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INNOVATIONS IN POLICY  
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## 37<sup>th</sup> SPELT International Conference 2021

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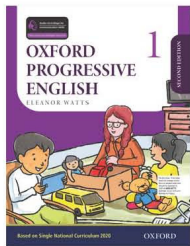
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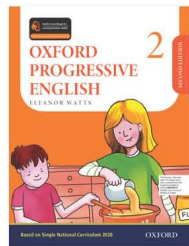
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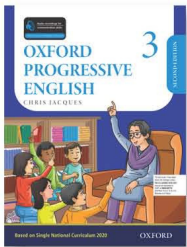
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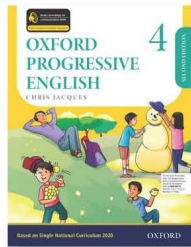
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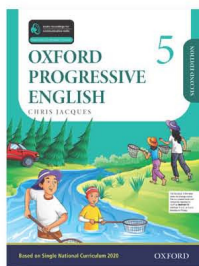
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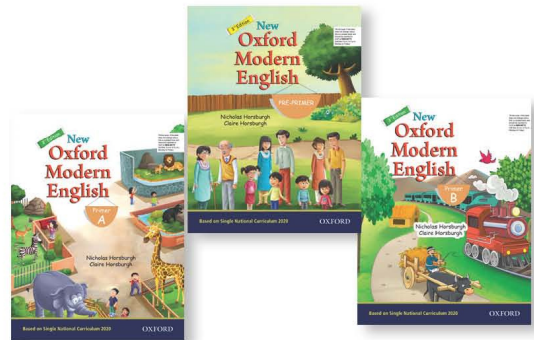


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# 37TH SPELT INTERNATIONAL CONFERENCE 2021

November 6 – 7, 2021

Lead Sponsor



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# TABLE OF CONTENTS

01

*Foreword*

02

*General  
Information*

03

*Conference  
Credits*

04

*Appreciation  
of Sponsors*

05

*Message from  
the President  
IATEFL*

06

*Message from  
the President  
TESOL*

7 - 9

*Conference  
Highlights*

11 - 12

*Panel  
Discussion*

13 - 21

*Keynote and  
Plenary Speakers*

22 - 23

*Panel  
Discussion*

24

*Teacher Story*

25 - 29

*Post Conference  
Institute*

***SP<sup>ELT</sup> Announcements***

# FOREWORD

Dear Conference Delegates,

On behalf of the SPELT Conference Professional Council, I am honoured to welcome you to the 37th SPELT International Conference. The SPELT Conference has been a unique event in Pakistan for teachers, teacher educators, researchers, academics, and materials developers. Over the years, the annual International Travelling Conference has been one of SPELT's prime initiatives to achieve its goals and objectives. However, due to the COVID-19, similar to last year's conference, the 37th SPELT International Conference is a virtual event this year too.



At this annual convention, we will closely examine the theme "Teaching English Effectively: Innovations in Policy, Practice, and Research". The 37th SPELT International Conference provides an opportunity for professionals in English Language Teaching to exchange ideas, put forward proposals relevant to this year's theme, and exchange views on teaching English effectively.

The 37th SPELT International Conference focuses in particular on how innovation in policy, practice and research assists in teaching of English effectively. The major aim is to keep teachers abreast of contemporary advances and innovations in the field and facilitate them to explore innovative methods for effective classroom practice.

SPELT is extremely pleased to have Dr Deborah Healy, Past President of TESOL International Association, as the keynote speaker this year. We are also delighted to have plenary speakers and panelists from Pakistan, UK, Australia, Qatar, Kazakhstan, Abu Dhabi, Japan, Bangladesh, Nepal, Korea, Canada, and Hawaii. In addition, this year the conference is showcasing two panel discussions with well-known national and international academics in the field including representatives of six teacher associations in the region and beyond. The SPELT conference this year also features 04 pre- and post-conference institutes by renowned national and international presenters. We are grateful to all our speakers and presenters for sharing their expertise with our conference participants.

We would like to acknowledge the contribution of our valued sponsors and friends: Oxford University Press, FM 88.6 and Parhao Sabaq as media partners, Spectrum WMLY&R, Getz Pharma, IATEFL, and TESOL. We are also extremely grateful for the unwavering support of our learning partners.

My deepest gratitude and appreciation to the keynote and plenary speakers, abstract reviewers, SPELT office staff, and our sponsors. Last, but not least, I would like to thank all respected guests and participants. SPELT Conference 2021 would not have been a success without you!

Happy Conferencing!

Sonia Kazim

Chair, Conference Professional Council 2021

# General Information

## Welcome to the 37th SPELT International Conference!

SPELT Annual Conference 2021 is one of the largest conferences 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 COVID-19, the 37th SPELT International Conference will be a virtual event this year too.

With a keynote address, 02 panel discussions, and 08 plenary speakers, and 'Teacher Stories' segment, this is sure to be another exciting conference!

## Conference Considerations

- Zoom will be used as a virtual platform for the 37th SPELT International Conference 2021.
- The Zoom link will be shared with conference participants a day prior to the Conference.
- **Please enter into the room with your own name (mentioned in the registration form) on the display screen, at least 15 minutes before the sessions start on each day.**
- Adjust the volume of the speakers in your device prior to the session.
- Keep yourself muted during the session.
- Post your questions and queries in the chat box.
- Make sure you are using an uninterrupted internet service.
- Keep munchies and water bottle near you, so you don't miss out any part of the conference/session.

## Announcements

Announcements will be made frequently, if there is any change in the 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

**Day 1:** 4.30 p.m. - 7.30 p.m. / **Day 2:** 9.00 a.m. - 6.30 p.m. (Pakistan Standard Time)

The conference includes a panel discussion and a keynote address of one hour each on Day 1 of the conference, with a brief inaugural ceremony. On Day 2, there are 8 plenary sessions of 30 minutes each, with a closing session of 1 hour 35 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 3:00 p.m. to 4:00 p.m. Saturday, November 6, 2021 and Sunday, November 7, 2021, 9:00 a.m. to 5:00 p.m.)** Membership form and payment information is available on the SPELT website: **spelt.org.pk**

Conference attendees can win exciting prizes through a raffle draw in the closing ceremony on November 7, 2021. You need to be present to claim your prize.

# Conference Credits

## Conference Professional Council

**Soniya Kazim**, *Chair, SPELT Conference Professional Council (CPC)*

**Dr. Maliha Ahmed**, *Associate Chair, National and International Coordination*

**Dr. Nasreen Husain**, *Associate Chair, Academics*

**Fasih Raza**, *Member*

**Mahmooda Asif**, *Associate Chair, Logistics*

**Sabahat Ansar**, *Member*

**Nausheen Ilyas**, *Member*

## Conference Professional Council

**Dr. Fauzia Shamim**, *Liaison Person Central Executive Committee*

## Teacher Stories

**Prof. Zakia Sarwar, Lubna Mohyuddin, Aisha Asif**

## Session Moderators

**Prof. Zakia Sarwar, Dr. Fauzia Shamim, Dr. Fatima Dar. Dr. Nasreen Husain, Dr. Bushra A. Khurram, Mahmooda Asif, Farheen Hasan, Gul Jaffri, Lubna Mohyuddin, Shumaila Omar**

## SPELT Outreach Professional Council

**Gul Jaffri**, *Outreach Professional Council*

**Ruxsana Arshad**, *Associate Chair, Membership*

**Yasmeen Farid**, *Associate Chair, PR*

**Shahnaz Khanani**, *Member*

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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 members,

On behalf of the International Association of Teachers of English as a Foreign Language (IATEFL) and the Board of Trustees it is my honor to bring you greetings and best wishes vis a vis your next conference.

The title you have chosen for your 2021 conference "Teaching English Effectively: Innovations in Policy, Practice and Research" is a most auspicious one, particularly in these times of steep change, with the need for rethinking how we offer effective language instruction to our students. I am certain that the stellar lineup of local and international speakers will provide your membership much valuable information and inspiration.



SPELT has been an associate of IATEFL for over 30 years. Such a commitment is outstanding and should be commended. Your service to English Language Teachers and their students in your country, and internationally through your unyielding contributions to IATEFL, has been fundamental to bring the best education possible to many language learners. For this, the profession thanks you.

At a personal level, let me wish you all the success in the upcoming conference. I will be looking forward to following it closely through social media and other channels. I would also like to take this opportunity to invite you all to join us in Belfast in May 2022 during the next IATEFL International Conference and Exhibition.

With my very best wishes,

Dr. Gabriel Díaz Maggioli  
President, IATEFL

Dear Colleagues in Pakistan:

On behalf of TESOL International Association, I am pleased to have the opportunity to welcome you to the 37th SPELT International Conference 2021. 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.



It is exciting that through a virtual format SPELT will be able to continue connecting English language teaching professionals all over the world! The theme for your event, “Teaching English Effectively: Innovation in Policy, Practice & Research” will lead to many rich and important conversations. As participants, you will also have opportunities to gain knowledge and interact with distinguished speakers that will inform and inspire your work in English language teaching. I applaud you for continuing your professional development and wish you a very successful conference!

Sincerely,

Gabriela Kleckova  
TESOL President, 2021-2022

## Inaugural Session and Welcome Address

4:30pm to 5:00pm

5:10pm to 6:10pm

## Panel Discussion(TAs)

5:10pm to 6:10pm

## Topic: Crossing Boundaries, Building Bridges: A Pandemic Opportunity!

**Panelists:** James Papple, Rubina Khan, Dawn Jin Lucovich, Madhu Neupane ,  
Kilryoung Lee, Aymen Elsheikh, Gabriel Diaz Maggioli

**Moderator:** Fauzia Shamim

6:20pm to 7:20pm

### Keynote Address

Deborah Healey, **USA**

Topic: **Telling Our Stories**

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 6, 2021

9:00 a.m. to 9:30 a.m.

#### Plenary Session: 1

Francisco Perlas Dumanig, **Hawaii**

Topic: ***Varieties of English as a Resource in Multilingual and Multicultural Communication***

9:40 a.m. to 10:10 a.m.

#### Plenary Session: 2

Obaid Hamid, **Australia**

Topic: ***Appraising Effectiveness and Innovations in ELT***

10:20 a.m. to 10:50 a.m.

#### Plenary Session: 3

Sara Hillman, **Qatar**

Topic: ***Re-conceptualizing English Language Teaching as Expanding Communicative Repertoires***

11:00 a.m. to 11:30 a.m.

#### Plenary Session: 4

Sarah Hopkyns, **UAE**

Topic: ***Context Specific Learning During the COVID 19 Pandemic: Toward Cultural and Linguistic Inclusion***

11:40 a.m. to 12:10 p.m.

#### Plenary Session: 5

Syed Abdul Manan, **Kazakhstan**

Topic: ***Beyond Methods: Reflections on Localizing ELT in Pakistan***

12:15 p.m. to 12:40 p.m.

***PROMO TIME***

12:40 p.m. to 01:40 p.m.

***LUNCH BREAK***

1:45 p.m. to 2:15 p.m.

**Kamila Dolejsi, UK**

**Plenary Session: 6**

Topic: *Digital Literacy in ESL Education*

2:25 p.m. to 2:55 p.m.

**Sharon McCulloch, UK**

**Plenary Session: 7**

Topic: *Innovation through Action Research*

3:05 p.m. to 3:35 p.m.

**Naeema Hann, UK**

**Plenary Session: 8**

Topic: *Effective Online Assessment*

## Panel Discussion

**3:45 p.m. to 4:45 p.m.**

### Topic: Turning Challenges into Opportunities in Difficult Times: An ELT Perspective

**Panelists:** Sajida Zaki, Abbas Hussain, Shumaila Memon, Liaquat Channa, Tayyaba Tamim

**Moderator:** Fatima Rehan Dar

## Closing Session

**Timings (PST)**

**Teacher Stories**

4:55 p.m. to 5:35 p.m.

**Closing Remarks**

5:35p.m. to 5:45 p.m.

**Open Mic**

5:45 p.m. to 6:15 p.m.

# Panel Discussion with Teacher Associations (TAs)

## Crossing Boundaries, Building Bridges: A Pandemic Opportunity!

**6 November 2021; 5:10pm to 6:10pm**

The aim of this panel discussion with teacher associations, in the region and beyond, is to build on the success stories of TAs work during the pandemic; additionally, this forum presents an opportunity to share and discuss possible professional development and research activities that can be undertaken collaboratively by the TAs in the post-Covid 'new normal'.

### **Details of the session are as follows:**

**One or more of the following questions will be addressed by each panelist in 5-7 minutes:**

1. What are some highlights (events, actions or others) of your association's work for teachers' continuous professional development during the pandemic?
2. How did these events/actions help to support teachers in regard to the continuity of students' learning, but also their own well-being during troubled times?
3. What are some future plans of your association to help support, both local teachers and those in the region/internationally, during post-Covid times?
4. What kinds of events/actions can be taken for this purpose in collaboration with other TAs?

**These presentations will be followed by a question-answer session.**

# Panelists



**Dr. Aymen Elsheikh, Qatar**

President, Africa ELTA  
Instructional Assistant Professor of English  
Director, STEAM Initiative  
Liberal Arts Program  
Texas A&M University at Qatar



**Dawn Jin Lucovich, Japan**

President JALT (Japan Association for Language Teaching)  
Assistant Professor  
University of Nagano, Japan



**Dr. Gabriel Díaz Maggioli, UK**

President IATEFL (International Association of Teachers of English as a Foreign Language), UK  
Academic Advisor, Center for the advancement of Higher Education, Institute of Education at Universidad ORT del Uruguay



**James Papple, Canada**

Chair of TESOL International Association's Affiliate Network and Professional Council, USA



**Kilryoung Lee, Korea**

President Asia TEFL  
Professor  
Hankuk University of Foreign Studies, Seoul

# Panelists



## **Madhu Neupane Bastola, Nepal**

Editor of NELTA Journal and Former Executive Member of NELTA  
Central Committee Lecturer, Tribhuvan University, Nepal  
Lecturer Department of English Education, Tribhuvan University,  
Nepal



## **Rubina Khan, Bangladesh**

President BELTA  
Professor, Department of English, University of Dhaka, Bangladesh

# Moderator



## **Fauzia Shamim, Pakistan**

Vice President, Society of Pakistan English Language Teachers  
(2021-2024).  
Professor and Dean, Faculty of Liberal Arts and Human Sciences,  
Ziauddin University, Karachi, Pakistan.

# Keynote Speaker



**Dr. Deborah Healey, USA**

President TESOL International 2019-20,  
University of Oregon

[dhealey@uoregon.edu](mailto:dhealey@uoregon.edu)

## Telling Our Stories

**6 November 2021; 6:20pm to 7:20pm**

Stories and storytelling are part of our lives. It is how we make sense of the world and share our ideas with others. Teachers often use stories in teaching reading and ask learners to create stories with pencil, pen, or digitally when teaching writing. In this session, teachers will be asked to reflect on the types of stories that are most meaningful to their students and themselves. We will then look at how we create stories with different narrative arcs. The past 18 months have provided a great deal of potential for storytelling, and examples will be drawn in part from this experience.

The session will also offer suggestions for ways to tell stories in digital form, including via mobile phone. The networked world has made sharing stories by learners and teachers easier. With an Internet connection, teachers can link their learners to international projects where they can share their work. This collaboration can contribute to greater awareness of language variety and of classroom contexts. Teachers also have more connections with other teachers as creators in the digital world.

Whether on paper or in digital form, sharing creative work motivates and empowers learners. Sharing stories about what we do motivates and empowers us as teachers as well.

***Dr. Deborah Healey** was the 2019-2020 President of the Board of Directors of TESOL International Association. She has taught online and face-to-face teacher training courses, primarily focusing on technology in education, as well as adult ESL and EFL. She is a contributor to two TESOL Technology Standards publications, the TESOL Encyclopedia of English Language Teaching and the Routledge Handbook of Language Learning and Technology. She has presented extensively internationally (Africa, Asia, Europe, Latin America, and North America). Her recent areas of research include gamification, equity and inclusion, and online teaching approaches. Her doctorate is in Computers in Education.*

# Plenary Speaker 1



**Francisco Perlas Dumanig, Hawaii**

Assistant Professor English Department

University of Hawaii

**fdumanig@hawaii.edu**

## Varieties of English as a Resource in Multilingual and Multicultural Communication

**7 November 2021; 9:00am to 9:30am**

The emergence of the varieties of English has resulted in several different perceptions of Englishes among speakers and learners of English in the outer and expanding circles. In many countries where English is used as a foreign language or second language, communication between foreigners and locals in English becomes challenging. However, it will be argued in this talk that the use of two or even more varieties of Englishes can be helpful to achieve better and successful communication. Using the Intercultural Communicative Competence (ICC) as its theoretical framework, this presentation will examine how the foreign or second-language speakers of English integrate the varieties of English as a resource in achieving their goals to communicate successfully with one another. The talk will also examine the verbal interactions between Filipinos who speak Philippine English variety, Malaysians who speak Malaysian English, and Omanis who speak the Middle Eastern variety of English. Twenty (20) conversations were recorded from a variety of domains of communication. The conversations were analyzed using Conversation Analysis (CA) as an analytical framework of the study. The findings of the study will help explain how the varieties of English are used as a medium towards better intercultural communication rather than looking at the varieties as barriers in intercultural communication.

**Dr. Francisco Perlas Dumanig** is an Assistant Professor of English at the University of Hawaii at Hilo, USA. He is a former Senior Lecturer at the Faculty of Languages and Linguistics, University of Malaya, and other universities in the Philippines, Malaysia, Middle East, and the USA. He has done research on Language and Identity of Economic Migrants, English Language Teaching and Learning (ENL, ESL, and EFL), Language Planning and Language Policy, and Southeast Asian Englishes. His current research focuses on Family Language Policy of Filipinos in Hawaii, Education and Language in the Philippines, and Caregiver's Interaction with Elderly Patients in Adult Residential Care Homes. He has published some of his works in peer-reviewed journals, such as Cambridge Language Teaching Journal, Journal of Multilingual and Multicultural Development, World Englishes, Multilingua, Language Policy, and International Journal of Bilingual Education and Bilingualism. His areas of expertise are teaching English as a second or foreign language, global Englishes, Southeast Asian Englishes, discourse analysis (language and identity), and language planning and language policy.

# Plenary Speaker 2



## Obaid ul Hamid

Senior Lecturer TESOL Education School of Education  
The University of Queensland

[m.hamid@uq.edu.au](mailto:m.hamid@uq.edu.au)

## Appraising Effectiveness and Innovations in ELT

**7 November 2021; 9:40am to 10:10am**

What does effective teaching of English or another language mean? How does teaching effectiveness relate to innovations in research, policy and pedagogy? This presentation will seek to address these critical questions which are extracted from the conference theme.

Both effectiveness and innovation are part of the core vocabulary of the English language teaching (ELT) field; however, both concepts are general and imprecise. Effectiveness of teaching or any pedagogical endeavor is an essential expectation, but defining or measuring effectiveness may not be an easy task. Evaluating effectiveness also invites epistemological challenges, as it asks such inevitable questions as effectiveness for whom, in what ways, and by whom and what means.

The idea of innovation is no less problematic, as it also raises similar conceptual and epistemological questions. Innovation is often assumed to be a precondition for effectiveness, but it may be possible to produce effective outcome even with non-innovative approaches. Therefore, questions related to the nature, extent and agent of innovations beg serious asking in the current context when/where both the demand for and the potential of innovations are high.

My discussion will draw on relevant conceptual, theoretical and empirical works from ELT and applied linguistics. Experiences and insights gathered from teaching and research in Asia and Australia will also serve as important resources for my talk. I will conclude by trying to map relationships between effectiveness and innovations with reference to policy, pedagogy and research in ELT.

***Obaid ul Hamid** is Senior Lecturer in TESOL education at the University of Queensland, Australia. A Bangladeshi, he was previously affiliated with the University of Dhaka. His research focuses on the policy and practice of TESOL education in developing societies. He has co-edited *Language planning for medium of instruction in Asia* (Routledge, 2014). He has published in a wide range of journals including *TESOL Quarterly*, *ELT Journal*, *Language Policy* and *World Englishes*. He is on the editorial board of *Current Issues in Language Planning*, *Discourse: Studies in the Cultural Politics in Education*, *English Teaching: Practice & Critique*, and *Journal of Asia TEFL**

# Plenary Speaker 3



**Sara Hillman**

Assistant Professor of English Liberal Arts Program  
Texas A&M University

[sara.hillman@qatar.tamu.edu](mailto:sara.hillman@qatar.tamu.edu)

## Reconceptualizing English language Teaching as Expanding Communicative Repertoires

**7 November 2021; 10:20am to 10:50am**

During the last decade, a multilingual shift has taken place in the TESOL field, moving away from monolingual pedagogies to plurilingual and translingual pedagogies. This shift in the field challenges the traditional monolingual framework of English language teaching such as English-only classroom policies and the native speakerism paradigm or a focus on one standard English, and it recognizes the multilingual nature of languages learners and language classrooms. While traditionally the field has encouraged teaching English in isolation of other languages that may be part of students' repertoires, the multilingual shift views students' ability to draw on multiple languages/cultures for effective communication as an asset rather than a deficit. In this talk, I will reflect on the monolingual biases in the field of English language teaching and how we can overcome them to implement approaches, which better support and empower multilingual students and teachers. In order to bridge the gap between theory and practice, I will share some specific examples of assignments I have transformed over time in my English language classrooms to better tap into my students' communicative repertoires. In doing so, I will reflect on how I saw my purpose shift from supporting students in improving their English language proficiency to supporting students in expanding their communicative repertoires.

**Sara Hillman** is an assistant professor of English in the Liberal Arts Program at Texas A&M University at Qatar where she teaches courses in foundation English, intercultural communication, and multicultural education. She received her Ph.D. from the Second Language Studies Program at Michigan State University, East Lansing, MI. Her research interests include language ideologies; language and identity; language policy; heritage language learners; and language and intercultural communication. Her recent work has appeared in the journals *System*, *Australian Review of Applied Linguistics*, *Multilingua*, *World Englishes*, and *English Teaching & Learning*.

# Plenary Speaker 4



**Sarah Hopkyns, Abu Dhabi**

Assistant Professor, College of Education Zayed  
University

[Sarah.hopkyns@zu.ac.ac](mailto:Sarah.hopkyns@zu.ac.ac)

## Context-specific Teaching and Learning During the COVID-19 Pandemic: Toward Cultural and Linguistic Inclusion

**7 November 2021; 11:00am to 11:30am**

The COVID-19 pandemic has impacted the world in previously inconceivable ways. The field of higher education is no exception. Since the onset of the crisis, almost all universities worldwide abruptly moved to Emergency Remote Teaching and Learning (ERT&L). Both students and teachers found themselves having to adapt to a new online classroom reality, which was accompanied by the pandemic's ongoing grey zone effects on health, family relationships, finances and well-being. While there has been a flood of talks and publications on online teaching tips, apps, and 'best practices' aimed at mainstream teaching contexts (Smith et al., 2021), little attention has been given to context-specific sociolinguistic and cultural challenges of ERT&L. Key cultural factors to consider include religious beliefs relating to modesty, home as a gendered space, noise considerations, financial constraints and concerns about privacy. Key linguistic factors which influence ERT&L include language struggles in English Medium Instruction (EMI) settings and fear of judgement from more able students, who have attended private EMI schools. In this talk, I use Crenshaw's (1989) seminal theory of intersectionality together with Goffman's (1989, 1991) theories of everyday interaction (front stage and backstage roles), stigma and relative deprivation to examine complexities found in learner identities in the pandemic period of ERT&L. I conclude the talk by providing practical ways in which online learning can be adapted to better suit the cultural and sociolinguistic realities of various settings. I argue that greater efforts need to be made toward inclusion of marginalized learners during the Covid-19 period.

**Sarah Hopkyns** is an Assistant Professor of Applied Linguistics in the College of Education at Zayed University, Abu Dhabi, United Arab Emirates. Her research interests include language, culture and identity in English Medium Instruction contexts, translanguaging practice, linguistic landscaping, and World Englishes. Her work has appeared in scholarly journals such as *Multilingua*, *Asian Englishes* and *World Englishes*. Sarah is the author of *The Impact of Global English on Cultural Identities in the United Arab Emirates: Wanted not Welcome* (2020) published by Routledge. She is currently co-editing a book entitled *Linguistic Identities in the Arabian Gulf: Waves of Change* (Routledge).



# Plenary Speaker 5

**Syed Abdul Manan, Kazakhstan**

Associate Professor, Nazarbayev University Nur-Sultan (Astana)

[syed.manan@nu.edu.kz](mailto:syed.manan@nu.edu.kz)

## Beyond Methods: Reflections on Localizing ELT in Pakistan

**7 November 2021; 11:40am to 12:10pm**

In this presentation, I draw on my English teaching and learning experiences, and use my research insights from multiple educational contexts to discuss that how relying uncritically on pre-constructed, pre-packaged/pre-designed, and pre-defined teaching methods (mostly imported from outside), can limit English teachers' freedom and ability to negotiate effectively with the local conditions. Some critical scholars describe these as hegemonizing methods. As an alternative, I propose English teachers especially those who teach at the peripheries to employ a localized ELT paradigm. It is inspired by the pedagogy of post methodism, that is "Sensitive to a particular group of teachers teaching a particular group of learners, pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu" (Kumaravadivelu, 2001, p. 538). One of the main merits of this paradigm is that it is context sensitive, context-dependent, and community-specific that encourages teachers to continually explore and reflect critically on strategies that they and their students find suitable to their particular local, sociolinguistic/sociocultural, socioeconomic or institutional contexts. Teachers are also encouraged to capitalize more on bottom-up strategies rather than on methods that are prescriptively handed down by experts/writers from the top/outside, and rigidly defined as universally applicable. This paradigm thus negates and problematizes the monolingual fallacies, biases, and essentialist notions such as teaching-English-through-English. Towards the end, I emphasize on the role of teachers' agency and critical language awareness and show that how investing creatively on learners' own local linguistic/cultural capital can optimize opportunities for greater inclusiveness, meaning-making, metalinguistic awareness, identity affirmation, and autonomy.

**Syed Abdul Manan** holds a PhD degree in Applied Linguistics. He presently serves as Associate Professor in the Multilingual Education Program in the Graduate School of Education Nazarbayev University Nur-Sultan (Astana) Kazakhstan. His work on sociolinguistics, language policy and planning, Bi/multilingual Education, World Englishes, and linguistic landscape has been published in a number of impact factor journals. Those include *Language Policy*, *International Journal of Multilingualism*, *Language Problems & Language Planning*, *Journal of Multilingual & Multicultural Development*, *Language & Education*, *Current Issues in Language Planning*, *International Journal of Bilingualism & Bilingual Education*, *World Englishes*, *Multilingua* and *International Journal of Applied Linguistics*. He can be reached at [samanan1998@gmail.com](mailto:samanan1998@gmail.com).

# Plenary Speaker 6



**Kamila Dolejsi**

Academic Director, ESL

[kdolejsi@OxfordInternational.com](mailto:kdolejsi@OxfordInternational.com)

## Digital Literacy in ESL Education

**7 November 2021; 1:45pm to 2:15pm**

Technology has been in the forefront of ESL education for some time, but in the last year the use of it in our day-to-day teaching has sped up exponentially. However, have we made the time not only to use technology but also to explore its impact on our learners? In this talk, I will briefly explore some of the concepts of digital literacy and how these can be incorporated into the ESL classroom. Together, we will have a chance to look at a variety of materials for junior learners, as well as higher education applicants and explore how Context-Analysis-Practice approaches can help us ensure that our students are safe online and how we can help them become responsible and ethical users of technology.

***Kamila Dolejsi** has been involved in the TESOL industry for nearly 20 years. Kamila originally trained in Vancouver, Canada. She spent nearly a decade teaching English and teacher training in the Czech Republic before joining Oxford International Education Group in the UK in 2014. She is now the Academic Director of the EFL UK division and the Digital Institute. Kamila is mainly involved in programme and material development, as well as academic quality assurance for all junior products and higher educational programmes. In addition, she also oversees and manages the Oxford International Teacher Training department.*

# Plenary Speaker 7



**Sharon McCulloch, UK**

Senior Lecturer ESOL School of Humanities Language  
and Global Studies

[smcculloch2@uclan.ac.uk](mailto:smcculloch2@uclan.ac.uk)

## Innovation through Action Research

**7 November 2021; 2:25pm to 2:55pm**

This talk will explore why we need innovation in English language teaching and will propose action research as a means of achieving this. First, I will suggest several areas in which the global English teaching landscape is changing, and where innovations would be particularly welcome. I will argue that action research can help to address these challenges by enabling English teachers to examine their own practices in a sustainable way and use their findings to inform their teaching. Action research is a methodology that stems from values such as the desire for inclusivity, a drive towards social justice, and the need for agency, and these are values which overlap closely with areas for potential innovation. The pandemic has shown that English teachers can adapt quickly and that each of us plays a crucial role in innovating, even in very difficult circumstances. In this talk, I will give a brief overview of action research, provide examples of recent action research projects, and discuss how teachers can use action research as a tool for innovating in ways that are meaningful to them and their learners.

**Dr Sharon McCulloch** is a senior lecturer in ESOL at the University of Central Lancashire in the UK. She has taught English in the UK, the Czech Republic and Japan. Her research interests lie in academic literacies and EAP, including both student writing and the writing and publishing done by professional academics. Recent projects include a report on EAP teaching in higher education in Pakistan, Bangladesh, Nepal and Sri Lanka and a chapter on academics' understandings of social justice. She is currently conducting a study on the gendered nature of academic publishing.



# Plenary Speaker 8

**Dr. Naeema Hann, UK**

Senior Lecturer, Leeds Beckett University

[naema.hann@gmail.com](mailto:naema.hann@gmail.com)

## Effective Online Assessment

**7 November 2021; 3:05pm to 3:35pm**

The overnight move to Emergency Remote Teaching in March 2020 was challenging but also opened up opportunities for sharing experience of digital learning. An area which addressed to a lesser extent was online assessment. This practical session presents issues and opportunities in the teaching, assessment and evaluation cycle in online contexts. The session will begin with an overview of principles for assessment, moving on to effective online assessment procedures. We will then explore examples of teaching, assessment and evaluation cycles to determine how a balance can be achieved. The session aims to explore assessment for language and content.

**Dr. Naeema Hann** is course leader for the MA English Language Teaching and teaches on the EdD at the School of Education at Leeds Beckett University. She leads modules on course design, assessment, materials development, multimedia and independent learning for the MA English Language Teaching. Naeema's work with the Centre for Teaching and Learning at Leeds Beckett includes membership of the Postgraduate Taught Award Group, Post Graduate Learning Outcomes Task and Finish group. Naeema's research interests include language learning materials, learner strategies and motivation for language learning, especially in low-literate contexts. Naeema is editor for *Language Issues*, a part peer-reviewed journal <https://www.natecla.org.uk/content/566/Language-Issues-The-ESOL-journal>.

# Panel Discussion

## Day-2

### Turning Challenges into Opportunities in Difficult Times: An ELT Perspective

**7 November 2021; 3:45 p.m. to 4:45 p.m.**

The Covid-19 Pandemic has created a global catastrophe and chaos. The pandemic has created a sense of despair as it has affected all aspects of human life.

The disruption is of major significance in education. Students were prevented from completing the academic curricular while schools struggled to come up with alternative schooling plans. However, the ingenuity of educators has found opportunities in adversity. Educators have come up with a host of solutions to meet the crisis.

In this panel discussion invited speakers from all across Pakistan will share their insights.

**In this panel discussion invited speakers from all across Pakistan will share their insights.**



**Abbas Husain, Pakistan**

Director Teachers Development Centre



**Dr. Liaquat Ali Channa, Pakistan**

Associate Professor, Department of English, Balochistan University of I.T, Engineering & Management Sciences



**Dr. Sajida Zaki, Pakistan**

Professor of English & Applied Linguistics, Chairperson of the Humanities Department, NED University of Engineering & Technology, Karachi



**Dr Shumaila Memon, Pakistan**

Associate Professor English Language Development Centre, Mehran



**Dr. Tayyaba Tamim, Pakistan**

Associate Professor Syed Ahsan Ali and Syed Maratib Ali School of Education

## Moderator



**Dr Fatima Rehan Dar, Pakistan**

Director, CEL & CTCLI Departments, Iqra University

**SPELT INTERNATIONAL VIRTUAL CONFERENCE**  
**6&7 November, 2021**

# TEACHER STORIES

## CALL FOR ENTRIES

**DEADLINE  
TO APPLY  
October  
29<sup>th</sup>, 2021**

We are seeking inspirational stories of your career as an English language teacher.

Send us your story with a title on an MS Word Document, narrating your best achievement, resilience, innovation, or challenge as an English language teacher - especially in Covid Days, in **250-300 words**. Mention your **NAME, INSTITUTION, EMAIL, COUNTRY & MOBILE NUMBER**

### ELIGIBILITY CRITERIA

All English language teachers from anywhere in the world

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### CONFERENCE REGISTRATION

<https://forms.gle/4QXJdi2rF4aBfmVC8>

### AWARDS

Shehzad Roy to announce the awards at the closing session of the conference on 7 Nov - 5 - 6:30pm

- 3 Best Stories Awards
- 10 Meritorious Mention Awards
- 3-year complimentary SPELT membership for winners
- OUP book (Pakistani winners only)
- Awarded stories will be published in the SPELT Quarterly Journal
- E-Certificate of participation for all entries.

**Date:** November 13, 2021**Time:** 10:00 a.m. to 11:30 a.m.

## Using Reflection as an Alternative Assessment

The human condition is such that we are constantly reflecting on and learning from our experiences. Yet, in some educational environments, the value of reflection is lost as the focus is on grades rather than growth. If we want our learners to think critically, can we do that by quantifying (via marks) something, which is possibly unquantifiable; that is, the sense that we are growing, or that we need to change track to grow. It is easy to dismiss a focus on reflection because we may work within frameworks that do not allow us to apply it easily. However, we should not give up on a good thing. This workshop will allow attendees to reflect on how we can incorporate reflection into our teaching and assessment, and why we should so, regardless of the context in which we teach.

The session will begin by reviewing the tenets and models of reflection in general terms. Then, its application in educational contexts will be considered. From this baseline, the session will provide examples of how reflection might be incorporated into assessment models (especially via alternative assessment like portfolios) before asking attendees to design a potential reflective assessment that would work in their own contexts. Each stage will welcome input from attendees and by the end of the session each should be able to propose a reflective model of assessment in her/his own personal context.



**Mick King** is Assistant Professor at the Community College of Qatar. Mick holds an Ed.D from the University of Exeter, UK. He has worked in both academic and administrative roles in his 31-year career as teacher, developer, and trainer. He has a broad publication and presentation portfolio.

**Date:** November 13, 2021

**Time:** 11:40 a.m. to 1:10 p.m.

## Energisers, Icebreakers, and Fun Activities for the Online Teacher

How do you create an atmosphere of relaxation for learning when you can't be together in the same space? What can you do when you and your learners are all staring at a screen for lessons and need something different to shift the energy? Finding ways to engage learners and designing interactions that will both hold interest and encourage exploration are key. We will experience these together, offering you a variety of movement, writing, and other thought-provoking and physical ideas to use online or in a classroom. Join us and find more ways to have fun and promote learning wherever you are. Expand your skills and your toolkit of activities.



**Annie Polatsek** has been a worldwide itinerant teacher-educator for over 30 years and learned & taught in more than ten countries. Her connection to Pakistan began in 1997 and she has happily returned repeatedly to lead and interact with teachers at all levels.



**Mohsin Tejani** has been associated with the field of education for over three decades. He has worked as a Teacher, Teacher Educator, Master Trainer, School Principal, and on other leadership and managerial positions with different organizations. Mr. Tejani did his Masters in English from the Middlebury College, Vermont, USA where he attended courses on writing and the teaching of writing. He has attended and presented at the ABL Writing Workshops in Massachusetts, USA and has worked extensively with all levels of learners both nationally and

internationally on improving their writing skills. He also has a Certificate for Overseas Teachers of English from Cambridge University. He has attended training programmes at Phillips Academy, Andover, Massachusetts, USA, Harvard University, USA, Sheffield Hallam University, UK, and Oxford University, UK.

Mr. Tejani has contributed to hundreds of professional development programmes for a diverse range of learners, and has presented at national and international conferences. He regularly works with The British Council as Consultant and Trainer of English Language Programmes, curriculum development, and textbook writing. He is the Founder and Executive Director of the School of Writing. He was recently elected as President of SPELT.

**Date:** November 13, 2021

**Time:** 2:30 p.m. to 4:00 p.m.

## How Gamification Builds Partnership and Engagement Between Students and Instructors

Since COVID, many of us temporarily replaced our face-to-face classroom instruction with computers and black screens representing students. As we are trying to transition back to a face to face environment, some are still in a hybrid model of teaching. This remote learning either fully or partial has become an unfortunate reality that students, faculty, and administration continue to grapple with. In fact, many students have commented on the lack of engagement their online and hybrid classes have. It is true that engagement can be fairly easily assessed in a face-to-face classroom given the lively interaction and participation it can bring. However, what happens when this interaction is facilitated via technology - and mostly black screens? In this talk I will discuss how to rethink interaction and assessment in these online learning situations. We will explore ways instructor and students can build a partnership between one another to be a partnership between instructor and examine practical ways to bring your classroom alive no matter the modality and how students and instructors can share the responsibility of accountability and engagement in the classroom so that all sides will achieve success.

Online and Hybrid Classrooms: Camera Off, Sound Off - How Gamification Builds Partnership and Engagement Between Students and Instructors.



**Dr. Anastasia Khawaja** (she/her) has been in education since 2004. She is a senior instructor of English at INTO University of South Florida and an adjunct professor of composition for the English department also at USF. She has a PhD in Second Language Acquisition and Instructional Technology and a masters in Multilingual/Multicultural Education. Dr. Khawaja is the incoming chair of the TESOL International Membership Professional Council.

Her current research engages with peace education and breaking the binary understanding of the Israeli/Palestinian Conflict through the exploration of language use. Dr. Khawaja has published in *The Journal of Multilingualism and Multicultural Development*, and has a few book chapters coming out between 2021 and 2022.

# Discount offers for limited time!

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- Attend SPELT ELT International Conferences every year on discounted rates
- Have a chance to become a member of the SPELT ELT Library
- Meet people with the same goals and build your professional network
- Be groomed for leadership positions
- Work as a resource person for SPELT projects/courses
- Volunteer on one of the committees and vote in the Working Committee elections

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- To join SPELT as a new member or renew your membership, please download the membership form from the link: <https://forms.gle/69dNXszTETcNTLDX6> Please fill the form, submit the fees online and send the picture of your bank receipt to [speltheadoffice@gmail.com](mailto:speltheadoffice@gmail.com).
- To join the SPELT Facebook group, please visit the link:  
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