published translator, Faiz delivers dynamic, hands-on training aligned with global ELT standards with real classroom practice.

Assessing Student Learning Through Effective Reading Comprehension Activities

Reading comprehension is a core skill in English Language Teaching (ELT), involving the ability to decode, interpret, and construct meaning from text. As highlighted in recent research (Assessment of Students' Reading Comprehension Skills in Teaching English, 2024), effective comprehension requires learners to engage cognitively with language, make inferences, and connect ideas across sentences and paragraphs.

This workshop focuses on designing purposeful reading activities that help teachers assess and strengthen student understanding during instruction. Participants will explore how strategies such as using context clues, asking targeted questions, and applying scaffolding can be built into everyday lessons.

The objective of this session is to encourage educators to adopt a forward-thinking approach to reading instruction — one that equips Generation Alpha learners with the tools to think critically, interpret meaning, and engage with texts beyond surface-level understanding.



Amna Mustafa currently works as the QEC English Coordinator at HHS School System and has nine years of experience teaching English Language and Literature. She holds a BS (Hons.) from IoBM and a B.Ed from Hamdard University. Alongside mentoring teachers, she remains committed to classroom practice, focusing on integrating language and literature in ways that engage today's learners while making English learning practical, sustainable, and meaningful as a life-long skill.

Distinctive Classroom approach in English Language Teaching

The workshop, to be led by Ms. Samra Adeel, will focus on the application of a distinctive classroom approach in the teaching of English at the primary and secondary levels. The distinctive classroom approach will emphasize learner-centered pedagogy that integrates differentiated instruction, interactive methodologies, and contextualized learning strategies to cater to diverse student needs. The session will highlight how this approach can foster critical thinking, linguistic competence, and active participation while addressing common classroom challenges. Drawing on her extensive experience of more than a decade in teaching and teacher training, Ms. Adeel will provide practical demonstrations and reflective tasks that will enable participants to connect theory with practice. The workshop will further underscore the importance of innovation and adaptability in English classrooms, equipping teachers with pedagogical tools to enhance both engagement and academic outcomes.



***Samra Adeel** is a Certified School Leader from Cambridge with extensive experience as a school head and teacher trainer. Specializing in English Language Teaching (ELT) for O and A Levels, she combines academic leadership with innovative classroom practices to enhance student achievement. She conducts professional training sessions for teachers, focusing on pedagogy, language proficiency, and exam preparation strategies.*

Passionate about academic excellence and professional growth, Ms. Adeel is committed to fostering linguistic competence, critical thinking, and lifelong learning among both students and educators.

GenAI – Infused Assessment for Learning: An Integrative Approach

Learning lies at the heart of the instructional life cycle, yet it often takes a back seat when it comes to assessment. This calls for innovative ways to re-imagine Assessment for Learning (AfL) through the affordances of emerging Generative AI (GenAI) technologies. This talk shares an integrative approach to GenAI – infused AfL, showcasing how GenAI can potentially enhance feedback loops, learner agency and formative assessment design. Grounded in the principles of AfL, feedback literacy and data-informed pedagogy, this talk shares exemplars illustrating how GenAI can scaffold teachers in designing adaptive assessment tasks, providing real-time feedback and generating evidence of learning while maintaining pedagogical integrity and ethical responsibility. The exemplars highlight the teacher's central role in decision-making and reflection emphasizing the enduring importance of human judgement and the relational dimensions of learning. Positioning the teacher as a Human-in-the-loop, this integrative approach envisions GenAI as a means to optimize rather than replace professional expertise. The talk concludes with implications for teacher education, sustainable assessment literacy and policy frameworks that align emerging technologies with equitable and humancentered, and future-ready ELT practices.



***Dr. Tasneem Anwar** is a distinguished science teacher educator specializing in STEM education. Her research and scholarship focus on curriculum development, teacher professional development for STEM integration, and the strategic use of both Generative AI and non-AI educational technologies in teaching and learning. Dr. Anwar's sustained commitment to excellence and innovation in education has been recognized through numerous awards, including the Best University Teacher Award 2020 from the Higher Education Commission of Pakistan conferred by the President of Pakistan and the Outstanding Teacher*

Awards (2018 and 2023) from Aga Khan University. She is a Fellow of the Higher Education Academy, UK, and an inaugural member of the Haile T. Debas Teachers' Academy.

From Silence to Spark - Igniting Student Conversations

As educators navigate the evolving landscape of English Language Teaching (ELT), they often face the challenge of getting Gen Alpha learners to actively participate in spoken communication. With increased screen time and preference for digital interaction, many students struggle with face-to-face conversation, confidence, and spontaneous speaking. In the Pakistani context, writing is more focused on as compared to speaking for English proficiency. However, in order to develop language proficiency, speaking skills need to be integrated in the curriculum along with the other skills.

This engaging, activity-based workshop aims to equip teachers with practical strategies that can be easily adapted to turn silence into vibrant conversation in their L2 classrooms. Participants will experience first-hand a variety of interactive techniques, games, and prompts designed to transform hesitant learners into confident speakers. Through collaborative tasks, role-plays, and adaptable classroom activities, participants will be able to gather ready-to-use tips for fostering authentic dialogue and boosting oral fluency.

By the end of the session, educators will be better prepared to spark meaningful conversations, encourage peer interaction, and create a dynamic learning environment where every student's voice is heard.



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 and has more than 25 years of experience in English Language and Literature teaching. She has also held the position of Principal at Karachi Public School. She has conducted various workshops at school and also 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.

Interactive Session

From Learners' Voices to Classroom Action

This interactive session aims to bridge the gap between student learning experiences and classroom practices by exploring the strategies students perceive as most effective for learning. Drawing on student feedback and classroom observations, ten key strategies that foster engagement, comprehension, and language acquisition have been identified. Participants—100 educationists—will engage in a dynamic round-table rotation activity. Divided into ten groups, each assigned a strategy, participants will rotate among tables to discuss, reflect, and record insights on the strengths, challenges, and classroom applicability of each approach. By the end of the session, each group will collaboratively present the pros and cons of the strategies, highlighting their potential for enhancing student motivation, participation, and learning outcomes. The session's purpose is twofold: to offer educators a learner-informed perspective on effective teaching practices and to create a professional dialogue grounded in reflection, collaboration, and shared experiences. Participants will leave with a set of practical, student-centered strategies adaptable to diverse educational contexts.



Noorain Ahmed has been teaching at the HHS School System for over 23 years and is currently working as the Section Head of the Senior Section at the HHS School System. She teaches English Language and Literature with a passion that encourages students to think critically and express themselves with confidence. Her long-standing commitment to her students reflects her dedication to nurturing both their academic and personal growth.



Mehresh Rehman has been associated with the field of teaching for the last 20 years and is currently working as the Head of the Quality Enhancement Cell at the HHS School System. She is committed to enhance teaching quality, align the curriculum with modern educational trends and nurture the holistic growth of students. With a Masters' degree in English Literature from University of Karachi, she has been teaching Literature courses at the Karachi University and has taught Communication and Academic Writing at SZABIST. She is also pursuing her M.Phil. in English Literature.



Amna Mustafa currently works as the QEC English Coordinator at HHS School System and has 8 years of experience teaching English Language and Literature. She holds a BS (Hons.) from IoBM and a B.Ed. from Hamdard University. Alongside mentoring teachers, she remains committed to classroom practice, focusing on integrating language and literature in ways that engage today's learners while making English learning practical, sustainable, and meaningful as a life-long skill.



Sana Irfan is Currently working as an Academic Coordinator at the O Level Campus of the HHS School System, she brings with her a 7-year experience in the education industry and a strong background in fostering academic excellence in educational institutes. Although she holds a degree in Finance and Accountancy, and has a 10-year experience in the corporate sector, she is driven by a vision to empower young minds - to think, question and grow.



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 and has more than 25 years of experience in English Language and Literature teaching. She has also held position of Principal at Karachi Public School. She has conducted various workshops at school and also 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.

Conference Day 1: IU School System Programme

Time	Room	Title
8:30 - 9:00am	Foyer	Registration & Networking Digital check-in (QR code) + "Meet & Greet Wall"
9:00 - 9:25am	Auditorium	Opening Ceremony
9:25 - 10:00am		Plenary Address: <i>The Power of Movement in Language Teaching</i> Sylvie Doláková
10:00 - 10:50am		Panel Discussion <i>Bridging the CPD Gap in Pakistan Practical Solutions, Success Stories, and Policy Perspective</i> Panelists: Dr. Sajid Ali, Dr Sarwat Noman, Rahila Shakeel Fatima Moderator: Dr Hina Kazmi
10:50 - 11:10am	Near Auditorium	Tea Break Networking
Parallel Workshops 11:10am - 12:10pm	Room 1	Workshop 1: <i>Teaching Through Questions - Improving Engagement, Comprehension and Retention</i> , Aisha Nurullah Siddiqui
	Room 2	Workshop 2: <i>Bringing the Real World In: Enhancing Language Learning Through Realia</i> , Mehwish Ashraf
	Room 3	Workshop 3: <i>Becoming Human 2.0: Self-Development Through the Psychology of AI in ELT</i> , Khan Hassan Afridi
	Room 4	Workshop 4: <i>AI in Action: Top 3 AI Tools for Smarter Teaching</i> , Sidrah Niaz
Parallel Workshops 12:15 - 1:15pm	Room 1	Workshop 1: <i>Character Building in the Age of Technology</i> , Aasia Imran
	Room 2	Workshop 2: <i>Peer Collaboration as a Pathway to Innovation, Diversity, and Sustainability</i> , Noureen Lakhani
	Room 3	Workshop 3: <i>Empowering Learners to Expand their Vocabulary</i> , Javed Virso
	Room 4	Workshop 4: <i>Pedagogical Leadership through Reflective Classroom Observation</i> Fouzia Nawaz
	Room 5	Workshop 5: <i>The 4D Path to AI Fluency: Reimagining the Educator's Craft</i> Muhammad Hanif
1:15 - 2:15pm		Lunch Break
Parallel Workshops 2:15 - 3:15pm	Auditorium	Workshop 1: <i>From Inclusion to Agency: English Learning for Every Voice</i> , Batul Jafri
	Room 2	Workshop 2: <i>The Reflective Teacher: Turning Classroom Experiences into Professional Growth</i> , Muzaina Wasi and Alina Wasti
	Room 3	Workshop 3: <i>انشا پردازی کے دلچسپ اور موثر طریقے</i> , Yasmin Moatassim
	Room 4	Workshop 4: <i>Grounded Innovation: Strengthening ELT Practice through Smart AI Prompting and Critical Thinking</i> , Tahir Javed
	Room 5	Workshop 5: <i>Green Stories & Little Voices: Embedding Sustainability in Early Language Learning</i> , Amna Hussain
	Room 6	Workshop 6: <i>Starting Strong: Hook Activities for English Lessons</i> , Farida S. Karbalai
3:15 - 3:30pm	Near Auditorium	Tea Break
3:30 - 4:30pm	Auditorium	ELT Hackathon Moderator: Arjumand Ansari & Mehreen Masood
4:30 - 5:00pm	Auditorium	Closing Ceremony: <i>Teacher Story Quilt</i>

Plenary Address

Sylvie Doláková

ELT Consultant & Author, Czech Republic

The Power of Movement in Language Teaching

Recent advances in educational research have increasingly recognised the embodied nature of learning, emphasising the interdependence of cognition, emotion, and physical activity. Within language education, this perspective highlights the significance of kinaesthetic engagement as a means of deepening understanding and supporting long-term retention.

This plenary examines the pedagogical potential of movement as a deliberate methodological tool in language teaching. Drawing on principles of embodied cognition and experiential learning, it explores how purposeful physical activity can reinforce linguistic input, enhance concentration, and stimulate authentic communication. Activities such as rhythm, gesture, and structured cooperative games are discussed as vehicles for linking language with sensory and emotional experience.

The presentation argues that movement-oriented approaches can enrich teaching practices across age groups and contexts by creating more dynamic, inclusive, and motivating learning environments.

The plenary will invite teachers to reconsider traditional classroom dynamics and to integrate movement as a deliberate methodological tool across all age groups and contexts. It argues that physically active learning environments contribute to sustained motivation, social inclusion, and long-term language retention, reaffirming that effective language learning is, at its heart, an active and efficient process.



Sylvie Doláková is a teacher trainer focusing on working with children aged 3 – 15, with more than 25 years of experience. She specialises in teaching English through art and stories, publishes books, and story-based teaching sets for children (PearsonELT Teachers' Award for the Best Innovation). She presents at conferences and webinars all around the world. She has also worked as an ELT consultant (NILE, Norwich, British Council, etc.). She's been publishing in *TEYL* Worldwide, *PronSIG Speak Out!* and *IATEFL Voices* magazines.

Workshops

Teaching Through Questions - Improving Engagement, Comprehension and Retention

Questioning is one of the most powerful teaching tools in any classroom—second only to lecturing in frequency. Teachers often spend 35% to 50% of their instructional time asking questions, but how many of those questions truly deepen understanding or spark meaningful engagement?

This workshop invites educators to reimagine the way they use questions—not as fillers or checks for attention, but as tools for inquiry, connection, and critical thinking. Participants will explore why many classroom questions fall flat and how to shift from surface-level to thought-provoking questioning techniques.

Through practical strategies, real examples, and reflective discussion, we will examine how to increase student engagement and improve comprehension using targeted questioning methods. Bloom's Taxonomy will serve as a framework to help classify and apply both lower- and higher-order questions effectively.

Participants will also explore the Socratic Seminar as a tool to encourage student-led dialogue, along with techniques like Wait Time and Think-Pair-Share (TPS) that support equitable participation and deeper cognitive processing.

By the end of the session, participants will take part in an interactive task that reinforces their learning and models how purposeful questioning can support lasting student retention and understanding.



Aisha Nurullah Siddiqui is an ELT professional and teacher trainer with 14 years of experience in teaching, training, and academic leadership. Currently at Bayview High School, she holds a B.Ed (Hons.) from Notre Dame Institute of Education and a Cambridge PDQ with distinction. Previously, served as Academic Head at Dar-e-Arqam Schools and taught at Generation's School and UPSS, she has led professional development workshops at SPELT, NuHE, and DAS, specializing in reflective practice, effective questioning, and fostering critical thinking in classrooms.

Bringing the Real World In: Enhancing Language Learning Through Realia

Aligned with the theme "Future-Ready ELT: Innovation, Diversity & Sustainability," this presentation highlights the innovative use of realia—authentic, everyday objects—as a dynamic tool for English language teaching. Realia moves learners beyond traditional textbooks, offering them tangible, culturally rich, and contextually meaningful interactions with the target language. This session will explore how realia fosters diversity in teaching methods, sustains learner motivation, and supports contextualized vocabulary development and communicative competence. Participants will gain practical, adaptable strategies for incorporating realia into classroom activities—from introducing grammar and vocabulary to cultivating intercultural awareness and real-world communication. Through interactive ideas and examples grounded in the Pakistani classroom context, this session empowers educators to create immersive, inclusive, and sustainable learning environments—making English language teaching truly future-ready.



Mehwish Ashraf I am an experienced English language educator, children's author, and teacher based in Karachi. With double Master's degrees in English and over 10 years of teaching experience, I am passionate about integrating creative and meaningful methods into the classroom. My work has been featured on the British Council's platform for teaching English, and I strongly advocate for interactive, learner-centered approaches. I am especially interested in using realia to foster student engagement, language retention, and intercultural awareness.

Becoming Human 2.0: Self-Development Through the Psychology of AI in ELT

In language classrooms, learners often struggle with identity, confidence, and emotional barriers that hinder communication. This workshop introduces Becoming Human 2.0, a self-development framework that integrates artificial intelligence metaphors, psychology, theatre-based embodiment, hypnosis, and logic training into English Language Teaching (ELT). The session explores how AI metaphors can help learners reimagine their identity as confident communicators, while theatre-based practices strengthen expression, diction, and voice. Hypnosis techniques address language anxiety by unlocking subconscious confidence, and logic exercises enhance clarity in thought and communication. Using an experiential learning approach, the 3-hour workshop blends reflection, practice, and discussion to provide teachers with practical strategies for fostering both linguistic competence and holistic growth. Participants will leave with tools to create a Human 2.0 Classroom Roadmap—an innovative model that bridges language learning, personal transformation, and future-ready communication skills.



Khan Hassan Afridi is a Consultant Clinical Psychologist, Hypnotherapist, NLP Practitioner, and Founder of Flow Mind Care. With over a decade of experience in psychotherapy, education, and training, he integrates psychology, hypnosis, and critical thinking for personal and professional growth. He has led workshops on emotional intelligence, resilience, communication, and leadership through theatre-based learning. His innovative framework, *Becoming Human 2.0* connects psychology, AI metaphors, and ELT to enhance identity, confidence, and communication in the digital age.

AI in Action: Top 3 AI Tools for Smarter Teaching

Discover how AI can transform your teaching in this practical session featuring three powerful tools. Explore new generative AI tools for dynamic content creation and interactive, ready-to-teach presentations. Whether you're tech-savvy or just starting out, this session will equip you with time-saving, engaging, and classroom-ready AI tools.



Sidrah Niaz is an accomplished ELT professional and Chief Executive Officer of Evolution, a training and development organization in Pakistan. A TEFL UK, TESOL USA, and Google Certified Educator, she brings over twelve years of experience in education and professional training. Since 2010, she has led multiple U.S.-funded initiatives and is currently leading the English Access Scholarship Program for the U.S. Embassy Islamabad, reaching underserved students across Sindh. She is also the winner of the IATEFL Gill Sturtridge Scholarship (2018) and TESOL International Award (2024).

Character Building in the Age of Technology

In Pakistan, character building has always been considered an integral part of the curriculum. Yet, in today's fast-paced, technology-driven world, many children show a decline in respect, discipline, and empathy — often influenced by their surroundings and digital distractions.

The question is: How can teachers keep students on the right learning track while nurturing their values?

In this session, we'll begin by clarifying the difference between manners, etiquettes, and character building. From there, English language teachers will be equipped with practical strategies to integrate character education into ELT (English Language Teaching).

The training will feature:

- Interactive PowerPoint Presentations
- Carefully selected English movie clips for inspiration and discussion
- Group activities to encourage reflection and application

By the end, teachers will have ready-to-use tools to make language learning not only about words, but about shaping the hearts and minds of future generations.



*I am **Aasia Imran**, a Science graduate with a Master's in Islamic Studies and mother of one girl. A certified Lead Auditor (ISO 9001:2015), I hold PTCC from ERDC, MTC, TOT, and various leadership credentials from TDC. From teacher to Principal, I have trained 100+ teachers and conduct sessions for parents and teenagers on soft skills, leadership, and smart study techniques. Author on LinkedIn and magazine.*

Peer Collaboration as a Pathway to Innovation, Diversity, and Sustainability in ELT

Teacher development in ELT increasingly requires models that move beyond episodic workshops toward sustainable, collaborative, and contextually responsive professional learning. Research in professional development highlights mentoring and peer collaboration as central to teacher growth, drawing on frameworks such as Vygotsky's (1978) sociocultural theory of learning, Lave and Wenger's (1991) communities of practice, and Schön's (1983) reflective practice. These models position teachers as co-constructors of knowledge, fostering agency and shared responsibility for improvement. Within Pakistan's ELT landscape, where Continuing Professional Development (CPD) opportunities are often fragmented, mentoring and peer collaboration offer scalable, inclusive, and sustainable alternatives. This paper critically examines evidence from both global scholarship and local classroom realities, exploring how peer observation, lesson study, reflective dialogue, and mentoring networks impact teacher identity, instructional practices, and learner outcomes (Richards & Farrell, 2005). It also discusses how digital platforms and hybrid communities of practice can extend collaboration beyond institutional boundaries. By aligning mentoring and peer collaboration with the conference themes of innovation, diversity, and sustainability, the paper argues that these approaches represent a viable and future-ready model of professional learning in Pakistan's changing ELT context.



***Noreen Lakhani**, a visionary education leader and researcher, brings 20+ years of experience in shaping schools, innovating curricula, and advancing inclusive practices. With acclaimed research presentation and academic expertise, she inspires transformation in teaching and learning, empowering educators and students to achieve excellence and create meaningful community impact.*

Empowering Learners to Expand their Vocabulary

This session equips trainers with methodologies to empower learners in taking charge of their vocabulary development. Moving beyond passive reception, we focus on fostering learner agency through self-directed strategies. Participants will explore how to guide learners in identifying personal vocabulary gaps relevant to their goals (academic, professional, social) and selecting appropriate acquisition methods. Key techniques include training learners in effective contextual inference from diverse reading and listening materials, utilizing spaced repetition systems (like Anki) for durable retention, and mastering morphology (prefixes, roots, suffixes) to unlock word families independently. The workshop emphasizes active usage through structured speaking/writing tasks and metacognitive practices like personalized word journals and reflective goal-setting. Trainers will learn to design activities promoting curiosity and ownership, such as "word detective" challenges, personalized word lists, and collaborative etymology explorations. Crucially, we address creating a supportive environment where experimentation and error are part of the learning process, building confidence alongside lexicon. By teaching learners how to learn words strategically and fostering intrinsic motivation, trainers empower them to become autonomous, lifelong vocabulary builders, enhancing communication effectiveness, comprehension, and self-expression across contexts.



Javed Virso is the Founder & Director of the Easy English Language Centre and Easy Schooling System, both dedicated to accessible education. He is also the Co-founder of the KEPHS Educational Society. A passionate trainer, he has conducted over 100 impactful workshops at colleges and universities across Karachi. His expertise focuses on promoting English language proficiency and empowering students and professionals through practical skills and strategies.

Pedagogical Leadership through Reflective Classroom Observation

Classroom observation is one of the most widely used strategies for monitoring teaching, yet it is often perceived as a compliance-driven process rather than a developmental one. This workshop reframes observation as a reflective practice that empowers teachers and strengthens pedagogical leadership.

Drawing on Danielson (2013) and Marzano (2012), the session positions observation as collaborative inquiry rather than judgment. Pedagogical leaders are central to cultivating cultures of reflection, enabling teachers to see feedback as a formative tool.

Participants will engage in two interactive activities. First, they will apply a structured observation tool to analyze a classroom video, illustrating how focused observation generates actionable, evidence-based insights into practice (Peterson & Peterson, 2006). Second, they will role-play feedback conversations anchored in dialogic and growth-oriented principles, supported by Hattie and Timperley's (2007) findings on the developmental impact of feedback.

Recent research extends this foundation: Maulana et al. (2023) underscore the effectiveness of structured tools such as ICALT across varied contexts, while Gümüş et al. (2025) demonstrate how simulation-based professional learning strengthens leaders' observation skills. Together, these insights highlight how adaptable observation-feedback cycles foster reflective leadership, trust, and instructional improvement.

By the end, participants will leave with practical tools, enhanced feedback strategies, and a renewed vision of observation as a collaborative.



Fouzia Nawaz is an experienced teacher educator with a passion for enhancing inquiry-based learning. With over 18 years of experience in classroom instruction, professional development and teacher education. Ms Fouzia Nawaz specializes in fostering critical thinking through interactive pedagogies in primary and secondary classrooms. She is committed to empowering educators with practical strategies for student engagement.

The 4D Path to AI Fluency: Reimagining the Educator's Craft

Artificial intelligence demands a new fluency. The one rooted not in technical skill, but in ethical stewardship and pedagogical wisdom. This session moves beyond the hype to show you how the 4D Framework for AI Fluency empowers you to harness AI responsibly.

You will explore a conceptual model designed to cultivate intentional practice, deconstructing four interdependent dimensions essential for responsible use: Delegation (the strategic and ethical offloading of tasks), Description (the craft of precise prompting), Discernment (the critical evaluation of output for bias and accuracy), and Diligence (the active stewardship of academic integrity and equitable access).

This is a principles-based session with no tool demos, focusing instead on the durable mindsets needed to navigate any AI. Through collaborative dialogue, you will create a Personal AI Fluency Roadmap to guide your responsible integration of AI, ensuring it enhances your unique educational context. Join us to build not just competence, but conscience and confidence.



***Hanif, Muhammad** is a Toronto-based AI development consultant. He has a proven history of diverse technical and non-technical projects. He has a diploma in software engineering and Master's in digital transformation. He is a Microsoft Certified Professional, User Experience, Data Science and Machine Learning Certified.*

Speaking Activities to Foster Real-Life Communication

How do we help students move from scripted responses to spontaneous, meaningful speech? This interactive workshop dives into the realities of spoken interaction and explores speaking activities that reflect how language is used in everyday life, from service encounters and casual narratives to decision-making conversations and debates. Drawing on the principles of spoken discourse, participants will explore features such as false starts, deixis, and negotiation of meaning. Practical strategies for promoting fluency, accuracy, and peer interaction will be shared, along with adaptable speaking tasks for various learner levels. Come away with a toolkit of ideas ready to apply in your next lesson.



***Fariha Abbas** is an inspiring and dynamic Teacher Trainer with expertise in multi-cultural teaching and training, pupil creativity and curriculum design with a wide ranging 19 years of Teaching and Academic Leadership experience. She currently teaches English Language and Literature at the Senior Section, Beaconhouse school, Muscat. Her training sessions and lessons are practically adaptable in nature and cutting edge in content.*

From Inclusion to Agency: English Learning for Every Voice

From Inclusion to Agency: English Learning for Every Voice is a 90-minute interactive workshop designed for English language teachers working in Pakistan's multilingual classrooms. The session emphasizes how inclusive practices can evolve into learner agency, ensuring that every student's voice is heard, valued and empowered in the English learning process.

Grounded in the framework of Calm, Cool, Connected: The Three Cs of Every English Lesson, participants will explore how teacher wellbeing and presence directly influence equitable classroom practices. Calm focuses on strategies to reduce stress and create safe spaces; Cool highlights techniques for managing bias and sustaining composure; and Connected centers on building authentic relationships that nurture learner confidence and agency.

Through reflective activities, group dialogue and real-life classroom scenarios, teachers will develop practical, research-informed strategies to foster inclusive, learner-centered English classrooms where equity and agency transform language learning into a collective, empowering experience.



***Batul Jafri**, with over 24 years in education, is a passionate learner and teacher at heart. She holds a Master's in English Language Teaching from Kinnaird College and multiple certifications, including CELTA, ICALT, CPED, and educational leadership diplomas. Currently serving as Head of Early Years at THE EDUCATORS, she continues to inspire through her deep commitment to quality learning and professional development.*

انشا پردازی کے دلچسپ اور موثر طریقے

موجودہ دور میں دیکھا گیا ہے کہ اسکول کے طلبہ اردو لکھنے کے کاموں کو بوجھ سمجھتے ہیں۔ جیسے ہی لکھنے کا ذکر آتا ہے، ان کے چہروں پر اکتاہٹ اور بوریت کے آثار نمایاں ہو جاتے ہیں۔ میری یہ ورکشاپ طلبہ میں تحریری مشق کے شوق کو بیدار کرنے اور اسے پروان چڑھانے میں معاون ثابت ہوگی۔ اس میں ہم مختلف اور دلچسپ ترکیبوں اور سرگرمیوں کے ذریعے لکھنے کو ایک خوشگوار تجربہ بنائیں گے، تاکہ طلبہ نہ صرف اردو لکھنے کی مہارت حاصل کریں بلکہ اس عمل سے حقیقی لذت اور اطمینان بھی محسوس کریں۔

محترمہ یاسمین معتمد نے کراچی یونیورسٹی سے اردو میں ماسٹر کیا۔ 350 سے زائد بچوں کی کہانیوں کی مصنفہ اور لائٹ اسٹون پبلشرز کے نصابی سلسلے کی خالق ہیں۔ 24 سال پرائیویٹ اسکولز سے وابستگی کے بعد اب کالج دور میں بی ایڈ طلبہ کو پڑھاتی ہیں۔ کہانی گوئی اور ٹیچر ٹریننگ ان کی نمایاں صلاحیتیں ہیں۔



The Reflective Teacher: Turning Classroom Experiences into Professional Growth.

In a rapidly evolving ELT landscape, teachers are often expected to adapt to new pedagogies, technologies, and learner needs. While formal training plays a vital role, one of the most powerful yet underutilised tools for teacher development lies within the classroom itself: reflection. This workshop positions reflection not as a routine afterthought, but as a deliberate and transformative practice for continuous professional growth: how everyday classroom experiences, successes, challenges, and even failures can serve as rich sources of professional learning.

Through interactive activities, participants will explore simple yet effective frameworks for reflection such as Gibbs' Reflective Cycle and Brookfield's Four Lenses. They will engage in collaborative discussions, analyze case studies of common ELT classroom scenarios, and practice reflective journaling. The workshop will also introduce strategies like peer observation, feedback circles, and action research as practical methods to embed reflection in professional practice.

By the end of the workshop, participants will walk away with a personalised "Reflective Growth Toolkit" tailored to their contexts, enabling them to convert classroom practice into sustainable learning. This session invites educators to embrace reflection as both a mirror and a compass, helping them see their teaching more clearly and mark purposeful pathways for their professional journeys.

By the end of the session, participants will be able to:

1. Recognize the value of reflection for continuous professional growth.
2. Apply reflective tools to evaluate and enhance their teaching practices.
3. Design a personalised reflective action plan to sustain their development in a changing ELT landscape.



Muzaina Wasi is Assistant Manager – Training at The Citizens Foundation, where she designs and facilitates professional development programs for teachers and principals across 2,000+ schools. She also serves as an Adjunct Lecturer at KSBL. Holding an MS in Applied Linguistics, she has previously taught in the U.S. Embassy-sponsored English Access Microscholarship Programme and as an Adjunct Lecturer at NED University.



Alina Wasti is a literacy specialist and educator with extensive experience in early years and primary education. Currently teaching at Karachi Grammar School, she brings a strong background in teacher training, curriculum design, and literacy development from her previous role as Assistant Manager for English Training at The Citizens Foundation (TCF). A graduate of Harvard University and the University of Bolton (UK), Alina is passionate about empowering educators and fostering a lifelong love of learning.

Grounded Innovation: Strengthening ELT Practice through Smart AI Prompting and Critical Thinking

This workshop introduces the concept of grounded innovation—using new technologies creatively while remaining anchored in sound ELT principles. Focusing on Pakistan’s ESL context, it explores how teachers can use AI tools thoughtfully through well-crafted prompts and critical evaluation of AI-generated responses. Participants will engage in practical activities demonstrating how AI can support, rather than replace, effective teaching. The session encourages reflective, responsible use of technology to enhance language learning, creativity, and critical thinking. By balancing innovation with pedagogical grounding, teachers can prepare learners with the communication and thinking skills essential for the 21st century.

Discover how grounded innovation can transform ELT practice.

- Learn to design smart AI prompts,
- Critically evaluate responses, and Blend technology with sound pedagogy for 21st-century ESL classrooms.



***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.

Green Stories & Little Voices: Embedding Sustainability in Early Language Learning

In today’s rapidly changing world, early childhood educators play a vital role in preparing young learners to become responsible, empathetic, and future-ready citizens. This session explores practical ways of integrating sustainability concepts into English Language Teaching (ELT) at the pre-primary level. By embedding themes such as caring for nature, recycling, and mindful living into stories, rhymes, and play-based activities, teachers can simultaneously nurture language skills and life values.

The workshop demonstrates how eco-themed storytelling can enrich vocabulary, listening, and speaking skills while fostering environmental awareness. Participants will experience interactive strategies that combine repetition, gestures, and dramatization to make stories engaging and meaningful. In addition, the session showcases creative, low-cost teaching aids made from recyclable and everyday materials, highlighting innovation and resourcefulness in lesson planning.

Through group activities, teachers will design simple classroom tasks—songs, rhymes, or mini-games—using recycled items, reinforcing both language learning and sustainability. The discussion will also emphasize how inclusive and culturally relevant eco-stories can celebrate diversity and connect children’s local experiences to global concerns.

By the end of the session, participants will leave with ready-to-use ideas that are innovative, inclusive, and environmentally conscious—equipping them to shape “little voices” for a greener, brighter future.



***Amna Hussain** has over 22 years of experience in Early Childhood Education, holding an M.Ed in ECE and an MPhil in Teacher Education from the University of Karachi. She has served as ECCE coordinator, lecturer, consultant with SELD, UNICEF, and OUP, and currently works as QEC Academic Coordinator for Pre primary level at HHS School System. She is the co-author of the Provincial Curriculum for Sindh 2018 and also the author of First Steps to Early Years Maths (OUP) and The Art Lab (Stallion).*

Starting Strong: Hook Activities for English Lessons

The first few minutes of a lesson are critical for capturing students' attention and setting the tone for meaningful learning. This workshop focuses on the methodologies and resources of using Hook Activities—dynamic, student-centered strategies designed to ignite curiosity, establish relevance, and prepare learners for active engagement in English lessons. By integrating purposeful hooks, teachers can connect new content to students' prior knowledge, stimulate thinking, and create a positive learning environment that motivates participation.

Participants will engage a range of hook types, including thought-provoking questions, intriguing images, short and powerful video clips, quick interactive games, and real-life objects or scenarios that lead naturally into the lesson theme. Each activity will be modeled and unpacked to highlight its role in building context, activating language, and engaging different learning styles. The workshop will also address practical considerations such as time management, adapting hooks for various proficiency levels, and ensuring cultural relevance.

Through hands-on practice and collaborative planning, teachers will leave equipped with a toolkit of adaptable ideas, ready-to-use examples, and strategies for designing their own hooks. By mastering this crucial first step, educators can transform lesson openings into powerful springboards for deeper, more effective English learning.



***Farida S. Karbalai** has an experience of over 32 years of teaching, tutoring and coordinating in many esteemed schools in Pakistan and UAE. She has a Certificate of Overseas Teachers of English, from Cambridge University, a Master Degree in Curriculum Development from the University of Strathclyde, Glasgow and a Master Degree in Political Science from the University of Karachi.*

She has conducted Postgraduate Certificate and Degree courses for teachers and school leaders at a private school in Karachi and workshops at TRC and other schools. Currently, Ms. Farida is working with the TCF as Senior Manager-Content & Learning Solution.

Panel Discussion

Bridging the CPD Gap in Pakistan Practical Solutions, Success Stories, and Policy Perspective

Continuous Professional Development (CPD) is central to improving the quality of education in Pakistan. However, despite various national and donor-led initiatives, significant gaps remain in the design, delivery, and sustainability of CPD systems. This panel, “Bridging the CPD Gaps in Pakistan: Practical Solutions, Success Stories, and Policy Perspectives,” brings together perspectives from academia, policy, and field-based implementation.

The discussion will explore practical, scalable models of teacher professional growth that go beyond one-time training to create continuous learning ecosystems. Panelists will share insights on institutional frameworks, successful case studies from government and private sectors, and strategies for aligning CPD with national education standards and teacher career pathways. The conversation aims to generate actionable ideas that connect classroom realities, systemic support, and policy vision—paving the way for a more empowered teaching workforce across Pakistan.

Panelists:



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.



Dr. Sarwat Nauman is the Founder and CEO of the Formative Academy for Higher Education and Management (FAHEM). Formerly Associate Professor and Head of the Department of Education at the Institute of Business Management, Karachi, she holds a PhD in Education with over 20 years of teaching and research experience. Recipient of the CIES Best Dissertation Award (2022) and Country Director for HETL Pakistan, she currently leads an HEC-funded NRPU project, promoting leadership and modern pedagogy in education.



Rahila Fatima possesses over 15 years of experience in the education sector, including 10 years in key management roles. Currently the Head of Strategic Development, she has spearheaded several initiatives to enhance TCF's footprint in the larger education landscape, including Public-Private Partnerships [90 school units as of May 2016] and TCF-in-a-box, a program to enhance the quality of 50+ low fee private schools.

Moderator:



Dr. Hina Hussain Kazmi Dr. Hina Hussain Kazmi is a seasoned development and academia professional with 29 years of leadership experience in program management, governance, and capacity building across Pakistan. Holding a PhD in Social Sciences (Applied Linguistics), she has led large-scale initiatives for UNWomen, USAID, UNESCO, DFID, JICA and RELO-US Embassy. Her focus includes Governance, Education, Gender-responsive programming, and women's empowerment. She is also a recognized Teacher Educator and Quality Assurance professional, committed to building sustainable systems that strengthen institutions, promote equity, and amplify the voices of women and marginalized communities. At present she is working as a Technical Expert in UN Women.

ELT Hackathon

Objective: To foster collaboration, creativity, and problem-solving skills among participants by presenting a real challenge and encouraging innovative solutions.

Activity Overview:

1. **Group Formation:** Participants will be divided into small mixed groups of 4 to 5 members. Groups will be created by counting off method. (Participants will count off in sequence (e.g., 1, 2, 3, 4, 1, 2, 3, 4...) Once everyone has counted off, group participants with the same number together (all the 1s together, all the 2s together, etc.).
2. **Challenge Presentation:** Each group will receive a real CPD (Continuing Professional Development) challenge related to teacher development and professional learning in a challenging ELT Landscape.
3. **Brainstorming Session (30 minutes):** Groups will have 30 minutes to brainstorm and discuss potential solutions to the challenge. Participants are encouraged to share their thoughts and ideas freely. Groups will identify key points and develop a cohesive solution.
4. **Pitch Preparation (5-10 minutes):** Groups will prepare a 3-minute pitch to present their solution to the whole group.
5. **Presentations (3 minutes each):** Each group will present their solution in a 3-minute pitch.

Audience Voting: The audience will evaluate and vote for the most practical and innovative solution through shared QR Code.

Judging Criteria:

- **Practicality:** Is the solution feasible and applicable in real-world scenarios?
- **Innovation:** Does the solution offer a unique perspective or approach?
- **Impact:** Will the solution have a significant impact on the challenge or problem?

Expected Outcomes:

- Participants will develop problem-solving, collaboration, and communication skills.
- Innovative solutions to real CPD challenges will be generated.
- Participants will have the opportunity to network and learn from each other.

Duration: *Approximately 1 hours (30 minutes brainstorming + 20 minutes presentations + 10 minutes voting and feedback)*

Materials:

- Challenge briefs for each group
- Whiteboards or flipcharts for brainstorming
- Timers for keeping track of time
- Voting system (e.g., ballots, online polling tool)

Facilitation: A facilitator will introduce the challenge, guide the brainstorming and presentation process, and oversee the voting and feedback session. This activity encourages collaboration, creativity, and problem-solving while providing a platform for participants to showcase their ideas and learn from others.



Arjumand Ansari

Moderator

Mehreen Masood



Teacher Story Quilt (Metaphorical & Visual)

In this interactive closing session, participants share one key takeaway or lesson learned from their CPD journey, writing it on a vibrant card. These cards are then pinned onto a large display board, forming a stunning "quilt" of collective wisdom. The quilt serves as a visual representation of the group's shared learning and growth. During the closing reflection, participants and facilitators explore recurring themes, insights, and inspirations that emerge from the quilt, distilling the essence of their collective CPD experience.



Yumna Ali has had an impressive career trajectory! She started as an English teacher, later she facilitated teachers' learning and growth, and has now taken on a leadership role as the current branch head of IUSS Safoora Campus

Conference Day 1: DHA Suffa University Programme

Time	Room	Title
8:30 - 9:00am	Ground Floor	Registration
9:00 - 9:30am	Auditorium 2nd Floor	Opening Ceremony
9:30 - 10:30am		Plenary Speaker 1: <i>Innovating ELT with Everyday Tools: Google Keep, Canva, and FlowCV</i> - Conan Kmiecik
10:30 - 11:00am	Ground Floor	Tea / Refreshments
Parallel Sessions 11:00 - 11:50am	ELT Room	Featured Workshop 1: <i>Enabling Digital Literacy in Language Learners</i> - Rabeel Shaikh
	GF-028	Featured Workshop 2: <i>Teacher Professional Growth & Mindset Shifts</i> - Nudrat Jaskani
	GF-029	Featured Workshop 3: <i>Writing Stories for Students using AI: Production and Pitfalls</i> - Dr Rob Waring
	GF-051-A	Workshop 5: <i>The power of AI Tools on EFL Students' Social and Emotional Learning</i> - Muhammed Shariq
	GF-051-B	Workshop 6: <i>Gen Z Englishpreneurs: Idea to Launch</i> - Adeel Durvesh
Parallel Sessions 12:00 - 1:00pm	ELT Room	Featured Interactive Talk 1: <i>Teaching English through a Subversive Pedagogy</i> - Dr Farid Panjwani
	GF-028	Featured Interactive Talk 2: <i>AI in English Language Teaching (ELT)</i> - Dr Naazir Mehmood
	GF-029	Featured Interactive Talk 3: <i>Digital Literacy and Innovation for 21st-Century Classrooms - How can English teachers benefit?</i> - Minhas Tejani
	GF-030	Workshop 4: <i>Gamification in Classroom</i> - Sukaina Kazim
	GF-051-A	Interactive Talk 5: <i>Language Beyond Borders: Fostering 21st Century Skills through Japan Art Mile</i> - Sumeera Wahid
	GF-051-B	Interactive Talk 6: <i>From Prompts to Pedagogy: Investigating AI's Role in ELT Planning</i> - Alefiyah Hoshangbadwala
1:00- 2:00pm		Lunch and Namaz Break
Parallel Sessions 2:00 - 3:00pm	ELT Room	Featured Workshop 1: <i>Performance Poetry</i> - Zehra Gheewala
	GF-028	Featured Workshop 2: <i>Connecting in Today's World</i> - Rafiah Mudassir
	GF-029	Interactive Talk 3: <i>Exploring the Role of Artificial Intelligence in Personalizing English Language Instruction - A Case Study in Grade 9 Classroom</i> - Fatima Shahabuddin Shakir
	GF-030	Workshop 4: <i>Gamified Growth: AI-Powered Strategies for In-Service Teacher Training</i> - Romela Zaynab
	GF-051-A	Workshop 5: <i>AI in Your Pocket: Building Learner Autonomy in Receptive Skills</i> - Manal Wahab
	GF-051-B	Workshop 6: <i>From Questions to Breakthroughs: Critical Thinking for Classrooms</i> - Nirma Adeel
Panel Discussion 3:00 - 4:15pm	Auditorium	Panel Discussion: <i>Decolonizing English Teaching in the Digital Space: Reimagining AI, Pedagogy, and Postcolonial Future in Pakistan</i> Panelists: Prof Abbas Husain, Liaquat Ali Channa, Dr Fatima Dar & Dr Waqar Ali Shah Moderator: Ms Sarwat Anjum
4:15 - 5:00pm	Auditorium	Closing Ceremony

Plenary Address

Conan Kmiecik

Course Lead, Qatar University

Innovating ELT with Everyday Tools: Google Keep, Canva, and FlowCV

What if everyday digital tools could transform the way we learn, teach, and prepare for the future? This session explores the potential of Google Keep, Canva, and FlowCV to enhance English language teaching in three dimensions: student learning, classroom practice, and teacher development. Attendees will discover how learners can capture and organize ideas with Google Keep, design engaging content with Canva, and craft professional résumés with FlowCV. Practical classroom applications will be showcased alongside teacher-focused uses, offering a roadmap for integrating accessible technology into ELT. Participants will leave with fresh strategies and a toolkit of ideas to support digital literacy, creativity, and professional readiness in their own contexts.



Conan Kmiecik is the Course Lead for Business English and an English Lecturer at Qatar University in Doha, Qatar. He has extensive experience teaching ESL/EFL, English composition, literature, and entrepreneurial education. His professional background spans the United States, the Gulf Region, and North Africa. In 2025, he was selected as a U.S. Department of State English Language Specialist and completed a project in Tunisia.

Featured Workshops

Enabling digital literacy in language learners

Digital literacy is empowering for language learners. It helps them overcome social and academic barriers with a structured approach to teaching digital literacy via a blended learning, technological integration and AI. Much of language learning is about assimilation through higher-order thinking skills, conceptual discussions and reflective practices. Learners can be motivated through rapport-building activities that help them navigate the digitalisation of content. This workshop will address some of the rapport-building activities alongside reflective teaching practices. The interactive activities will demonstrate classroom practices that can be implemented across school levels to help students take ownership of their learning needs.



Rabeel Shaikh is an educator based in Karachi, Pakistan. She holds a BSc from LUMS (2008), an M.Ed. from the University of Nottingham (UK). She also holds a TEFL from UoFT (2019) and a certificate in inclusion and special needs from NASET (USA). Rabeel is the founder and lead educator for GrassrootsPk, an organisation that provides courses in English and Urdu Language Enrichment and Social, Emotional Learning for students and teachers.

Teacher Professional Growth & Mindset Shifts

Supporting teachers' confidence and adaptability in digital transitions.

Reimagining the Teacher's Role in a Tech-Rich Classroom – from “instructor” to “facilitator” and “curator.”

Bridging the Digital Divide: Adapting innovations for low-tech or resource-limited contexts.

Building a PLN (Professional Learning Network): Using online communities and social media for continuous ELT development.



Nudrat Jaskani is a highly passionate Teacher Educator, Training Content Developer, and an expert in Educational Theories and Philosophy. She holds a Postgraduate certificate in Education from Canterbury Christchurch University along with other Professional Development Qualifications. It is noteworthy that she is also a Cambridge certified trainer and Programme Leader for teaching Cambridge PDQs. Nudrat is currently associated with Foundation Public School – Karachi and is heading their Professional Development Department. She believes that the driving force behind the integration of innovative teaching methods and philosophies into contemporary educational practices can shape our 21st century classrooms for greater outcomes.

Writing Stories for Students Using AI: Production and Pitfalls

Artificial Intelligence is rapidly reshaping how stories are written, adapted, and localized for language learners. This talk explores the opportunities and challenges of using AI tools to support story production in Pakistan's educational context. It begins by demonstrating how large language models can help teachers and writers generate age-appropriate narratives, simplify texts to CEFR levels, and align content with local culture and curriculum needs. The session then addresses critical pitfalls such as linguistic inaccuracies, cultural bias, factual distortion, and the loss of authentic voice when relying too heavily on automated tools. Practical examples of how will be shown. The talk concludes with guidelines for the final vital human curation of the linguistic and story structure of the stories that AI generates.



Dr Rob Waring, is Emeritus Professor at Notre Dame Seishin University in Okayama, Japan and Visiting Professor at Thammasat University, Thailand. He is a world-renowned expert in extensive reading and vocabulary acquisition and has published over 80 articles in various journals and publications and has given hundreds of lectures, plenaries and featured speaker presentations in 37 countries.

The power of AI Tools on EFL Students' Social and Emotional Learning

English language teaching is witnessing a significant change due to the extensive use of technology. The improvement begins with the influence of technology in the teaching learning process. Technologies provide several opportunities for students and teachers to gain more during this process. Also, the AI helps both the teachers and the students to accelerate this learning process. AI-based applications have been developed for language teaching in general and, in particular for teaching EFL classrooms. However, it is not necessary that all students and stakeholders perceive AI-based learning positively. The understanding of the educators about the use of AI is important as it could be harmful or beneficial to EFL teaching and learning. Experts in the field of language learning have predicted that AI-based applications would provide new opportunities for the teaching and learning of languages. Despite the assumed benefits of AI tools utilizing in language classrooms, such as providing opportunities for interaction or helping to create an anxiety-free environment.



Muhammad Shariq is a Ph.D. scholar and has been working in the field of education for the past 19 years. He is a certified University of Cambridge ELT practitioner ICELT. He is also an associate member of IATEFL, a seasoned trainer having conducted sessions in different cities.

Gen Z Englishpreneurs: Idea to Launch

Gen Z Englishpreneurs: Idea to Launch workshop empowers learners to transform their English language skills into innovative entrepreneurial ventures. It focuses on merging communication, creativity and business thinking helping participants turn language proficiency into startup potential. Through hands-on activities, participants will explore how to use digital storytelling, entrepreneurial spirit and creative communication to design and promote language-based products or services such as online platforms or social media ventures. The session guides participants through the journey from ideation to execution, developing essential skills in branding, pitching and problem-solving. By connecting language learning with entrepreneurial thinking, the workshop nurtures confident innovators ready to lead in the digital economy. It aims to inspire Gen Z to move beyond being learners to becoming Englishpreneurs—individuals who use the power of ideas and communication to create opportunities in the field of language as well as other multi-disciplinary subjects.



Adeel Durvesh is the Founder of PACE College of Advanced Studies, Pakistan's 1st entrepreneurship-focused college and a corporate trainer. With over 16 years of teaching and leadership experience, he has pioneered programs that merge education with enterprise. Under his vision, PACE empowers youth through innovation, skill-based learning and entrepreneurial mindset development, shaping future leaders and changemakers across Pakistan.

Teaching English through a Subversive Pedagogy

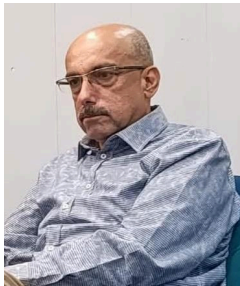
Translation plays an important role both in everyday life and in academic and cultural interactions. Historically, we see the value of translation in the movement of ideas across different cultures. In education, we can observe the role of translation in classrooms where students from different language backgrounds come together as well as in curriculum which often contain translations of texts from different cultures. In contrast, translanguaging has gained recognition in the last decade or so as an inclusive pedagogy to support learners navigate language barriers particularly when there is a gap between home and school language(s). In this panel we will start by situating translation within historical debates and discuss its continuing relevance as a practical, short-term strategy for addressing the scarcity of educational resources in multiple languages. Translanguaging pedagogy will also be unpacked to explore how teachers can harness students' linguistic repertoires to enhance learning of additional language(s) and content in multilingual classrooms. Finally, lessons learnt from implementing a mother-tongue-based multilingual education (MTB-MLE) project in Sindh, will be shared highlighting successes, challenges, and implications for policy and practice. Overall, this panel aims to offer critical insights into how translation, translanguaging, and MTB-MLE can advance equity and access in education while also acknowledging the complexities of implementation.



Dr Farid Panjwani is the Dean of the Institute for Educational Development at Aga Khan University and faculty at the UCL Institute of Education, London. Formerly the founding director of UCL's Centre for Research and Evaluation in Muslim Education, he holds a DPhil from Oxford and degrees from UCL and IBA, Karachi. He has consulted for organisations including the International Baccalaureate and served on the UK Commission on Religious Education.

AI in English Language Teaching (ELT)

This interactive session introduces English language teachers in Pakistan to the transformative potential of Artificial Intelligence (AI) in English Language Teaching (ELT). Participants will discuss how AI-driven tools—ranging from adaptive learning platforms and automated feedback systems to generative language models—can be integrated into classroom practice to enhance student engagement, personalize instruction, and support assessment. The session will highlight applications relevant to Pakistani classrooms, including resource-constrained environments, and discuss how AI can complement rather than replace the teacher's role. Through guided reflection, teachers will learn strategies for designing lesson plans that incorporate AI ethically and effectively. The session will also address challenges such as digital equity, data privacy, and the professional development needs of teachers in adopting emerging technologies. By the end of the session, participants will leave with concrete ideas, sample tools, and a framework for critically and creatively using AI to enrich English language teaching and learning in Pakistan.



Nazir Mahmood is an education and development expert with over 30 years of experience nationally and internationally, and a life member of SPELT since 1990. His diverse roles include assessment expert, curriculum developer, human rights trainer, journal reviewer and project manager. He has worked with organizations such as the Aga Khan Foundation, USAID, Canadian International Development Agency (CIDA), IBA, Greenwich University, Cambridge Education, and UNDP and others. A regular contributor to major newspapers (Dawn, Jang, The News), he also has over a dozen books to his credit.

Digital Literacy and Innovation for 21st-Century Classrooms – How can English teachers benefit?

The rapid evolution of the educational landscape, driven by technological advancements and changing societal needs, mandates that educational institutions embrace innovation to ensure relevance and competitiveness in the 21st century. A primary objective is to develop critical thinking, problem solving, and innovation among students, a goal intrinsically linked to the capabilities of their educators. This session presents a strategic framework for developing digital literacy and fostering innovation. A case study of a high school English teacher will be presented to share the process and impact.

This Framework has the following 4 key areas:

- Innovative Curriculum Design
- Technology Integration
- Cultivating an Innovation Ecosystem
- Community Engagement and Outreach

Key initiatives for implementing this framework include offering "professional development opportunities for teachers to build their capacity in integrating technology effectively into instruction" and organizing "digital learning and integration sessions for the faculty on a regular basis".



Minhas Tejani is the Principal of Habib Public School, drawing on over three decades of highly diversified national and international experience. A passionate educator, he champions the core values of Purpose, Progress, and Perseverance in transforming institutions.

He holds an M.Ed.(Notre Dame Institute of Education accredited by Australian Catholic University and University of Karachi) and is a Certified Marshall Goldsmith

stakeholder-centered Executive and Team Coach. He is the author of the well-received book, “The Transcendent Educator – A unique framework to shift from distraction to enlightenment” and has presented academic papers at various international conferences.

Gamification in Classroom

This online workshop will explore how simple game-like elements can make everyday lessons more exciting and meaningful for students. We'll look at creative ways to boost participation, spark curiosity, and build a love for learning—without needing fancy tech or extra time. Whether you're teaching in-person or online, this session will leave you with hands-on ideas and ready-to-use resources to bring the joy of games into your classroom.



Sukaina Kazim: *An experienced academic leader with a Master's in Education and over two decades in curriculum development, teacher training, and school leadership. Skilled in assessment design, student counseling, and faculty mentoring. Certified in educational leadership, school counseling, and digital learning. Passionate about fostering inclusive learning environments and enhancing teaching effectiveness through innovative strategies.*

Language Beyond Borders: Fostering 21st Century Skills through Japan Art Mile

The Japan Art Mile project is an innovative, transdisciplinary initiative where students from Modernage, Pakistan and Japan collaborate on SDG-themed murals. Through this project, students develop essential 21st Century Skills, including creativity, critical thinking, and problem-solving, while enhancing their English language skills. Despite English not being their first language, students from both countries effectively communicate and create meaningful artwork. This project showcases the potential of global collaborations in language development, promoting independent learning, and fostering cultural understanding. Join this session and explore the impact of this unique project on language learning, creativity, and student empowerment, highlighting its potential for replication in diverse educational settings.



Sumeera Wahid *is a distinguished educator, serving as Co-Principal of Modernage and Executive Director of EQUIP-Pakistan. A Fulbright Scholar, she is recognized for promoting innovation and creativity among students. Her initiatives have garnered global recognition, including the acknowledgment of United Nations-ESCAP for Students Quality Circles from Pakistan as a Best Practice for Youth Development. She directs international conventions on Students Quality Circles and Juniors Joy, promoting youth development.*

From Prompts to Pedagogy: Investigating AI's Role in ELT Planning

This research will explore the emerging role of AI-generated content—specifically prompt-based tools like ChatGPT—in English Language Teaching (ELT) course planning. As teachers face increasing demands for personalization and efficiency, AI offers new ways to support idea generation and curriculum design. This small-scale qualitative study aims to investigate how ELT educators interact with and adapt AI-generated course outlines to fit real classroom contexts.

A small group of English language teachers will be provided with course plans generated through varied levels of prompt detail. The teachers will review, modify, and implement one AI-generated lesson each, and will follow up by providing structured reflections.

Key findings may indicate that AI-generated materials will effectively support the initial stages of lesson planning—particularly in outlining structure and sequencing—while also requiring teacher intervention to adapt the content for context, tone, and learner level. The study will aim to highlight prompt clarity and teacher agency as central to successful AI integration.

This paper will contribute to the conference's focus on innovation in ELT by offering insights into sustainable, human-centered uses of AI in curriculum design. It will also open space for future collaboration between technology and teacher expertise in creating responsive, engaging learning environments.



***Alefiyah Hoshangabadwala** is an ELT curriculum designer and educator with a focus on hybrid learning innovation, edtech integration, and teacher training. With experience in designing AI-assisted learning tools, she is currently exploring the intersection of prompt engineering and language pedagogy to make course planning more efficient and inclusive.*

Performance Poetry

The purpose of poetry is to express emotions and ideas in a creative and delightful way. Let's make poetry reading an enjoyable experience for our students and ourselves. This workshop will enlist the creative expression of the participants. We will engage in activities which will help us to understand and express the poem through fun, interactive strategies. At the end we will use AI to help our creative skills of poetry writing.



***Zehra Gheewala** is an educationist with over 20 years of teaching experience. She has completed her COTE from SPELT. For the past 10 years she has been training teachers of various institutions. Her passion for developing critical and creative thinking has led her to encourage art, technology and music in the classroom.*

Presently she heads the Academic Department of the Habib Schools which is dedicated to training and upgrading the teaching and learning at the two schools.

Connection in the Age of AI

We are living in a fast paced world of AI where genuine human connections have been affected. Human connection is becoming critical as AI cannot replicate genuine expression of empathy, expression of emotions and develop soul connections. Humans are wired for social interaction and language is our medium of communication. While we communicate endlessly on social media sharing each and everything that comes to our mind, we are also faced with an over flux of opinions, trends that lack purpose and drive.

Connecting heart, mind and soul is therefore pivotal to well being, being authentic and creating a circle of compassion and trust. AI can make the communication fast and efficient but we need to create connections to ensure balance of AI with human centered interactions. This will ensure community engagement and development and purpose driven interactions leading to emotional fulfillment and well being of individuals.



Rafiah Mudassir is an educational leader with more than 31 years of experience as a language teacher and teacher educator. She has remained associated with renowned Educational Institutions in Pakistan and abroad. She is the only qualified Values Based Leadership specialist from Pakistan. Her areas of expertise include Teacher Education, Leadership development, School Improvement Planning, Guidance and Counselling and community development.

AI for Personalized English Language Instruction: A Case Study

Artificial Intelligence is dominating the world these days. It is integrated into the curriculum by most of the countries. The global integration of Artificial Intelligence (AI) into curricula, particularly in secondary education, necessitates exploring its application in English Language Instruction (ELI). This study addresses gaps in learner autonomy, feedback efficiency, and engagement by exploring AI's role in personalizing ELI within a Grade 9 classroom. Grounded in personalized learning and constructivist principles, the research examines how tools like ChatGPT and Grammarly adapt to individual student needs, fostering self-paced progress, differentiated instruction, and critical thinking.

Qualitative research approach will be employed for the data collection through semi-structured interviews with English language teachers, student feedback and classroom observations. The study employs a qualitative case study design to analyze interplay between AI tools, teacher adaptability, and student engagement within a natural classroom setting, allowing for rich, contextual insights in a Grade 9 classroom. This will allow the researcher to explore learner engagement, adaptability and challenges in detail.

Findings are expected to suggest that AI enhances learners' autonomy, will provide timely individualized feedback and foster greater student motivation. However, challenges like ethical concerns, teachers training and digital equity might emerge as significant considerations. Based on the findings, the study will recommend targeted professional development for teachers, workshops on ethical guidelines for AI usage and an effective collaboration between the Edtech team and schools to ensure better implementation.

This research will contribute to the growing body of literature on Artificial Intelligence in education and aims to inform both policy makers and AI practitioners in the use of AI for personalized English Instruction.



Fatima Shahabuddin Shakir is a passionate teacher and researcher, with over 14 years of experience in Pakistan and Kuwait. She has conducted teacher training workshops at AIOU for B.Ed. and M.A. Education students. A gold medalist from the Federal Board, she holds a Master's in Education and is a certified IELTS trainer with TKT credentials. Fatima received the Best Presenter Award at IoBM University for her Action Research. She designs instructional materials that integrate Islamic values with the Single National Curriculum. Her engaging, value-based stories for students are widely appreciated.

Gamified Growth: AI-Powered Strategies for In-Service Teacher Training

In-service teacher training needs a paradigm shift—from lecture-based models to immersive, interactive experiences that reflect 21st-century classrooms. Teacher Bootcamp 5.0 introduces a dynamic approach, combining practical teaching strategies, gamification, and AI-driven tools to empower educators. This session transforms professional learning into an engaging journey where participants actively solve classroom challenges through a gamified escape room, interact with an AI-based coaching simulation, and participate in a speed design challenge to create actionable strategies for their own classrooms.

Rather than prescribing theories, this workshop ensures hands-on practice, creativity, and reflection, equipping teachers with real tools they can implement immediately. From leveraging gamified learning models to integrating AI for personalized instruction and classroom problem-solving, the session aligns with the evolving needs of educators in a digital age. Participants will leave with a ready-to-use toolkit, fresh strategies, and the confidence to lead engaging, student-centered classrooms.



***Romela Zaynab** is a passionate educationist and master trainer, currently serving as the Managing Director of a leading education foundation. She holds multiple certifications in gamification, digital learning, and innovative teaching strategies from international platforms. With extensive experience in teacher development and technology integration, Romela focuses on empowering educators through practical, engaging, and future-ready approaches that transform classrooms into dynamic learning environments.*

AI in Your Pocket: Building Learner Autonomy in Receptive Skills

Curious about how AI tools like ChatGPT, Gemini, or Microsoft Copilot can support your students' reading and listening skills? This practical, hands-on workshop introduces classroom teachers to simple, effective ways of using generative AI to foster self-regulated learning (SRL), empowering learners to take more ownership of their English language development.

The session builds on findings from a recent five-week intervention study with Pakistani pre-service teachers who used AI tools to support their receptive skills. The study revealed increased learner motivation, autonomy, and confidence, along with useful insights into the challenges of relying on AI-generated content.

In this workshop, participants will:

- Explore what SRL looks like in everyday classrooms
- Try out AI tools for designing reading and listening tasks
- Learn how to guide students in using AI critically and independently
- Take away ready-to-use activity ideas that blend SRL and AI

Whether you're new to AI or looking to deepen your practice, this session offers approachable strategies and classroom-tested insights to help you make the most of AI — not as a replacement, but as a supportive learning partner:



***Manal Wahab** is a Career Advisor at Beaconhouse College Campus North, with research interests in technology-enhanced language learning, with a particular interest in how generative AI tools can be integrated into self-regulated learning (SRL) to develop English receptive skills. Drawing on her recent intervention study with Pakistani pre-service teachers, she is passionate about learner autonomy, AI literacy, and supporting educators and learners in leveraging digital tools effectively.*

From Questions to Breakthroughs: Critical Thinking for Classrooms

In today's fast-paced world, where information is abundant but discernment is scarce, critical thinking has emerged as the most essential skill for both teaching and learning. This workshop is designed to equip teachers with practical strategies to foster analytical, reflective and independent thinking in their classrooms. Moving beyond rote learning, participants will explore how to guide students in questioning assumptions, evaluating evidence and making reasoned decisions. Through interactive activities and engaging discussions, participants will learn how to create a classroom culture that encourages curiosity, inquiry, and problem-solving.

The session will highlight tools for developing critical questioning techniques, integrating problem-based learning and encouraging collaboration without compromising individual reasoning. Participants will also reflect on their own thinking patterns, biases and decision-making approaches, enabling them to model critical thinking for their students. By the end of the workshop, educators will be empowered to transform traditional classrooms into dynamic learning spaces that nurture creativity, resilience and intellectual independence vital for success in the 21st century.



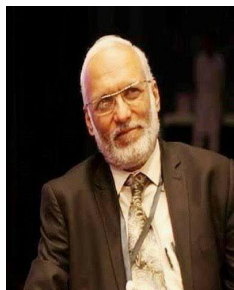
***Nirma Adeel** is an educationist with 14 years' experience dedicated to nurturing young minds through innovative teaching and compassionate guidance. With a strong background in classroom leadership and student development, she focuses on creating inclusive, engaging learning spaces that inspire curiosity, critical thinking and lifelong growth in every learner she mentors.*

Panel Discussion

Decolonizing English Teaching in the Digital Space. Reimagining AI, Pedagogy, and Postcolonial Future in Pakistan

With the advent of technological advances, such as generative artificial intelligence (AI), English language teaching (ELT) has been (re)shaped and transformed significantly. Researchers and practitioners from across the globe have identified both advantages and challenges associated with incorporating AI and digital learning into TESOL/ELT classrooms. Pakistan is no exception, which incorporates technology and AI use in its policies, pedagogies and curricula. In this regard, the panel discussion takes a critical decolonial perspective to (re)examine the nature of technology and AI-enhanced ELT in Pakistan. Four scholarly discussions are featured in this panel discussion, focusing on decolonial perspectives on technology and AI use in English language teaching. In particular, Dr. **Waqar Ali Shah** engages with the decolonial trans-perspectives in pedagogy and teaching materials in digital spaces to counter the Anglo-Western linguistic and cultural representations and epistemologies. Prof. **Abbas Husain** discusses how AI is currently shaping the professional development of teachers and teacher education programs, and how far these programs are capable of resisting the colonial ideologies in digital spaces. Dr. **Liaquat Ali Channa** speaks on monolingual norms in AI-mediated English language education (ELE) in the context of Pakistan, suggesting how these monolingual norms can be challenged through multilingual lens. Lastly, Dr. **Fatima Rehan Dar** sheds light on equity and social justice perspectives in teacher preparation programs. Specifically, she critically examines AI-integration into Pakistan's English language curriculum and whether teachers are prepared for the decolonial resistance in terms of the dominant ideologies promoted through technology and AI.

Panelists:



Prof. 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).



Dr. Liaquat Ali Channa is a Professor of English at GC University Hyderabad, Pakistan, where he teaches, supervises research, and contributes to academic leadership. He was an Honorary Research Affiliate and Syed Babar Ali Postdoctoral Fellow at Harvard University, working on hidden curriculum and English textbooks. A Fulbright scholar, he earned his Ph.D. in TESOL from the University of Georgia and an ELT Master's from the University of Glasgow. His research focuses on language education, policy, and teacher development.



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.



Moderator:

Sarwat Anjum is a Senior Lecturer in Applied Linguistics at DHA Suffa University, Pakistan, and a Doctoral Researcher at the Centre for Applied Language Studies, University of Jyväskylä, Finland. With extensive teaching experience at various universities, she has taught multiple courses Applied Linguistics and Research Methods, and English Language Education in Postcolonial Pakistan. Her doctoral research, a critical ethnography titled "Reimagining English Language Education (ELE) in the Global South through a Critical Pedagogical Lens," examines English language education through decolonial and transformative frameworks. She has published her research in international peer-reviewed journals including *Pedagogy, Culture & Society* and *Language Sciences*.

Time	Room	Title
8:00 - 9:00 am	HM Auditorium (E215)	Registration
9:00 - 9:45 am		Opening Ceremony
9:45 - 10:30 am		Keynote Address: <i>Using the Learners' Own Language(s) in the ELT Classroom: What, Why, When?</i> Dr Graham Hall (Professor Emeritus TESOL, UK)
10:30 - 11:30 am	Courtyard	Networking Brunch
Parallel Sessions 11:30 am - 12:15 pm	Tariq Rafi Hall (E220)	Plenary Address 1: <i>Transforming ELT with Peer-to-Peer Digital Interactions</i> Dr Tran Tin Nghi (L2 Acquisition Expert, Vietnam)
	HM Auditorium (E-215)	Policy Dialogue: <i>Digital Equity in English Language Teaching: Policy Priorities for Pakistan</i> Panelists: Dr Tayyaba Tamim (Dean SOE, LUMS), Dr Fouzia Khan (Chief Advisor & Head of Provincial Curriculum Wing, Sindh), Abbas Husain (Director, TDC) & Dr Bushra A. Khurram (Assistant Professor, Karachi University) Moderator: Talha Chishti (Head of English and School Education British Council Pakistan)
Parallel Featured Sessions 12:25 - 1:00 pm	Mansoor Habib Seminar Room (N-219)	Featured Session 1: <i>Teacher Feedback vs. Peer Feedback: What Works for Pakistani English Learners?</i> Dr Nasreen Hussain (Educationist, Karachi, Pakistan)
	Amin Issa Tai Seminar Room (W-243)	Featured Session 2: <i>Rethinking ELT Materials Development: The VOLLEY TIME Perspective for Today's Learners</i> Dr Ikhsanuddin (Chief Editor, JELTIM and President ELTeaM, Indonesia)
	Mahmood Nensey Classroom (W-234)	Featured Session 3: <i>Employing Animated Film as a Mentor Text: A Creative Writing Perspective</i> Dr John Baker (Assistant Professor, Ho Chi Minh City University of Industry and Trade, Vietnam)
	Javat Seminar Room (W-242)	Featured Session 4: <i>Academic Success: Secrets and Keys?</i> Dr Mirat ul Fatima (ELT Consultant, MFA Consultancies), Prof. Dr Nasreen M. Ahsan (Former Chairperson, Humanities Dept., NED)
	Kassim Parekh Classroom (C-200)	Featured Session 5: <i>Re-imagining ELT through Southern Translingual Praxis</i> Dr Waqar Ali Shah (Lecturer, MUET, Jamshoro, Sindh)
	Standard Chartered Classroom (N-220)	Featured Session 6: <i>AI and the Socio-politics of Second Language Learning: The Need for Embedding Language Awareness Pedagogical Approach</i> Dr Tayyaba Tamim (Dean SOE, LUMS, Lahore)
1:00 - 1:30 pm		Namaz Break
Parallel Workshops 1:40 - 2:40 pm	Mansoor Habib Seminar Room (N-219)	Workshop 1: <i>Leading for Learning: Applying Maxwell's Five Levels of Leadership in ELT</i> Hamza Abbasi (Course Lead, QU, Qatar) and Conan Kmiecik (Course Lead, QU, Qatar)
	Amin Issa Tai Seminar Room (W-243)	Workshop 2: <i>From Minions to Meaning: Teaching Grammar That Gets Texts Talking</i> Professor Beryl Exley (School of Education and Professional Studies Griffith Institute of Educational Research, Australia) SFL (Systemic Functional Linguistics) Team: Dr. Bushra A. Khurram (Assistant Professor, KU), Aneesa Mumtaz (SPELT), Huma M. Thaver (SPELT)

	Mahmood Nensey Classroom (W-234)	Workshop 3: AI in Education: Tools, Ethics, and Prompts Farheen Hasan (Co-ordinator, TLT and EdLab), Judy Wren (Sultan Qaboos University, Oman), Rana Khan (Assistant Professor & President, TEFL Kuwait)
	Javat Seminar Room (W-242)	Workshop 4: Adapting Experiential Learning for Writing Classrooms Najia Nazir (Yanbu Industrial College, Saudi Arabia)
	Kassim Parekh Classroom (C-200)	Workshop 5: The Principles of Teaching Reading Dr Rob Waring (Thammasat University, Thailand)
	Standard Chartered Classroom (N-220)	Workshop 6: When Grammar is Fun Sylvie Doláková (ELT Consultant & Author, Czech Republic)
	Arif Habib Seminar Room (C-109)	Workshop 7: Promoting Vocabulary Acquisition and Collaborative Interaction through a Jigsaw Activity Erika Van Winden (Lecturer, Qatar University)
	Soorty Lecture Hall (E-121)	Workshop 8: Robothon and ELT: Fostering a Transformative Shift in Language Learning Lubna Panjwani (Director, PROWESS; Regional Director, PMC, Pakistan) and Behroz Noorani (CEO, Align STEM Club, Pakistan)
Parallel Sessions 2:50 - 3:35 pm	Tariq Rafi Hall (E220)	Plenary Address 2: The Decolonized Classroom Abbas Husain (Managing Director, TDC)
	HM Auditorium (E215)	Panel Discussion: Future of Regional Teacher Associations: Navigating Digital and Technological Shifts Panelists: Dr Ikhsanuddin (Indonesia), Professor Bimali Indrarathne (Sri Lanka), Dr Rubina Khan (Bangladesh) & Mohsin Tejani (Pakistan) Moderator: Affan Javed (Head of School Systems South Asia, British Council)
Panel Discussion 3:45 - 4:30 pm	HM Auditorium (E215)	Panel Discussion: Translation and Translanguaging for Access and Equity in Education: Opportunities and Challenges Panelists: 1. Dr Farid Panjwani (Dean, AKU-IED) 2. Dr Fatima Dar (CEO, Oak Consulting) 3. Adeel Baloch (Head of Literacy and Life Skills, TCF) Moderator: Dr Fauzia Shamim (Vice-President, SPELT)
4:30 – 5:00 pm	HM Auditorium (E215)	Closing Ceremony and Photographs

Keynote Address

Dr. Graham Hall

Professor Emeritus Tesol, UK

Using the Learners' Own Language(s) in the ELT Classroom: What, Why, When?

Until recently, the assumption underpinning much of the methodological literature of language teaching has been that new languages are best taught and learned monolingually, without the use of the learners' own language(s). Now, however, a re-evaluation and recognition of own-language use has begun! The 'monolingual assumption' and emphasis on 'English-only' teaching has been increasingly questioned, alongside the realization that own-language use has continued in many classrooms around the world, no matter what 'the literature' said.

This talk will outline the emergence of the 'monolingual assumption' in ELT, and examines the changing context for language teaching and learning that has led to the re-evaluation of own-language use and multilingualism in the classroom. Exploring the arguments for and against own-language use, we will discuss what might be meant by 'appropriate' own-language use in the classroom, and possible ways in which teachers and learners might use the learners' own languages to support language learning.



Graham Hall is Professor Emeritus in TESOL, and he has been involved in ELT for over 30 years, as a teacher, teacher educator, and researcher. His book *Exploring English Language Teaching* was awarded the 2012 British Association of Applied Linguists (BAAL) Book Prize, and he edited *ELT Journal* (2013-17) and *The Routledge Handbook of ELT* (2015). His most recent publication is *Method and Postmethod in Language Teaching* (Routledge; 2024). Graham's professional interests range from language classroom methodology to critical perspectives on TESOL, and from teacher research to the inter-relationship between language learning and migration.

Plenary Speakers

Dr. Tran Tin Nghi

Experienced Educator and Researcher in Second Language Acquisition and Pedagogy

Transforming ELT with Peer-to-Peer Digital Interactions

This study explores how peer-to-peer (P2P) interactions in digital English Language Teaching (ELT) can drive a future-ready paradigm through innovation, inclusivity, and sustainability. As digital platforms redefine education, P2P methods—virtual exchanges, AI-driven language tools, and collaborative networks—empower learners to develop linguistic proficiency, critical thinking, and global awareness. Drawing on empirical research, this presentation showcases how innovative technologies, including gamified apps and social learning systems, create dynamic, student-centered ELT environments. Inclusivity is prioritized by ensuring equitable access to digital resources, amplifying diverse voices, and fostering cross-cultural dialogue. Sustainability is embedded through digital literacy and eco-conscious practices, preparing learners for global challenges. Case studies and educator insights illustrate practical strategies for integrating P2P interactions, demonstrating improved engagement and intercultural competence. The study proposes a scalable framework for ELT educators to harness digital collaboration, addressing challenges like digital divides while promoting resilient, adaptive learning ecosystems.



***Dr. Tran Tin Nghi** is an experienced educator and researcher in second language acquisition and pedagogy. His interests include corpus-based language teaching, AI in Education, and literacy in language learning. He has published extensively in Scopus-indexed journals and actively contributes to professional organizations such as VietTESOL, STESOL, and VietCALL.*

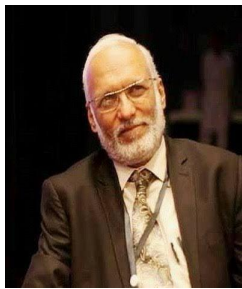
Abbas Husain

Director, Teachers Development Centre (TDC)

The Decolonized Classroom

We are in a state of chaos, complexity, and collapse, and it is incredible that the classrooms of our schools, colleges, and universities simply do not accept this simple fact. If we want to take colonization or decolonization seriously, it must begin with sensitizing our children and students with the conversations that matter.

I will share four tools to initiate such a conversation, and I am grateful to the work of Will Richardson, Vanessa Andreotti, and other scholars who are looking at the predicament we are in and creating a space for fruitful methods of navigating through it and in it.



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).

Featured Sessions

Teacher Feedback vs. Peer Feedback: What Works for Pakistani English Learners?

Feedback has long been recognized as essential to second language learning, but the question of whether teacher or peer feedback contributes more to students' writing development remains open. This study explores the issues among Pakistani undergraduates, where classroom practices are still largely teacher-led, though student-centered methods are beginning to take root. A quasi-experimental mixed-methods design was used: two groups of students undertook a series of writing tasks, receiving either teacher comments or structured peer review. Evidence was drawn from pre- and post-tests, rubric-based evaluations, and focus group discussions. The results point in two directions. Teacher feedback produced clear gains in grammar, accuracy, and vocabulary use, whereas peer feedback helped students build independence, engage critically with writing, and work collaboratively. Taken together, the findings suggest that a hybrid approach—combining teacher guidance with peer review—offers the most promising route to long-term improvement in writing skills. This study offers broader and practical implications for language pedagogy, curriculum design, and teacher professional development in Pakistan, highlighting the need for feedback practices that balance precision with learner engagement.



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.

Rethinking ELT Materials Development: The VOLLEY TIME Perspective for Today's Learners

In the ever-evolving field of English Language Teaching (ELT), educators must ensure that the materials they use effectively support their teaching. Teachers, including those in primary and secondary education, require practical evaluation tools to assess materials before introducing them to learners. To address this gap, this talk will introduce the VOLLEY TIME framework, a comprehensive model for designing and evaluating ELT materials that align with modern pedagogical demands.

VOLLEY TIME consists of two interrelated components. VOLLEY represents Voice in discourse, Organisation of materials, Language items, Learners' context and needs, Educational theories, and Yielding learner autonomy—ensuring that materials are communicative, well-structured, contextually relevant, and autonomy-supportive. Meanwhile, TIME focuses on Technological appropriateness, Individual differences, Mind-challenging tasks, and Ecological awareness—incorporating digital tools, learner variability, critical thinking, and sustainability into ELT materials. This framework offers a structured approach to integrating technology meaningfully without overshadowing pedagogy, emphasizes learner autonomy and cognitive engagement, and promotes ecological awareness in material development. This presentation will position VOLLEY TIME within the context of global ELT challenges, showcasing its adaptability across diverse teaching settings. It will provide practical applications of the framework in materials design, emphasizing its role in fostering inclusivity, engagement, and 21st-century skills.



Ikhsanudin is an Associate Professor at Universitas Tanjungpura, Indonesia, and the founding president of the English Language Teaching Materials (ELTeaM) Association. He serves as Editor-in-Chief of a nationally indexed ELT journal and is a reviewer for internationally indexed language journals. He has presented widely across Indonesia and has been an invited speaker at over thirty international conferences in countries including the UK, USA, Germany, Singapore, India, Malaysia, Bangladesh, and the Philippines.

Employing Animated Film as a Mentor Text: A Creative Writing Perspective

(John R. Baker Ho Chi Minh City University of Industry and Trade, Vietnam drjohnrbaker@huit.edu.vn, Tharwat El-Sakran American University of Sharjah, Sharjah, United Arab Emirates telsakran@aus.edu; Rafael Guzman-Cabrera Universidad de Guanajuato, Guanajuato, Gto, Mexico guzmanc@ugto.mx)

Early historical literature shows educators initially viewed film negatively, with concerns that it would lead to a decline in intellectual engagement. Conversely, compositionists embraced this medium rather than resisting its integration, expanding its definition as a form of scaffolding mentor text. Building on this positive potential, this workshop introduces a point-of-view activity for aspiring ELL creative writers using animated film to facilitate students' authoring of short stories. To this end, we outline the rationale for using film as a mentor text and describe how the activity integrates into the scope and sequence of the creative writing curriculum. We then detail the point-of-view activity and provide a trajectory of activities for subsequent lessons. To explore the effectiveness of this approach, we demonstrate how to employ a pseudo-experimental design, examining the short stories of English language learners. We also illustrate how to explore the effectiveness of this approach focusing on the initial elemental definition of short story creation (length) and the incorporation of first-person and third-person (limited, objective, omniscient) points of view in primary and secondary positions. We additionally discuss potential applications of this activity (and other elements of short story creation) in various contexts. We hope this workshop will inform creative writing studies professionals in L2 contexts.



***Dr. John R. Baker** has taught writing (academic, business, creative writing), ESOL, EMI, ESP, literature, and test prep in the U.S. and Asia. His research interests include second language writing, readability, literature, and writing center administration, with a focus on interdisciplinary intersections. He has also worked extensively in writing and self-access centers, regularly publishes and reviews for academic journals, and collaborates with both international and local book publishers.*

Academic Success: Secrets and Keys?

What makes an upward academic trajectory not only possible, but probable? What makes for a relatively safe navigation through the maze of academia? Is it the obvious requisites: ability and qualifications or as literature (e.g. Fisher & James, 2022) underscores these requisites in conjunction with such skills as being able to network; set and pursue goals and opportunities and having resilience? Or is this, as some maintain, an enigma (e.g., Hoffman, 2019) but one where “few...[may] get early clues to decipher” (Clemens et al., 2021, p. 3368)? If so, who are these few? Where, if at all, does one’s habitus (Bourdieu, 1977): understood as ways of seeing and being bound within sociological frames, including sociocultural background, socioeconomic status, education and family education levels, located within respective socio-political contexts, factor in in this trajectory?

This paper seeks to explore this question by comparing the generational lived experience narratives of two academics, belonging to the same family, both ELT (English Language Teaching) professionals, both working and researching similar areas in applied linguistics but with contrasting perspectives and orientations. Explorations of this question will also involve having the audience engage with it through examining and drawing on their own lived experience narratives.



Dr Mirat al Fatima Ahsan is an independent Oxbridge ELE (English Language Education) Consultant with 23+ years of experience of working at the intersection of language teaching, literature and language teaching, teacher education, teaching and learning in HE (higher education) and qualitative research in education. Her experiences of contributing as an ELE practitioner and teacher educator in Pakistan, and the UK, have made her a staunch advocate of creative and inclusive classrooms, of inquiry-based learning and praxis-oriented pedagogy, of holistic language education and research-led educational change and practice.



Professor Dr Nasreen M Ahsan, a freelance ELE consultant, has varied experience spreading over four decades in Pakistan, UAE, Syria as a classroom practitioner, teacher educator and materials writer. She has been a SPELT member of SPELT since 1985 and a Life Member since 1989. She has also been a former member of MATSDA and IATEFL. She has also been a conference presenter, nationally and internationally. Her interests include reading (academic and informative), and learning languages. She has been a lifelong learning.

Re-imagining ELT through Southern Translingual Praxis

Located in South Asia, Pakistan has a rich linguistic, cultural, and intellectual history. There has been a tradition of fluid linguistic practices and the coexistence of several languages in this country. This multilingual society, however, dramatically shifted to a monolingual view with the British colonialism leading to the establishment of hierarchy-driven language policy in post-partition era that sparked reactionary movements, spawned exclusive ideologies and heightened communal tensions. It also shattered local pluralism and developed less tolerant sentiments among locals regarding multilingualism shaping the language ontologies in terms of languages as separate and pure entities, and simultaneously associating identity sentiments with their languages. This featured/plenary talk is divided into two sections. In the first part, I discuss how the dominant framings of multilingualism in Pakistan are informed by (post)colonial and neoliberal ideologies centered on bounded notions of language and commodification of linguistic competencies characterized by hierarchization of named languages and their functions in relation to their political and economic value, otherization of indigenous languages, and compartmentalization of students' linguistic competencies into economically privileged languages. These framings entail subject positions that tend to erase students' multilingual identities and instead morph them into plurimonolingual subjects of/for the state and the market. In the second part, I suggest how translanguaging pedagogy can serve as a '*decolonial praxis*' and 'resistive tool' to disrupt such dominant framings of multilingualism to re-imagine ELT in Pakistan through by viewing English as Lingua franca English (LFE), Translingual English (TE) and/or plurilingual English as well as a 'Southern language' to embrace plurilingual/multilingual repertoires of learners. 261 words



Waqar Ali Shah holds a PhD in Applied Linguistics from University of Jyväskylä, Finland. He is currently serving as a lecturer at Center of English Language and Linguistics, Mehran University of Engineering and Technology, Pakistan. His research interests include applied linguistics, critical discourse studies (CDS), multimodality, decoloniality, and translanguaging. His work has been published in several top-tier journals including *TESOL Quarterly*, *Language in Society*, *Linguistics and Education*, *Critical Discourse Studies*, *Learning, Culture and Social Interaction*, *Asia Pacific Journal of Education*, *Qualitative Research Journal*, *Pedagogy, Culture and Society*, *Journal of Multicultural Discourses*, and others. Mr. Shah has been a visiting fellow at the Georg Eckert Institute, Germany, University of Valencia, Spain, Center of Discourse Studies, Spain and Penn State University, USA and worked under the supervision of Suresh

Canagarajah and Teun A van Dijk.

AI and the Socio-politics of Second Language Learning: The Need for Embedding Language Awareness Pedagogical Approach

The increasing use of generative Artificial Intelligence (AI) in language education has the potential to transform the second language teaching and learning by opening up innovative pathways that are not only exciting and more learner centered at times, but also efficient. Simultaneously, however, it has raised some crucial sociopolitical questions as linguistic hierarchies are resurrected and deepened. This paper explores how AI- driven tools ranging from Chatbots, adaptive learning systems, automated translation and conversational agents -reinforce or reshape structural hierarchies embedded in languages that are bound with issues of power and privilege in the context of Pakistan. The paper acknowledges the benefits of AI in second language learning, while drawing attention to some accompanying issues, including linguistic and cultural hegemony, algorithm bias, data colonialism and diminishing of local and hybrid language practices, and deepening of the divide between the North and the South. The paper discusses how critical digital literacy and the use of language awareness pedagogical approach can help to mitigate these issues and promote epistemic and linguistic justice. The paper calls for reimagining the technological space as a site for equity, multilingualism and decolonial pedagogy.



***Dr Tayyaba Tamim** is currently Dean and Chair Syeda Perwin Babar Ali at Syed Ahsan Ali and Syed Babar Ali School of Education, Lahore University of Management Sciences (LUMS). Her work covers issues of social justice, equity and inclusivity in education with specific reference to languages in education, language policy, gender and caste. Her ongoing research also explores how education are filtered through class, gender, caste and disability. She also has a strong interest in education for sustainable development and higher education. Dr Tamim has led several funded research projects with national and international partners, including those with USAID, British council, the World Bank, Gates Foundation and IDEAS. She has also published and presented research papers at a number of national and international forums.*

Workshops

Leading for Learning: Applying Maxwell's Five Levels of Leadership in ELT

This workshop for course coordinators and English language teaching professionals applies John C. Maxwell's Five Levels of Leadership: Position, Permission, Production, People Development, and Pinnacle to ELT contexts. Through guided reflection and interactive discussion, participants will explore how each stage shapes leadership behavior in curriculum design, assessment delivery, and faculty mentoring. The session emphasizes that clear structures and consistent practices boost student engagement, while developing teachers leads to stronger classroom interaction and improved learning outcomes. Grounded in Maxwell's framework, the workshop supports intentional self-awareness and fosters sustainable leadership practices that strengthen both teaching teams and student success.



Hamza Abbasi is the Course Lead for the Communication 1 course at Qatar University, working with a team of 20 faculty members. With over 15 years of teaching experience, he has served in leadership positions in Turkey, Saudi Arabia, Pakistan, and now Qatar. He holds an MA in TESOL and is currently pursuing an Ed.D. from Western University, focusing on leadership and academic program development.



Conan Kmiecik is the Course Lead for Business English and an English Lecturer at Qatar University in Doha, Qatar. He has extensive experience teaching ESL/EFL, English composition, literature, and entrepreneurial education. His professional background spans the United States, the Gulf Region, and North Africa. In 2025, he was selected as a U.S. Department of State English Language Specialist and completed a project in Tunisia.

Systemic Functional Linguistics (SFL)

From Minions to Meaning: Teaching Grammar That Gets Texts Talking

What do the Minions Movies, cricket sports reports, and tear-jerking television ads have in common? They're rich, multimodal texts that beg for deeper classroom conversations. This hands-on workshop introduces *Systemic Functional Linguistics* (SFL) as a powerful lens for unpacking how language works across written and visual modes. We'll demystify the three key dimensions of register, that is **field** (what's happening), **tenor** (who's involved and how), and **mode** (how the message is delivered), and explore how these concepts can be introduced in engaging ways across primary, secondary, and tertiary TESOL contexts. Whether you're new to SFL or looking to refresh your toolkit, you'll leave with practical strategies for teaching grammar that connects to real-world texts. After a brief overview, participants will dive into collaborative activities using contemporary examples to apply SFL in dynamic, inclusive ways. Come ready to rethink grammar, not as formal rules, but as meaning-making in action for multimodal texts.

Workshop Leader:



***Professor Beryl Exley** is a leading educator and researcher from Griffith University, Queensland, Australia. She teaches functional grammar, known for translating Systemic Functional Linguistics into practical classroom strategies. She designs evidence-based tools for teaching grammar through multimodal texts, empowering learners to decode meaning, context, and purpose. Her work bridges theory, pedagogy, and inclusive literacy reform across diverse settings.*

SFL Team:



***Aneesa Mumtaz** is a retired Principal St Patrick's College of Education, Karachi. One of the founder members of SPELT and freelance ELT consultant.*



***Dr. Bushra Ahmed Khurram** is an Assistant Professor at the Department of English, University of Karachi. She has obtained her PhD in English Language Teaching and Applied Linguistics from the University of Warwick, UK.*



***Huma M Thaver**, former School Head BeaconHouse School and A-Level Principal Dawood Public School, is a freelance teacher educator, e-moderator and material/instructional designer. She is also a veteran SPELTER having held key posts for twelve years*

AI in Education: Tools, Ethics, and Prompts

Generative AI is rapidly transforming the landscape of education, offering both exciting opportunities and serious ethical considerations. This panel brings together ELT educators from Pakistan, Oman, and Kuwait to explore how AI is being used to enhance teaching practice, streamline lesson design, and support instruction across diverse educational settings.

The session will focus on three key strands: the promise of AI tools for generating materials, lesson ideas, assessments, and feedback; ethical caveats such as bias, plagiarism, and academic integrity; and principles of effective prompt design for classroom use. Each presenter will introduce and demonstrate a selection of generative AI platforms, ranging from well-known tools to emerging platforms designed specifically for educators. The session aims to build both awareness and critical literacy around AI integration.

Through live demos, real-world examples, and reflective discussion, participants will come away with fresh ideas for enhancing their teaching with AI, along with a clear understanding of the limitations and responsibilities that come with these tools. This session offers a balanced introduction to AI in ELT for educators at all experience levels, combining practical strategies with critical reflection.

Join us as we examine how AI can shape a more innovative, inclusive, and sustainable future for English language teaching.



Farheen Hasan is a certified Cambridge Trainer and educator with expertise in remedial language teaching, SEL, and technology integration. She serves as Holistic Wellness Coordinator at The Learning Tree School and organises educational webinars through EDLAB Foundation platform. She is a dedicated SPELT CEC member and actively promotes inclusive education and technology integration in teaching.



Judy Wren (MA TESOL, DELTA) has been teaching English for over 20 years in university foundation programs in China, Turkey, UAE, USA, and most recently Oman. Currently, she is an assistant lecturer in the Centre for Preparatory Studies at Sultan Qaboos University. She has given workshops and presentations around the world on incorporating technology in education. More recently, her professional interests have centered on the impact of generative AI on education.



Rana Khan is an Assistant Professor at the School of Foundation and General Education and the School of Business, brings 20+ years of experience in curriculum design and interdisciplinary teaching. With an MBA and background in English literature, she integrates CALL, inclusive education, technology, and AI into outcome-based learning. Founding President of TEFL Kuwait, a doctoral researcher at the University of Bath, she champions transformative, tech-enhanced education and faculty development.

Adapting Experiential Learning for Writing Classrooms

This 60-minute interactive workshop explores the practical application of Kolb's Experiential Learning Model to enrich EF(S)L writing instruction. Through illustrative case studies, participants will collaboratively reconstruct sample lesson plans, experimenting with the experiential cycle to reflect on their pedagogical approaches. The session will demonstrate how this framework has the potential to transform writing pedagogy, encouraging deeper learning and metacognitive skills. Attendees will gain insights from the presenter's application of Kolb's model in an undergraduate EFL technical writing course to cultivate autonomy and critical engagement with AI tools. Key studies showcasing the model's successful implementation across ESP, EAP, and CLIL contexts will be shared, ultimately helping participants to promote student engagement, self-directed learning, and effective resource utilization in their writing courses and assessments.



Najia Nazir With over two decades teaching EAP/ESP, English literature, and designing inclusive curricula, Najia Nazir supports multilingual learners through genre-based writing, differentiated assessment, and technology in higher education. A Ph.D. candidate at Texas Tech, her research explores digital public discourse, feminist rhetoric, and health communication. Her practitioner scholarship focuses on inclusive pedagogy and intercultural communication, presented at IATEFL, TESOL Arabia, and AdvanceHE.

The Principles of Teaching Reading

Learning to read is one of the most complex things our brains can do. Teaching reading is therefore also complex. Therefore, teachers also need to understand the principles of reading based on practice and theory. Reading is central to language learning, yet classroom practice often overlooks the fundamental principles that support fluent, meaningful, and independent reading development. This paper outlines core principles for teaching reading that can guide teachers across contexts. These include balancing meaning-focused input with attention to form, ensuring learners engage with texts at an appropriate level of difficulty, and providing opportunities for both intensive and extensive reading. Vocabulary growth, fluency development, and motivation are emphasized as essential dimensions of effective pedagogy. Drawing on established frameworks, the presentation highlights how teachers can integrate graded materials, scaffold comprehension strategies, and cultivate learner autonomy. Practical classroom applications will be discussed, showing how these principles can be adapted for diverse learners and institutional settings. By foregrounding these principles, the session argues for a more coherent and evidence-based approach to reading instruction that equips learners not only to decode texts but also to enjoy and sustain lifelong reading.



Dr Rob Waring, is Emeritus Professor at Notre Dame Seishin University in Okayama, Japan and Visiting Professor at Thammasat University, Thailand. He is a world-renowned expert in extensive reading and vocabulary acquisition and has published over 80 articles in various journals and publications and has given hundreds of lectures, plenaries and featured speaker presentations in 37 countries.

When Grammar is Fun

(Grammar in Communication, Communication through Grammar)

Key challenges in teaching English to young learners (ages 6–15) include grammar and speaking. Can grammar be taught and practised through communicative activities?

Let's explore engaging games that help them practice grammar while improving speaking skills. Through dialogues and interactive activities, students build confidence, fluency, and grammatical accuracy, fostering spontaneous and error-free communication in the long term.

In my workshop, I will present techniques that help learners master the awareness for grammar rules through communication games, dialogue, mingling. The games will focus on some basic grammar, such as plurals, including irregular ones, using pronouns, the order of adjectives, question words, and even irregular verbs practised through dancing („Irregular disco“).

Target audience: Primary, lower secondary



Sylvie Dolakova is a teacher trainer focusing on working with children aged 3 – 15, with more than 25 years of experience. She specialises in teaching English through art and stories, publishes books and story-based teaching sets for children (PearsonELT Teachers' Award for the best innovation). She presents at conferences and webinars all around the world, she's also worked as an ELT consultant (NILE, Norwich, British Council etc.). She's been publishing in TEYL WorldWide, PronSIG Speak Out! and IATEFL Voices magazines.

Promoting Vocabulary Acquisition and Collaborative Interaction through a Jigsaw Activity

Supporting learners in remembering vocabulary, spelling it accurately, and using it actively remains a key challenge in the ESL classroom. While traditional drills can often feel repetitive, jigsaw activities provide a lively alternative, transforming vocabulary practice into a collaborative and meaningful exchange.

This workshop will present a classroom-tested jigsaw activity designed for A2-level English learners, focusing specifically on vocabulary acquisition. In my classroom, the activity was used to encourage active participation, build confidence, and provide meaningful opportunities for speaking and listening. Students practiced target vocabulary in context by asking and answering questions, clarifying ideas, and sharing key information. These tasks supported not only vocabulary development and language accuracy but also fluency and communication strategies, as learners worked together to complete a larger task.

Workshop participants will learn how to quickly design and set up their own vocabulary-focused jigsaw activities. Attendees will take part in a short jigsaw themselves, experiencing firsthand how it promotes vocabulary learning, cooperation, and motivation among students.



Erika Van Winden is a lecturer in the Foundation Program at Qatar University. With over 15 years of experience in English language teaching, she has held positions in Turkey, Indonesia, Afghanistan, Egypt, Oman, and Qatar. She earned an MA in TESOL from the American University in Cairo, where she also completed a fellowship. Her teaching focuses on designing and implementing interactive, student-centered activities that promote engagement, communication, and effective language learning.

Robothon and ELT: Fostering a Transformative Shift in Language Learning

This interactive workshop explores how robotics can revolutionize English Language Teaching, by making learning engaging, collaborative and fun. Participants will experience a hands-on Robothon, building simple robots & integrating AI tools to create dynamic learning activities.

The session highlights how technology can boost communication, critical- thinking and teamwork, while promoting learner autonomy and creativity. Participants will leave with practical strategies and ready to use ideas to transform their classrooms into future ready learning spaces.



Lubna Panjwani is a Cambridge Certified Teacher Educator, senior academician, and educational consultant with expertise in school development, monitoring and evaluation, educational leadership, and teacher education. Formerly associated with Oxford University Press, she is the CEO of The Prowess Consultants, a professional development and training firm. She is among the pioneers of introducing a Green Curriculum in Pakistan. She also leads a pilot project on alternative augmented devices for autistic learners in Karachi, integrating technology to promote inclusive education. A dedicated SPELTer for nearly three decades, she continues to contribute to professional learning communities and teacher development initiatives.



Behroz Noorani is the CEO and Founder of Align STEM Club and serves as the Outreach Manager for World Robot Olympiad (WRO) Pakistan. He made history as the first Pakistani judge at WRO Germany and Panama. Under his leadership, Pakistan earned a Silver Medal and ranked among the top six globally out of 92 countries at WRO Italy 2024. He also serves as the Chief Technology Officer at The Elixir School and is the Owner of Lion Engineering Works. Passionate about innovation and education, Behroz envisions nurturing young minds to become future scientists, engineers, and innovators.

Panel Discussions

Future of Regional Teacher Associations: Navigating Digital and Technological Shifts

In an era of rapid digital transformation, teacher associations across South Asia and beyond are being challenged to rethink how they serve their members, influence policy and practice, and engage with new technologies. This 50-minute panel session brings together leaders of teacher associations in the region to explore how associations can adapt and flourish in the face of technological and digital shifts. Panelists will reflect on the role of associations in capacity-building, advocacy, networking, membership engagement, blended and online professional development, and emerging technologies (including AI, digital platforms, and hybrid communities of practice). The conversation will consider the future-ready association — its structures, partnerships, resource models, and strategies to remain relevant for teachers in fast-changing educational ecosystems. Participants will leave with insights into:

- how regional teacher associations are responding to digital disruptions
- promising practices in leveraging technology for member development
- sustaining association vitality in the hybrid/online era
- collaborating across borders to pool expertise and resources
- navigating governance, leadership and digital ethics issues in a teacher-association context.

Panelists:



Prof. Bimali Indrarathne (Sri Lanka) Currently a Lecturer in Applied Linguistics at Kotelawala Defence University, Sri Lanka, Prof. Indrarathne holds a PhD in Applied Linguistics and an MA in TESOL from Lancaster University, as well as an MA in Linguistics and a BA from the University of Peradeniya. She also holds Cambridge CELTA and DELTA certification. Her research focuses on second language acquisition, teacher education, language-learning difficulties, and materials design and development in South Asia. She has been involved in teacher-education projects across the region and brings a strong lens on inclusive practices and digital literacies for teacher development. (iccsal.unesa.ac.id)



Dr Ikhsanuddin is a seasoned educator and researcher based in Indonesia, with over two decades of experience in English-language teaching and materials development. He is a lecturer at Universitas Tanjungpura, Kalimantan, and since 2010 has served as President of the ELTeaM (English Language Teaching Materials) association in Indonesia. His interests include applied linguistics, curriculum & materials development, bilingualism and language education. He also represents Indonesia's teacher association networks internationally, speaking on local responses to global educational challenges. (elepguntan.wordpress.com)



As President of SPELT, **Mohsin Tejani** has been instrumental in guiding Pakistan's leading English-language teacher association through decades of change. He has publicly spoken about the need for teacher associations to embrace technology and remain responsive to evolving educational policy and practice in Pakistan. His involvement provides a valuable national and regional perspective on sustaining and scaling teacher-association initiatives in Pakistan and South Asia.



Dr Rubina Khan is President of the Bangladesh English Language Teachers Association (BELTA), and has been actively promoting the use of educational technology, professional development and multilingual/multicultural teacher education in Bangladesh. For example, under her leadership BELTA inaugurated a Learning Technology Special Interest Group to support teachers in critically engaging with technology in ELT. (belta-bd.org) Her experience highlights the power and challenges of digital transformation in a regional context.



Moderator:

Affan Javed is the Regional Head of School Systems South Asia. Currently, he is engaged in Policy Analysis, Democracy & Parliamentary Strengthening, Strategy Products, Entrepreneurship Advice and Consulting. His past and continuing engagements include Education Sector Programs, Peaceful Puppets, Governance of two CSO's Children Global Network Pakistan and AIESEC Pakistan and Citizen Activism. He is part of various networks including Fulbright, Columbia Alumni, LUMS Alumni, AIESEC Alumni, Global Shapers Community, Davis Fellow, Maguire Fellow, and International House NY Alumnus.

Translation and Translanguaging for Access and Equity: Opportunities and Challenges

Translation plays an important role both in everyday life and in academic and cultural interactions. Historically, we see the value of translation in the movement of ideas across different cultures. In education, we can observe the role of translation in classrooms where students from different language backgrounds come together as well as in curriculum which often contain translations of texts from different cultures. In contrast, translanguaging has gained recognition in the last decade or so as an inclusive pedagogy to support learners navigate language barriers particularly when there is a gap between home and school language(s). In this panel we will start by situating translation within historical debates and discuss its continuing relevance as a practical, short-term strategy for addressing the scarcity of educational resources in multiple languages. Translanguaging pedagogy will also be unpacked to explore how teachers can harness students' linguistic repertoires to enhance learning of additional language(s) and content in multilingual classrooms. Finally, lessons learnt from implementing a mother-tongue-based multilingual education (MTB-MLE) project in Sindh, will be shared highlighting successes, challenges, and implications for policy and practice. Overall, this panel aims to offer critical insights into how translation, translanguaging, and MTB-MLE can advance equity and access in education while also acknowledging the complexities of implementation.



Panelists:

Dr Farid Panjwani is the Dean of the Institute for Educational Development at Aga Khan University and faculty at the UCL Institute of Education, London. Formerly the founding director of UCL's Centre for Research and Evaluation in Muslim Education, he holds a DPhil from Oxford and degrees from UCL and IBA, Karachi. He has consulted for organisations including the International Baccalaureate and served on the UK Commission on Religious Education.



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.



Adeel Baloch is the Head of Literacy and Life Skills at The Citizens Foundation (TCF), where he leads programs for out-of-school children in Pakistan. Since 2019, he has spearheaded the design and implementation of TCF's Mother Tongue-Based Multilingual Education (MTB MLE) program, now scaled to over 200 schools. With Master's degrees in Education and Business Administration, and 15+ years in the education sector, Adeel has worked with AKU-IED, USAID, and TCF on curriculum design, multilingual education initiatives and capacity building of teachers, administrators and community leaders.

Moderator:



Dr Fauzia Shamim is Professor and Chief Academic Officer at Durbeen, an NGO committed to improving teacher quality in Pakistan. She has over 40 years of experience as a TESOL teacher, teacher educator, and researcher. Her current research interests include teacher research and language-in-education policy for equity and social justice.

Policy Dialogue

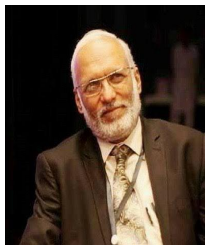
Digital Equity in English Language Teaching: Policy Priorities for Pakistan

This panel explores digital equity in English Language Teaching (ELT) as a pressing policy priority for Pakistan. With over 40% of households lacking reliable internet and limited teacher confidence in digital tools, the divide threatens to deepen learning inequities. Bringing together experts in research, policy, linguistics, and teacher development, the discussion examines systemic barriers and proposes actionable strategies to build teacher capacity, inform equitable policy, and transform ELT through inclusive digital integration.

Panelists:



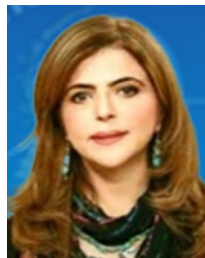
Dr Tayyaba Tamim is currently Dean and Chair Syeda Perwin Babar Ali at Syed Ahsan Ali and Syed Babar Ali School of Education, Lahore University of Management Sciences (LUMS). Her work covers issues of social justice, equity and inclusivity in education with specific reference to languages in education, language policy, gender and caste. Dr Tamim has led several funded research projects with national and international partners, including those with USAID, British council, the World Bank, Gates Foundation and IDEAS. She has also published and presented research papers at a number of national and international forums.



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).



Dr Bushra Ahmed Khurram is an Assistant Professor at the Department of English, University of Karachi. She has obtained her PhD in English Language Teaching and Applied Linguistics from the University of Warwick, UK.



Dr Fouzia Khan is the chief advisor and Head of Provincial Curriculum Wing for the Education and Literacy Department in Sindh. She brings over twenty years of experience in managing development programs and projects that have been cited as effective, innovative and responsive to the community needs. A psychologist by qualification, an educationist by profession, and a media personality by interest, she has made important contributions to various social issues through her work in each of the aforementioned capacities.



Moderator: Talha Chishti is the Head of English and School Education Programmes at the British Council Pakistan. His role involves leading initiatives related to English language teaching, school education, and promoting inclusive education. He has been involved in various high-level discussions and collaborations with government bodies and other organizations to enhance education in Pakistan, as seen in his participation in signing ceremonies and as a speaker on new trends in ELT.