

Promoting Metacognition of Reading Strategies in An ESL Class

Date: June 18, 2022

Time: 4:00pm to 6:30pm

TARGET AUDIENCE:

All Teachers, Coordinators,
Principals and Heads

SPELT Members Fee: PKR 1500

Non Members Fee : PKR 1700/

- E-Certificate will be provided
- Limited seats on first come, first served basis

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

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



Dr. Bushra Ahmed Khurram teaches applied linguistics at the department of English, University of Karachi. She obtained her PhD in English Language Teaching and Applied Linguistics from the University of Warwick, UK. Dr. Bushra has extensive experience of training English language teachers in a variety of settings in Pakistan and the United Kingdom. In Pakistan, she has worked as a trainer for several national and international institutions including USAID, British Council Pakistan, Higher Education Commission Pakistan, Aga Khan University Examination

Board, amongst others. Besides that, Dr. Bushra has also worked for Aga Khan University-Institute for Educational Development as a researcher; for Aga Khan University-Examination Board as a curriculum developer and for British Council as a course developer. Dr. Bushra has published two books and over 60 articles and papers.

Registration Link:

<https://forms.gle/bHhHK5tjQJUqfvCm8>