



**Post Conference Institute**

**(PCI # 1)**

**1.5 Hour Webinar**

**36** Years of  
Empowering  
Teachers

**Date: November 14, 2020**

**Time: 10:00am to 11:30 am**

## **Scaffolding Students into Understanding Cause & Effect**

One of our central concerns throughout life is to try and make sense of our world by seeing and understanding how one event is connected to another. In particular, we want to know and explain how any given thought or action causes some other thought or action. These causal relationships are often described as cause & effect and for students understanding how cause & effect is expressed through language will be crucial to their success in schooling.

In this session, I will focus on the many different language resources we have for expressing cause & effect from the everyday and explicit to the highly abstract and implicit. In doing so, I will argue that we teachers have a critical role in scaffolding our students to comprehend and compose texts of all kinds by making these resources explicit as we engage with the myriad texts they encounter across the curriculum.



**Brian Dare** is an educational consultant in language and literacy across all levels of schooling. He is one of writers and tutor trainers of a number of professional development programs including the how language and works (HLW) course, the Teaching in English in multilingual classrooms (TEMC) course, The 3L: Language and literacy for learning (3L) course and the Teaching young children in English in multilingual contexts (TYCEMC), all of which have been taken up internationally.

Brian has a keen interest in the role of language in teaching and learning across the curriculum. He also has a particular interest in building a systemic functional meta-language for teachers across all learning areas including languages other than English.

In recent years, Brian has been working as a mentor in a number of secondary schools seeking a range of professional development sessions focusing on the role of language in teaching and learning across the various learning areas including English, History, Science, Art, Italian and Mathematics. From 2015 to 2018, he was president of the Australian Systemic Functional Linguistics Association (ASFLA).



### **Moderator**

**Dr. Fatima Dar**, is Director Centre for English Language and Centre for Curriculum and Professional Development at Iqra University, Karachi. She has 24 years of experience as a teacher educator and consultant. She has earned her PhD from Asia E University Malaysia, and has a masters in curriculum and teaching from Columbia University, USA.

## **Promoting Metacognition of Reading Strategies in An ESL Class**

Reading research indicates that students could be helped to become effective readers by understanding how to use reading strategies to aid comprehension (Paris et al. 1983). Research also indicates that students must also be taught to monitor the reading strategies they use to ensure success in reading comprehension (Griffith & Ryan 2005). In other words, comprehension instruction should foster metacognition in students (Baker 2002).

This interactive session offers teachers an opportunity to understand how to enable their students to become skilled, independent, strategic and metacognitive readers. Starting from reflection on the needs of their own students and the teaching-learning context, teachers will be guided to outline an action plan for promoting their students' awareness and use of reading strategies while reading texts of all content areas.



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



### ***Moderator***

**Muhammad Talha Saleem** is a faculty member of Center for English Language, Iqra University Main Campus, Karachi. He serves Society of Pakistan English Language Teachers (SPELT) as an Academic Coordinator 2020 - 21. He holds MS degree in Applied Linguistics and MA degree in Linguistics and Literature. He is also a freelance trainer and has conducted number of trainings for teachers and students.



## **ICT-REV: Use of ICT in Support of Language Teaching and Learning**

Language education is an area where online courses, open-access resources, and social networks based on information and communication technology (ICT) are increasingly used to promote interaction and communication skills. However, the rapid development of tools and resources presents both opportunities and challenges for teachers and learners, and it is crucial that the potential of ICT resources within language teaching is used in a pedagogically sound way and that language teachers receive adequate training in their use. This interactive, hands-on workshop will begin by presenting the project ICT-REV: Use of ICT in support of language teaching and learning supported by the European Centre for Modern Languages ([www.ecml.at](http://www.ecml.at).) Since 2008, this project has been offering professional development workshops, which have been successful in training over 500 language professionals in 40 countries across Europe, on the integration of ICT tools and resources in their teaching. The workshop will focus on language teachers' needs when using ICT. Participants will take an active role, working with examples of how technology can be used to promote learning and interaction in their teaching. They will be able to explore the ICT-REV Inventory of ICT tools which provides easy access to information on approximately 150 ICT tools and resources and will receive hands on experience in using these tools to bring added value to their teaching. With an emphasis on the pedagogical rather than the technological benefits of using technology as part of teaching English, this workshop will enhance teachers' professional development and ensure that with the help of ICT activities. their learners become more proficient users of English.



**Pauline Ernest** is a language teacher, teacher trainer and a writer of course materials. She has worked in primary, secondary and tertiary institutions throughout Europe, America and Asia, and was Director of the Language Program and coordinator of English language courses at the Centre for Modern Languages at the Open University of Catalunya, in Barcelona, Spain. Her research interests include language acquisition through literature, computer supported collaborative work and the development of training programs for language teachers in the use of ICT in the classroom. Since 2008 she has been a member of an Institutional which has developed three projects for language professionals, supported by the European Centre for Modern Languages ([www.ecml.at](http://www.ecml.at)). These projects involve research and dissemination of professional development programs. Which integrate

the use of technology in the teaching and learning of languages. She is currently coordinator of the project: ICT-REV: Use of ICT in support of language teaching and learning.



**Joseph Hopkins** is a language teacher/teacher trainer and is the Director of the Centre for Modern Languages at the Universitat Oberta de Catalunya. His research interests include web-based language teaching and learning, language teaching management, mobile-assisted language learning, ICT training for language teachers, and computer-mediated communication. He is currently a co-coordinator of the ICT-REV project, financed by the European Centre for Modern Languages.



### **Moderator**

**Lubna Mohyuddin** is a veteran educator. She has been associated with the field of education for the past 25 years and is actively involved in organizing and conducting INSET training. She was SPELT Conference Coordinator, Karachi 2013-16.



**Time:** 4:10pm to 5:40pm

## **Teaching Academic Speaking and Writing Using Communication Centre Support Methods**

Communication Centers at many institutions around the globe serve as auxiliary services to support the success of matriculated students of all levels entering institutions of higher education. They often focus on Writing and/or Speaking without necessarily understanding that enhanced communication skills in general should be the aim that we seek for academic and future professional success. TESOL has long concentrated on compartmentalized skills in classroom or IEP settings without considering the importance of language learning (communication skill-building) from the perspective of a consultant working to enhance skills from a more individualized approach. Institutions of higher education have to some extent realized that such support units are important to the success and mental health of their students especially during the current COVID pandemic. At the Georgia Institute of Technology, the Communication Center has adopted a writing consultation system that aims to help students with varying interests (especially in the STEM fields) at different levels of proficiency. In this workshop, participants will be introduced to strategies for setting up a Communication lab for their school by determining the needs of their students, using appropriate staff or peer consultants and adopting techniques used to support communication needs.

The workshop focuses primarily on student-facing techniques to address the specific requirements learners have for their projects, whether the skills required consist of spoken, written, or visual language or a combination of all three. Teachers will be provided with ways to enhance their classroom objectives by encouraging teacher-student and student consultant-student interactions around topics/projects common for English for both academic and special purposes based on learner needs. Materials will be provided that pinpoint particular communication issues that many international students face when working in environments such as US universities, companies or interactions in which the general public may be concerned. The intent is to leave the attendee with the following takeaways: 1) The logistics of setting up a communication lab within a classroom or institutional setting and 2) Using techniques to address the overall communication needs of a future or current ELL working in settings that may be foreign to them.



**Dr. Rob Griffin** is the ESL/ELL Specialist at the Georgia Institute of Technology where he is a faculty member in the School of Literature, Media and Communication. He is tasked with advising the Georgia Tech communication Center and the Writing and Communication Program to provide consultations and instruction to undergraduate and graduate students at TECH who require language support to succeed in their academic pursuits as BS, MS and Ph.D. candidates. Prior to his work at Tech, he was Professor of TESOL in the MA TESOL program at Oklahoma City University for 15 years. He has been a teacher educator and ELL instructor for over 20 years, having taught students at various levels and places around the globe. His research interests lie in the areas of L2 phonology and its implications for interlanguage pragmatics as well as second language writing development.



### **Moderator**

**Abbas Husain** is Director, Teachers' Development Centre and is a committed teacher educator since 1990. He has so far reached over 85000 teachers in every possible forum of teacher training in Pakistan. He is known as a passionate advocate of the intellectual authority of teachers in society and all his training sessions are marked by a commitment to the exploration of each participant's voice. He is one of the founder members of SPELT.

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Who Should Attend?	Date	Last Date for Enrollment		
Teachers of All Levels	November 14, 2020	October 31, 2020	Fee not Refundable	E-Certificate will be provided

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## For details and registration contact



speltheadoffice@gmail.com



spel.org.pk



+92-021-35313731 - 33-34



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