



36th SPELT

International Conference 2020 GOES VIRTUAL



36th SPELT

International Conference 2020



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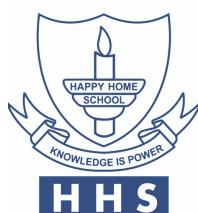




36th SPELT International Conference 2020

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* The bookshops will follow their respective timings.

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FOREWORD

Ladies and gentlemen,

As Salam o Alaikum and good afternoon

It is with great pleasure that I welcome all our honourable guests, eminent international and national speakers, distinguished partners and sponsors, conference participants, SPELT members, Working Committee members, office staff, and volunteers to the SPELT annual 36th International Conference. As you all know, the 36th SPELT International Conference is going to be a virtual event this year due to the Covid-19 pandemic.



It is, indeed, an honour for me to have been assigned the coordination of this International mega event for the diverse community of educators, teachers, and learners, from all corners of the world. The SPELT conference is a two-day event; however, few people realize that this two-day conference requires an entire year of planning and organization; in fact, it requires more than a year, because the dates and theme of the conference were discussed and shared at the 2019 SPELT conference. And, as always, it has not been the conference coordinator alone, or only the conference committee, but the entire Working Committee that has contributed, , to organise this conference.

The Society of Pakistan English Language Teachers (SPELT), as many of you are aware, is a professional body of English language teachers working voluntarily to enhance the teaching/ learning standards of English in Pakistan. However , we are lucky to have colleagues in different parts of the world, who always support us and are willing to share their knowledge and expertise with us by presenting at our annual conferences, both physically and virtually.

Those of you who have been attending our annual conference on a regular basis are aware that overseas presenters have been a constant part of SPELT conferences for the past 35 years; and same is the case this year. We have presenters from Australia, Malaysia, Canada, the UK and the USA. The investment of their time and dedication shows their commitment to the cause of English Language teaching and teacher education not only in Pakistan but also across the world.

Now, let me bring you to the theme of this year's conference: "ELT in the 21st Century: Meeting Challenges, Exploring Opportunities". The conference this year focuses, in particular, on how the challenges in ELT has have affected us today; the presenters offer varied pedagogical while also positioning teachers as the most significant contributors and change makers for student success. How have we been able to bring all this to you? The biggest challenge for us this year was a new digital format of the conference . Here, I must acknowledge the Technical Support generously provided to us by Happy Home School; it is because of their assistance that SPELT has been able to bring this academically enriched two-day conference to the teaching community today which we hope will provide ample learning and networking opportunities to the participants.

As you know, plenty of other resources are also required for the planning and execution of an International Conference for over a thousand participants. We are grateful to the Oxford University Press, one of the leading Publishers in Pakistan, for their generous support in conducting the conference and the four Post-conference Institutes to be held on 14 November 2020 . I would also like to extend my profound gratitude to IATEFL and TESOL; our media partners: Parhao Sabaq, and the Sindh Police FM 88.6; Pakistan Academic Consortium

and SPECTRUM and our Learning Partners : Iqra University, The School of Writing, Teacher Development Centre, The Hub School , Government Elementary College of Education, Hussainabad, Nasra Public School , Dawood Public School and Society of International Education. Their selfless support has enormously helped to make this event possible.

It would be remiss of me not to mention and thank everyone in the working committee and of course the office staff, Sadia, Ammad, and Shams, who solidly stood by my side and worked equally hard to make this day possible.

We hope you will find this conference an enlightening and enjoyable experience.

Sonia Kazim
Conference Coordinator 2020-2021

General Information

Welcome

Welcome to the 36th SPELT International Conference!

This Annual Conference is one of the largest of its kind in the region, where we bring together ELT Professionals from around the globe to network, learn and share with ELT practitioners across Pakistan. **However, due to the Covid-19, the 36th SPELT International Conference will be a virtual event this year.**

With a panel discussion, a keynote address, and 9 plenary speakers, this is sure to be another exciting conference!

Conference Considerations

1. Zoom will be used as a virtual platform for 36th SPELT International Conference 2020.
2. The Zoom link will be shared with conference participants prior to the Conference.
3. Enter into the room with your own name (mentioned in the registration form) on the display screen.
4. Adjust the volume of the speakers in your device prior to the session.
5. Keep yourself muted during the session.
6. Drop your questions and queries in the chat box.
7. Make sure you are using an uninterrupted internet service.
8. Keep munchies and water bottle near you so you don't miss out any part of the conference / session.

Messages

Announcements will be made frequently if there is any change in program.

ELT Resources Exhibition

The ELT resources exhibition/ Book Display / Promotional videos will be displayed by our esteemed sponsors after each session showing the latest published materials, teaching resources, etc.

Session timings

The Conference is offering a Panel Discussion and a Keynote Address of one hour each on Day 1 of the conference with a brief inaugural ceremony. However, on Day 2, there are 9 plenary sessions of 40 minutes each, with a closing session of 1 hour 30 minutes.

Certificate of Attendance

The conference participants will receive an e-Conference certificate of attendance which will be sent to their email address.

Exciting Prizes through Raffle Draw

Become a SPELT member and win exciting prizes. *(This offer is valid from 3:00pm Saturday November 7 to 4:00pm, Sunday November 8)* Membership form and payment information is available on the SPELT [website: spelt.org.pk](http://spelt.org.pk)

Conference attendees can win exciting prizes through a raffle draw in the closing ceremony on November 8, 2020. You need to be present to claim your prize.

Conference Credits

Sonia Kazim

Conference Coordinator 2020 - 21

Conference Sub-Committee 2019-20

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Gul Jaffri

Lubna Panjwani

Maliha Ahmed

Advisory Committee

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Mohsin Tejani

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Prof. Zakia Sarwar

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National and International Coordinaton Committee

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Dr. Maliha Ahmed

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Prof. Zakia Sarwar

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International Association of Teachers of English as a Foreign Language

Linking, developing and supporting English Language Teaching professionals worldwide

Dear SPELT Colleagues,

Greetings from the UK and peace be unto you all. On behalf of the International Association of Teachers of English as a Foreign Language (IATEFL), I would like to extend very warm well wishes to you all as you come together, virtually, for another enriching annual conference where, I am sure, you will be showcasing the best in the ELT business in your country and beyond.



This year is, no doubt the most unusual year of our generation owing to the impact of the COVID-19 pandemic on all levels of human endeavour. Because of the pandemic, millions of children and young people have been deprived of education but the pandemic has also showcased the resilience and creativity of teachers and educational systems. Beyond individual teacher efforts, teacher associations across the globe have stepped up to support teacher development during these difficult times, sharing ideas about how best to navigate quality education in times of crisis.

The theme of your 36th Annual Conference, "ELT in the 21st Century: Meeting Challenges, Exploring Opportunities" is no doubt timely. It is both a recognition of the issues we have to deal with during and beyond the current crisis; it is also a celebration of our ability to transform the daily challenges we face into opportunities by drawing from our collective wisdom, resilience and creativity. SPELT has for long been more than a national association; you are an example of international collaboration and there is no doubt in my mind that this year's conference, like many in the past, will provide participants with the pool of knowledge and skills, necessary for navigating ELT in the (post) pandemic era.

It is now 30 years, since SPELT became an Associate of IATEFL and the contribution of your members to global language education through IATEFL's different platforms has been enormous. At a personal level, I have benefited professionally from working with a number of your members and have, over the years, gained myself two Pakistani 'Big Sisters' (Zakia and Fauzia) to whom I can never be more grateful. On behalf of IATEFL, I would like to commend you all for your professionalism and commitment to fulfilling IATEFL's mission of linking, developing and supporting English Language Teaching professionals not only in your country but also globally.

I wish you all a rewarding 36th virtual annual conference and I look forward to interacting with you during the conference.

Harry Kuchah Kuchah

President, IATEFL

Dear colleagues

On behalf of TESOL International Association, I am pleased to welcome you to the 36th SPELT International Virtual Conference 2020. Although the format for this conference differs from the typical one, I am sure the outcome will be the same—the promotion of scholarship and professional learning among English language educators in Pakistan. As participants, you will have the opportunity to interact with distinguished speakers through keynote speeches, panels, and workshops. You will gain practical, research-based ideas and strategies to improve your work in English language teaching.

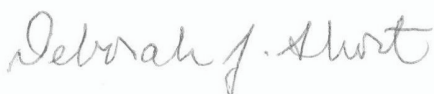


The theme for your event is perfect for the current times, “ELT in the 21st Century: Meeting Challenges, Exploring Opportunities.” Your teachers and administrators have already met many challenges this year successfully, which is a testament to your resilience and dedication to the field and to your learners. We know that we have to plan and deliver lessons for the future, and those involve best practices for distance learning, content-based topics within English language teaching, valid, online assessments, and more. I’m sure you will find many sessions of interest here at the 2020 SPELT Conference.

TESOL International Association and SPELT have a longstanding, mutually supportive relationship. Both organizations are committed to providing continuous professional development through conferences and other events. TESOL held its first-ever virtual convention this past July. I learned that it takes considerable hard work on the part of the conference organizers as well as technical skills to make the operation run smoothly. I congratulate you on your preparation. I’m sure your virtual conference will be engaging and inspiring for all.

Let’s keep our connections strong. I invite you to become an active member of TESOL International Association and join several of our interest sections and professional learning networks so we can continue to learn from one another and become better language teachers as a result.

Best wishes for a wonderful and productive event,



Deborah J. Short, Ph.D.

President, TESOL International Association (2020-21)

Conference Highlights

Day 1

November 7, 2020

3:30pm to 4:30 pm	Inaugural Session Tilawat National Anthem Welcome Address: Dr Fauzia Shamim, Programme Coordinator Conference Highlights: Sonia Kazim, Conference Coordinator Address by Lead Sponsors & Friends of SPELT
4:40 pm to 5:40 pm	Panel Discussion Topic : <i>Unlocking the Potential of the ELT Practitioners Amidst Covid'19</i> Panelists: Liz England, Ganga Gautam, Humaira Irfan, Umar Farooq, Bushra A. Khurram Moderator: Prof. Zakia Sarwar
5:50 pm to 6:50 pm	Keynote Address Professor Donald Freeman , USA Topic: <i>A framework for 'what works' in language classroom activities</i>

Click here if you want to know the timing of the sessions in
your time zone

<https://www.thetimezoneconverter.com/>

Conference Highlights

Day 2

November 8, 2020

9:00 am to 9:40 am	Plenary Session1: Anne Burns , Australia <i>ELT 21st Century Challenges and Opportunities: Why teachers are the heart of the matter</i>
9:50am to 10:30 am	Plenary Session2: Tariq Rehman ,Pakistan <i>Pakistani English Revisited</i>
10:40am to 11:20am	Plenary Session 3: Tamas Kiss , Malaysia <i>Technology in language teaching: A way forward?</i>
11:30am to 12:10 pm	Plenary Session 4: Harry Kuchah , UK <i>Building opportunities for language learning and teaching through a pedagogy of partnership</i>
12:20 pm to 1:00 pm	Plenary Session 5: Ken Wilson , UK <i>Seven Quotations to Make You Think</i>
1:10pm to 1:50pm	Plenary Session 6: Arfa Syeda Zehra , Pakistan Language: Challenge to Cultural Sensitivity
2:00 pm to 2:40 pm	Plenary Session 7: Mike Solly , UK Back to the Future of English (and beyond)
2:50 pm to 3:30pm	Plenary Session 8: Abbas Husain , Pakistan Why the "New Normal" cannot be the "Old Normal"
3:40 pm to 4:20pm	Plenary Session 9: Richard Gorham , USA Building Bridges For Peace: Collaboration Across International Boundaries
4:30pm to 6:00pm	Closing Session

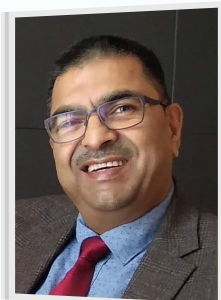
Panel Discussion

Unlocking the potential of ELT practitioners amidst Covid'19

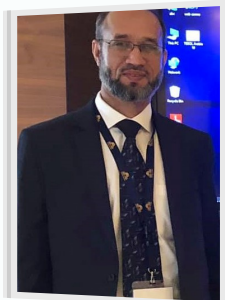
The recent pandemic, Covid'19, has created a global catastrophe and chaos. The shock resulting from the dread disease has created a sense of despair as it has affected all aspects of human life. The disruption is of major significance in education. Institutions all over the world had to be closed to save human lives creating significant confusion the world over. Students were prevented from completing the academic curricular while schools struggled to come up with alternative schooling plans. The youngest suffered the most, as they thrive in face -to-face learning opportunities. Parents struggled to balance jobs and homeschooling. However, the ingenuity of educators found opportunities in adversity. Educators came up with a plethora of solutions to meet the crisis. The virtual world became the real world and the 'new normal'. ELT practitioners, too did not hesitate to apply creativity and enter the virtual world. Some did so willingly and excitedly others joined in reluctantly and progressed phenomenally. They came up with new ideas and strategies about how to teach and how to engage learners in an online class, how to design online activities and above all, how to assess students' performance. The new normal has opened up exciting new avenues in professional development for educators around the world. The focus of this panel discussion will feature experts from around the world who will share their experiences, and ideas with the participants.



*With a career in university-based graduate language teacher education, **Liz England** has taught, published, and provided both professional and community service leadership in the United States, where she is based, and worldwide in over 40 countries on various professional projects. Her books, articles, presentations and projects have created opportunities for her to grow and learn. Most recently, she has published *TESOL Career Path Development, Creating Professional Success* (2019, Routledge).*

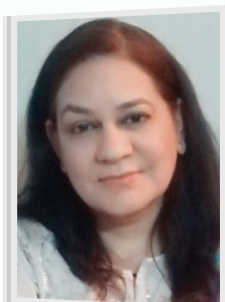


Dr. Ganga Gautam the Director of Open and Distance Education Center (ODEC) at Tribhuvan University (TU), founding member of Nepal English Language Teachers' Association (NELTA) and Teacher Educators' Society Nepal (TESON) – has been actively engaged in responding to COVID-19 by switching the TU's educational programs online. Dr. Gautam has also facilitated a number of online professional development sessions for English language teachers of all levels of education during COVID-19 in Nepal and beyond. Teacher education, girls' education, professional networking and international collaboration are his key areas of professional space.



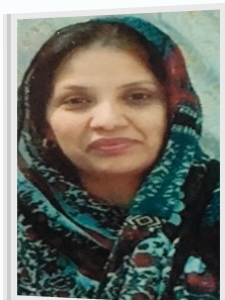
Dr. Umar Farooq is a PhD in Applied Linguistics with specialization in CALL, teacher development and open & distance learning. He has 30 years teaching experience at university level in Pakistan and abroad. He has published three books and more than 40 articles in international and Pakistani research journals. He has been an active member of many organizations like Higher Education Commission Pakistan, National Committee on English Pakistan, Society of Pakistan English Language Teachers, TESOL Arabia, KSA Association of Language Teachers, etc. He has organized and presented at various ELT conferences in Pakistan and abroad. At Taif University, He, as head of the PD Unit, introduced and supervised MA TESOL program, professional development

activities (online and onsite) in collaboration with international publishers/organizations, quality assurance, etc. At Allama Iqbal Open University, He, as HoD, initiated several academic and professional activities including revision of courses, course outlines for MS and PhD programs, professional development activities in collaboration with RELO USA, launching of an ELT journal, online/onsite English language courses, etc.



Dr Humaira Irfan is an Assistant Professor at University of Education, Lahore. She pursued MA in ELT and PhD in Sociolinguistics from University of Glasgow, UK on Higher Education Commission (HEC) foreign scholarship. She has published a number of research papers and two books. The titles of her books are 'Testing Creative Writing in Pakistan' and 'The Policy and Practice of English Medium of Instruction (EMI) in Pakistani Universities'. She is a teacher trainer and has been a resource person for many teacher training workshops. She was awarded visiting

scholar fellowship by University of Exeter in 2018. She has been an invited national speaker and chair at several international conferences. She has supervised and evaluated a large number of MPhil and PhD Applied Linguistics and TESOL theses. She has organized several research conferences, seminars and literary activities for the faculty and students.



Dr. Bushra Ahmed-Khurram obtained her PhD in English Language Teaching and Applied Linguistics from the Centre of Applied Linguistics, University of Warwick, United Kingdom. She teaches applied linguistics in the Department of English at University of Karachi, Pakistan. She 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, in Pakistan 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. Her research interests include metacognition, reading strategies, learner engagement and teaching and researching in large classes.

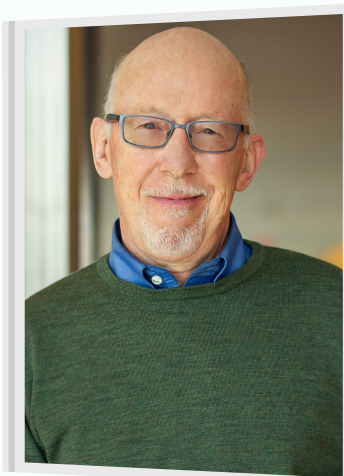
Keynote Speaker

Professor Donald Freeman

Professor of Education, School of Education, University of Michigan, USA

A Framework for 'What Works' in Language Classroom Activities

This talk examines a group of key principles to better understand the idea of 'what works' in classroom teaching. The principles are based in research on how people become engaged and motivated in the activities they do. They are derived from game theory and what makes playing games engaging. Together these principles offer a straightforward framework or how classroom activities engage (or don't engage) students, a sort of 'grammar' of the classroom activities we do. The framework can help teachers in planning, implementing, and analyzing classroom activities. This topic is meant for new and experienced teachers.



Donald Freeman is Professor of Education, School of Education, University of Michigan USA, where his work focuses on designing and documenting professional development programs and opportunities that are equitable and accessible to teachers across diverse teaching circumstances and contexts. His research focusses on teacher learning in the contexts of organizational and systemic reform, and its influences on student learning. He examines the development and use of teacher knowledge, particularly in the interrelationship between teacher learning and systemic change and the influences of teacher education on student learning. Methodologically, he studies the place of language as data in these learning processes, and how it can be used to trace influences across the interrelated domains of teacher education, classroom practices, and student learning.

Dr. Freeman directs the Learning4Teaching Project, a series of national research studies of public-sector teachers' experiences in professional development conducted in Chile, Turkey, and Qatar. He is Senior Advisor for ELTeach (National Geographic Learning), a coursework-assessment project that provides on-line professional development to public-sector English language teachers. At Michigan, he teaches graduate courses in foundations of educational reform, qualitative and design-based research methods, teacher-research, and research on teacher education. His publications have appeared in diverse journals including *Language Teaching Research*, the *TESOL Quarterly*, the *Modern Language Journal*, *Teaching and Teacher Education*, *Harvard Educational Review*, and the *Review of Research in Education*, among others. He is author of five books including most recently *Educating Second Language Teachers: The Same Things Done Differently* (Oxford University Press, 2016). Dr. Freeman is a past president of TESOL, past chair of the International Research Foundation for English Language Education (TIRF) and member of the International Advisory Council for the University of Cambridge ESOL Examinations (formerly UCLES). He has his doctorate from Harvard University.

Plenary Speakers

Professor Anne Burns

Honorary Professor, The School of Education University of New South Wales
Sydney, Australia

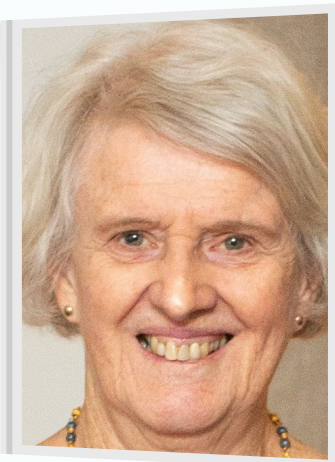
ELT 21st Century Challenges and Opportunities: Why Teachers are the Heart of the Matter

Over recent decades, English language teaching has become more and more complex and challenging, with changing perceptions of what counts as effective curriculum content and language teaching pedagogy, including the use of new technologies. However, whatever the challenges, it is what the teacher knows, does, and cares about that provides the opportunities and affordances for student learning. For me, the TEACHER is the heart of the matter and a good language teacher must also be prepared to be a good learner. Learning about teaching is not something that happens just at the very early stages of becoming a teacher. Teacher learning is a career-long process that requires developing different types of knowledge.

In this talk I will reflect on these questions: What is it that a language teacher must come to know in order to be a competent professional who can meet new challenges? What different kinds of knowledge support a teacher in continuing to learn about their work over time? I will use a framework that considers three different types of knowledge (following Cochrane-Smith, & Lytle, 1999): Knowledge for practice; knowledge in practice; and knowledge of practice. For each of these different types of knowledge, I will illustrate the professional roles and identities that may emerge for us as language teacher learners who are prepared to meet new challenges and opportunities.

Reference

Cochrane-Smith, M. & Lytle, S. (1999). *Relationships of knowledge and practice: Teacher learning in communities*. *Review of Research in Education*, (24), 249-305.



Professor Anne Burns was Professor of TESOL, and now holds an Honorary Professorship, at the School of Education at the University of New South Wales, Sydney. She is also a Professor Emerita at Aston University, UK and Honorary Professor at the University of Sydney and The Education University, Hong Kong. She has had Visiting Professorships at the University of Stockholm, Sweden, Thammasat University, Thailand, the Hong Kong Institute of Language Education, UNITEC New Zealand, Soka University and Kanda University of International Studies, Japan.

She has published extensively on language teacher education and the teaching of speaking, and is particularly well known for her work on action research. Her books *Collaborative action research for English Language Teachers* (CUP, 1999) and *Doing Action Research for English Language Teaching: A Guide for Practitioners* (Routledge, 2010) have been widely used i

in language teaching education programs internationally. She is also an Academic Adviser to the flagship *Applied Linguistics Series*, published by Oxford University Press, and is a Series Editor for the *Research and Resources Series* published by Routledge. In 2017, she was recognised by TESOL International as one of the '50@50' who have made an outstanding contribution to ELT. In 2019, she was listed on Wikipedia: ([https://en.wikipedia.org/wiki/Anne_Burns_\(linguist\)](https://en.wikipedia.org/wiki/Anne_Burns_(linguist)))

Dr. Tariq Rehman

HEC, Distinguished National Professor & Dean School of Liberal Arts and
Social Sciences & Social Sciences / Education,
Beaconhouse. National University, Pakistan

Pakistani English Revisited

The term Pakistani English (PE) was coined by Robert Baumgardner in his publications on the Pakistani variety of English in 1987. Later, the first detailed linguistic description of it was provided by Tariq Rahman in his monograph entitled *Pakistani English: The Linguistic Description of a Non-Native Variety of English* (Islamabad: National Institute of Pakistan Studies, Quaid-e-Azam University, 1990). Later a number of other researchers have added to this pioneering work. The purpose of this interactive session with teachers of English is to find out what their view of PE is nowadays that such kind of research has had time to be disseminated widely. The session will start off with some basic facts about PE as established in early research. Then it will go on to mention recent changes in the vocabulary of PE. The rest of the session will be interactive with the teachers discussing how they see PE, whether they allow it in class and, if so, what features they allow and what they do not. In the end there will be a conclusion based both on the views of the participants and the views of the resource person.

Key words: PE, Non-Native Englishes, English Language Teaching (ELT), Varieties of English.



Tariq Rahman got his first doctorate in English literature from the University of Sheffield in 1985. In 2014 he was given a higher doctorate, a D.Litt, by the same university on examination of his published work: *Language and Politics in Pakistan* (1996); *Language, Ideology and Power: language-learning among the Muslims of Pakistan and North India* (2002) and *From Hindi to Urdu: a Social and Political History* (2011) as well as articles in scholarly journals and contributions to encyclopedias and edited books. He was the first Pakistani to be honoured by one of Germany's highest awards for academic research called the Humboldt Research Award. The President of Pakistan conferred upon him the Pride of Performance in 2004 and the Sitara-i-Imtiaz in 2013. The Higher Education Commission of Pakistan has given him the lifetime achievement

award as well as awards for writing *Names* the ('best book' award 2018) and the 'best journal article' of the year.

His latest book *Interpretations of Jihad in South Asia* (De Gruyter 2018 and OUP 2019) was adjudged the best book of the year and given the Habib Metro Bank award in the Karachi Literary Festival 2020. The Pakistan Academy of Letters has also given him the Pitras Bukhari Award and the National Book Foundation gave an award to one of his books. He is a Member of the Common Room at Wolfson College, University of Oxford and was the first incumbent of the Pakistan Chair at the University of California, Berkeley as well as a research fellow at the University of Heidelberg. He is a Distinguished National Professor in Pakistan and is noted for his academic interest in a number of subjects: linguistic history, sociolinguistics and recently, intellectual history and Islamic studies.

Dr. Tamas Kiss

Associate Professor, Sunway University Centre for English Language Studies, Malaysia
Honorary Associate Professor Xi'an Jiaotong-Liverpool
University Department of English, China

Technology in Language Teaching: A Way Forward?

This talk explores the use of technology during and after the COVID-19 pandemic and discusses its implications in the language classroom. It will try to explore whether technology is a possible alternative to teachers and face-to-face teaching in the future. Are we replaceable by applications, software, Web 2.0, cloud computing, hand-held devices? Is there hope for us to survive the technological maelstrom which seems to engulf teachers and threaten our existence? I will systematically discuss these important questions by focusing on three key issues: a) the nature of human communication, b) engagement and learning, and finally c) literacy in the 21st century.

I will make a case for new technologies in order not to replace teachers, but to develop new language skills (viewing and representing) changes in literacy practices. I strongly believe that language learners need to acquire critical reading/viewing skills in the era of 'fake news' and have to learn the skills to produce multimodal texts if they want to be active, empowered members of society. Yet, I will emphasize the importance of human interaction in shared space and time, over conversations mediated through technology and/or with Artificial Intelligence (AI). After all, human language is socially acquired – opposed to other forms of language – and it is a feature that makes us who we are. Therefore, language teachers should consider themselves more than transmitters of linguistic information; we are, in fact, ambassadors of human communication.



Dr. Tamas Kiss holds a PhD in Linguistics from the University of Warsaw (Poland), a Master's Degree from the University of Exeter / College of St Mark and St John (UK), and a BEd in English Language Teaching from Kossuth Lajos University (Hungary). He has been involved with language teacher education programmes in Europe, the Middle East, South Asia, Latin America and South East Asia as a researcher, educator, and consultant. He delivered one-off talks and directed two-week intensive workshops in more than 20 countries including Romania, Lithuania, Pakistan, Iraq, Hong Kong, Singapore, the Philippines, Malaysia, Germany, Mexico, etc. by invitation of universities, language teacher organizations, cultural institutions, such as the British Council, or international publishing houses.

His main research interests include language pedagogy, language teacher education, intercultural communication, the link between complex dynamic

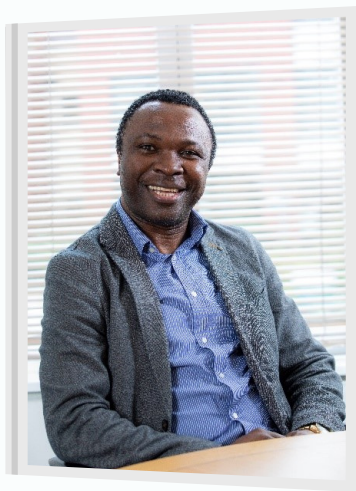
systems and education, the role of culture in language teaching materials, and creativity. One of his latest projects resulted in a book co-authored with Alan Maley and published by Palgrave Macmillan in 2018 with the title 'Creativity and English language teaching: From inspiration to implementation'. Tamas is also a trained photographer and an avid cyclist.

Dr. Harry Kuchah

Lecturer Language Education University of Leeds President International
Association of Teachers of English as a Foreign Language (IATEFL)
British Higher Education Academy, UK

Building Opportunities for Language Learning and Teaching Through a Pedagogy of Partnership

The hegemony of 'Centre' generated ELT pedagogic practices has increasingly come under scrutiny recently, owing to the growing understanding of the influence of contextual factors on language teaching and learning. Classroom realities continue to suggest that even the 'best' methods are often challenged by lack of student engagement and motivation. How do we make English language learning relevant to our students and consistent with the cultural realities of their learning environment? In this presentation, I show how adopting a pedagogy based on partnerships which take account of learner and teacher agency can provide contextually appropriate solutions to local challenges. Then I suggest that collaborative teacher inquiry, involving students in both the generation of content and the design of learning activities, provides us with opportunities to enrich our and our students' understanding of the world we are called to navigate through English language.



***Dr Harry Kuchah** is a Fellow of the British Higher Education Academy and Lecturer in Language Education at the University of Leeds, UK, where he also serves as Leader of the MA TESOL, Young Learners programme. He has also been involved in a range of teacher education and materials development initiatives in sub-Saharan Africa, South East Asia and Europe. More recently, he has served as a Consultant with the Council of Europe in Albania, with Windle Trust International and ELT Consultants in South Sudan and with the British Council in Cote d'Ivoire, Guinea and Afghanistan where he has set up English language teacher communities. In 2016 Harry was recognised by TESOL International Association as one of '30 upcoming leaders' in ELT globally. He is currently President of the International Association of Teachers of English as a Foreign Language (IATEFL) and member of the British Council*

English Language Advisory Group. His research interests include Teaching English to Young Learners, English Medium Education, Language teacher education and continuous professional development as well as Language education in challenging contexts and he has published extensively in these areas. He has co-edited (with Fauzia Shamim), of International Perspectives on Teaching English in Difficult Circumstances (Palgrave Macmillan) and of a forthcoming book (with Annamaria Pinter) Ethical and methodological issues in researching young language learners in school contexts (Multilingual Matters).

Ken Wilson

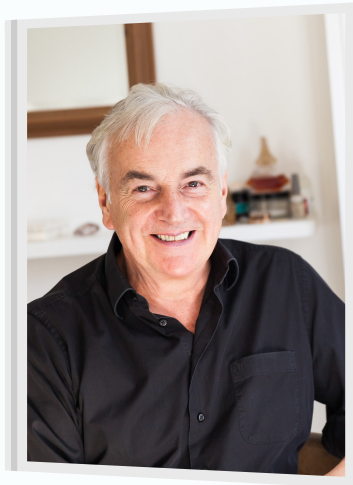
English Language Teacher, Former Artistic Director of the
English Teaching Theatre Novelist/Short Story Writer, UK

Seven Quotations to Make You Think

We teachers often use the words of wise folk to support our ideas and opinions, usually from within the world of education. I find it useful to go outside our specialised world for words of wisdom that can genuinely make us all think about how we teach. When you reflect on quotations like these, they often prove to have more meaning that you originally thought.

For example: Albert Einstein once said 'Imagination is more important than knowledge'. This made me think about the fact that students all know where they are in the class 'pecking order' – she's better than me, he's not as good as me. This pecking order is based on the ability to deal with the teacher's presentation style and the practice material in the book. For me, Einstein's quote means that if you bring student imagination and creativity into the equation, this knowledge-based pecking order stops being so dominant.

This is one of the seven examples that I will use in my talk, all with the aim of making you reassess your teaching methods.



Ken Wilson has been involved in English language teaching for more than fifty years. He started teaching in Seville, Spain in 1968, and then moved to International House London, where he worked as a teacher and trainer for more than ten years, before becoming a freelance trainer and writer.

He has written more than thirty ELT titles. His first ELT publication was a collection of teaching songs called *Mister Monday*, published by Pearson/Longman when Ken was 23, making him the youngest-ever published ELT author. Since then, he has written and recorded more than 250 ELT songs, comprising five albums of original material, plus songs for course books written by other authors.

He has also written more than a hundred ELT radio and television programs, mainly for BBC English, including fifty radio scripts for the *Follow Me* series, thirty *Look Ahead* TV scripts and a series of plays called *Drama First*.

Ken has done talks and workshops at ELT conferences in more than fifty countries. He has given plenary talks in most European countries, and also in Argentina, Bahrain, Bolivia, Brazil, China, Egypt, Iran, Kazakhstan, Mexico, Peru, Qatar, Japan, South Korea and the United Arab Emirates. For many years, Ken was artistic director of the English Teaching Theatre, a company which toured the world performing stage-shows for learners of English. The ETT made more than 250 tours to 55 countries in Europe, Latin America, Africa and Asia.

Dr. Arfa Syeda Zehra
Foreman Christian College
University, Lahore

Language: Challenge to Cultural Sensitivity

Language is a socio- cultural identity agent. In today's world the socio-cultural is sharpening the contours of individual and societal identities. Culture is a language in itself and equally important is that language is culturally sensitive. History has documented that through language mental ordering of the world has not been a hidden agenda for forced assimilation. Here starts the naughty role of intellectual comprehension of reality, so a language not being native, is alerted about reality of bringing the culture into context.

This means that the language is inherently challenged to take culture not as an academic narrative only but to immerse its teaching with every caution not to blur the lines of its domain. It sounds benign but it is not. Very sweetly, culture and society get divided because of language. This is the challenge in an environ of arrogance versus defiance. Language has a serious responsibility to accept the challenge of sensitizing the language and culture both. If a language works as power paradigm negating cultural acceptability it is minimizing the chance of a pleasant acceptance.



An eminent professional, public intellectual, educationist, culture expert, gender specialist, human rights activist and social nationalist, Dr. Arfa Sayeda Zehra has gained a prominent position in society due to her exemplary work in these areas. Her achievements are attributed to her skills to articulate her intellect powered by her conviction, dedication and leadership quality for education, culture and human rights, especially for women. Educated in Pakistan and US in Urdu and History, she takes pride in being a humble student of life and has a sense of honor in her roots that lie in the great tradition and glorious history of the sub-continent. Among her many achievements, her role as chairperson NCSW, her contribution to promotion of the arts, especially literature, and opening the minds of students to the possibilities of life remain most cherished to her.

She has many national and international awards. She was honored to receive Distinguish Award from East West Center, Hawaii, USA. She is a recipient of Fatima Jinnah Award. She has the honor as a Fellow of National College of Arts, Lahore.

Mike Solly

Principal Consultant, Head Research & Insight/Language for Resilience
English for Education Systems, British Council, UK

Back to the Future of English (and beyond)

It is nearly 25 years since the late David Graddol wrote his seminal book, *The Future of English*, followed in 2006 by *English Next*, which built on the ideas of the first book. In *English Next*, the most cited book on the British Council's Teaching English website, Graddol boldly stated 14 "key trends" that predicted a course for the future of English over the next couple of decades. In my talk I will be looking at each of these predicted trends and giving an informed but personal take on how accurate (or otherwise) they have proved to be. Recent global events have reminded us that we should always expect the unexpected and that predictions for the future are beset with traps and unexpected turns. But to carry out our work as educators effectively we need to be both ready for the expected, and adaptable for the unexpected. At the end of my talk and using the backdrop of Graddol's predicted trends, and what we have learnt and continue to learn as the 21st century progresses, I will look at possible indications for the future of English teaching over the next decade.



Mike Solly has worked across many aspects of English Language teaching in his 30 years in the profession. This has included classroom teaching, teacher training, materials development and project management. As well as working in a range of countries for the British Council mainly in the Middle East and Eastern Europe. He has also worked as a Senior Lecturer in Education at the Open University where he was director of the award-winning TESSA programme in Sub-Saharan Africa, and led on the secondary intervention of the large-scale DFID funded English in Action programme in Bangladesh, publishing in the area of attitudes towards English and Language and Migration from South Asia. Mike is now based in London with the British Council, working in research areas with UK and overseas researchers and also leads on the developing area of Language for Resilience.

Abbas Husain

Director, Teachers Development Centre, Pakistan

Why the "New Normal" Cannot be the "Old Normal"

After a great deal of tugging and towing about Zoom and Google Meet and other platforms, school leaders are finally free to ask the real questions about learning. The how of delivering learning has transformed fully. True. But now the questions revolve around the why?

There was nothing normal about the OLD NORMAL. It was an unjust, oppressive scheme of teaching and learning which marginalized entire categories of children. The hollowness of the syllabus, the injustice of assessments, the rigidity of rules: all these were NOT normal and there is little reason for us to have any of it back...without a thorough exploration of the moral question: is this the best service we can offer to the children and the profession?

Abbas Husain will offer three international FRAMEWORKS OF CHANGE and see how we in Pakistan can select and apply them in our context.



Abbas Husain leads a team of teacher trainers and has so far reached over 85,000 teachers in schools of every variety in the country. He is an articulate advocate of the intellectual authority of teachers in society.

He received his education and professional training from the Universities of Karachi, Manchester, Pittsburgh, Toronto, Louisville and Chicago. Abbas Husain's received LIFETIME ACHIEVEMENT AWARD from MILLENNIUM INSTITUTE OF PROFESSIONAL DEVELOPMENT ISLAMABAD in February 2020.

Richard Gorham

Associate Director of Andover Bread Loaf, Director of the Bread Loaf International Peace Literacy Network, Phillips Academy and Middlebury College, USA

Building Bridges for Peace: Collaboration Across International Boundaries

What can happen when English Language teachers and their students intentionally communicate across international boundaries? Technologies of the 21st century have created opportunities for teachers and their students to work together in new and exciting ways. Drawing upon Andover Bread Loaf Peace Literacy Network's 25 years of experience with international collaboration, this presentation will explore some of the challenges and opportunities presented when teachers from different countries work together intentionally to build a more peaceful world.



Richard Gorham has taught secondary English at Lawrence High School in the United States for more than 25 years, serving as classroom teacher, department chair, and teacher leader. He is the Associate Director of Andover Bread Loaf and Director of the Bread Loaf International Peace Literacy Network, based at Phillips Academy and Middlebury College. He serves on the U.S. National Council of Teachers of English (NCTE) Committee Against Racism and Bias in the Teaching of English. He has conducted writing and teacher development workshops in seven different countries, presented at numerous conferences, including NCTE and SPELT, and is a long-time collaborator with The School of Writing in Karachi. He has been honored by the Lawrence History Center and the U.S. Department of Education for his work.



Post Conference Institutes Schedule November 14, 2020

1.5 Hour Webinars

10:00am to 11:30 am PAK Time	Scaffolding students into understanding cause & effect Brian Dare (Adelaide/Australia)
11:40am to 1:10 pm PAK Time	Promoting Metacognition of Reading Strategies in an ESL Class Bushra Ahmed Khurram (Karachi/Pakistan)
2:30pm to 4:00pm PAK Time	ICT-REV: Use of ICT in support of language teaching and learning Pauline Ernest - Joseph Hopkins (Barcelona/Spain)
4:10pm to 5:40pm PAK Time	Teaching Academic Speaking and Writing Using Communication Centre Support Methods Rob Griffin (Georgia/USA)

Registration Link

[https://docs.google.com/forms/d/1pUm6k--
VkPYkbyfDUD0J3ZdQEzm2LCi18UsDCJVCNA8/](https://docs.google.com/forms/d/1pUm6k--VkPYkbyfDUD0J3ZdQEzm2LCi18UsDCJVCNA8/)

Post Conference Institute (PCI # 1)

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 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 in 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 ways 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.) 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 Institution which has developed three projects for language professionals, supported by the European Centre for Modern Languages (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.

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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