

# ELT Emerging Trends Across the Globe

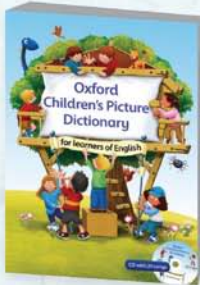


## 38<sup>th</sup> SP

### International Conference 2022



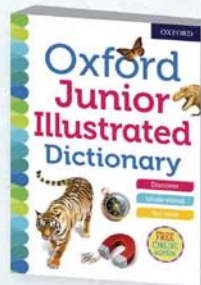
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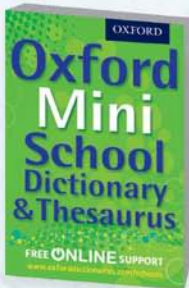
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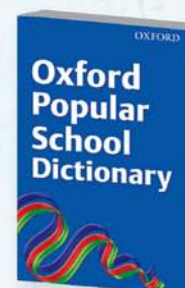
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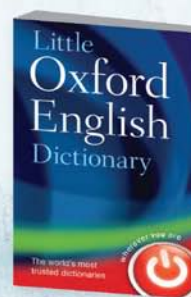
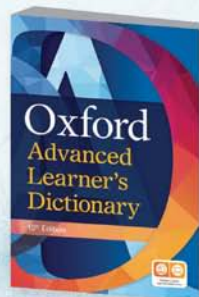
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**Society of Pakistan English Language  
Teachers (SP<sup>ELT</sup>)**

**38<sup>th</sup> SP<sup>ELT</sup> International Conference 2022**  
**November 5 – 6, 2022**

**Co-hosted  
By**



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## FOREWORD

Dear Conference Delegates,

On behalf of the SPELT Conference Committee, I am honoured to welcome you to the 38th SPELT International Conference. The SPELT Conference has been a unique event in Pakistan for teachers, teacher educators, researchers, academics, and material developers. Over the years the annual International Travelling Conference has been one of SPELT's prime initiatives to achieve its goals and objectives. SPELT is proud to resume its in person conference this year after presenting two successful virtual conferences worldwide in 2020 & 2021 respectively.



At this annual convention, we will closely examine the theme **"ELT Emerging Trends Across the Globe"**. The 38th SPELT International Conference provides an opportunity for professionals in English Language teaching to exchange ideas, put forward proposals that would benefit this year's theme, and exchange views on global collaborations.

The conference this year focuses meeting emerging trends in English Language Teaching across the globe. A major aim is to keep teachers abreast of contemporary advances and innovations in the field and facilitate them explore emerging techniques and strategies to accomplish a favorable outcome for the learners in the 21<sup>st</sup> Century especially after COVID-19. Furthermore, the conference presentations also focus on the cognitive development of individual learners through integrating technology and innovative practices for teaching-learning of English in Pakistan.

SPELT is extremely pleased to have Dr. Gabriel Diaz Maggioli, President IATEFL, Ivor Timmis, UK & Gabriela Kleckova, CZE TESOL Past President as the keynote speakers this year.

We are also delighted to have plenary speakers from Pakistan, UK, UAE, Canada, & China, including Naziha Ali, Bimali Indrarathne, Nadir Ayish, Christine Coombe, Shahid Abrarul Hassan and Wanli.

In addition, the conference provides a unique opportunity to attend a panel discussion with well-known academics in the field of ELT which is going to be moderated by Dr. Fatima Dar.

The SPELT conference this year also features dynamic Post Conference Institute by Ivor Timmis. We are grateful to the presenter for sharing his expertise with our PCI participants.

We would like to acknowledge the contribution of our valued sponsors and friends: Habib Public School, Oxford University Press, FM 88.6, Spectrum, Getz Pharma, IATEFL and TESOL. We are extremely grateful for their unwavering assistance and support.

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 the respected guests and participants. The 2022 SPELT Conference wouldn't have been a success without you!

Happy Conferencing!  
Sonia Kazim  
Chair Conference Professional Council  
SPELT

# Conference Credits

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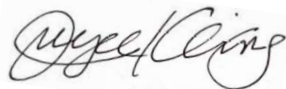
Dear Colleagues in Pakistan:

On behalf of TESOL International Association, I am pleased to have the opportunity to welcome you to the 38th SPELT International Conference! TESOL and SPELT have a longstanding, mutually supportive relationship. Both organizations are committed to providing continuous professional development through conferences and other events.



The conference theme, “ELT: Emerging Trends Across the Globe” will lead to many rich and important conversations and continue SPELT’s tradition of connecting English language teaching professionals around the world. I am so pleased that TESOL’s past president, my colleague Gabriela Kleckova, will be presenting a keynote address during SPELT’s hybrid event. She will be focusing on a topic important to us all – success of our learners.

Take full advantage of your opportunity as participants to gain knowledge, get to know new colleagues, and interact with distinguished speakers. I applaud you for continuing your professional development and wish you a very successful conference.



Sincerely,

Joyce Kling  
TESOL President, 2022-2023





Dear SPELT Colleagues,

On behalf of IATEFL's Board of Trustees, its Head Office Staff, and myself, it is my pleasure to be writing to you once again to congratulate you on yet another amazing professional development event.

SPELT's association with IATEFL for over 31 years is testament to the power that a few committed individuals have in shaping not only a profession but the future of a country. Through your sustained efforts to reach all English Language Teachers in Pakistan, you have become a model association whose practices provide much needed professional development to colleagues around your country and your region.



IATEFL's mission to link, develop and support English Language Teaching professionals worldwide would not be possible without the support of associations such as yours. Because of this, we thank you and congratulate you on the success of your annual conference.

We all know that putting together an event of this magnitude is no easy task. Hence, our heartfelt congratulations are due to the many volunteers who selflessly took time from their busy professional and personal lives to organize this event.

The importance of your conference is not only due to the fact that you are providing a professional development event to your members. More importantly, you are creating a true forum for the dissemination of local talent and expertise. In post-pandemic times, this outreach is most fundamental as we are all embarked on rethinking and reshaping our profession. Looking at the many voices included in your program one cannot help but admire the commitment and creativity of the Pakistani ELT community. I encourage you all to seek venues to further disseminate your work and hope you will choose some of IATEFL's publications, webinars, conferences, and other activities as a venue to do so.




In the meantime, I will be looking forward to participating in this year's SPELT and learn from my Pakistani colleagues.

Let me wish you all the success for the conference.

Dr. Gabriel Díaz Maggioli  
IATEFL President 2019 – 2023

1:30pm to 2:30pm	Onsite Registration (Participants to be seated by 2:20 p.m)				
2:30pm to 3:00pm	Inaugural Session				
	Gymnasium  F2F / Zoom	3 Mins  Tilawat	7-8 mins  Welcome by President	7-8 mins  Conference Highlights Chair CPC	10 Minutes  Address by Collaborators and Sponsors  Habib Public School and Oxford University Press
3:05pm to 3:35pm		Keynote -1  Seeking Success: What Matters in English Language Teaching  Gabriel Kleckova, TESOL			
3:40pm to 4:10pm		Keynote -2  Teacher Education Practices that ENABLE Teacher Learning Gabrial Dias, IATEFL			
4:15pm to 5:00pm		Panel Discussion  Contemporary National Trends in ELT  Moderator: Dr. Fatima Dar Panelists: Dr. Amjad Saleem , Dr. Huamira Irfan, Prof. Dr. Habibullaha Pathan, Dr. Sumaira Umrani, Abbas Husain			
5:00pm to 5:15pm		Closing Announcement			
5:15pm to 6:00pm	Refreshments				



8:00am to 9:15am		On-site Registration (Please check the SPELT Notice Board for any changes in the Programme)													
9:30am to 10:10am	Gymnasium		Keynote-3		It's Good to Talk. Making the Most of Classroom Speaking Activities  Ivor Timis, Emeritus Professor of English Language Teaching , Leeds Beckett University,England										
10:20am to 10:50am	Gymnasium	Plenary-1 Learning Difficulties and Inclusive Practices in ELT: Teacher Awareness  Bimali Indrarathne, UK						Auditorium	Plenary-2 The Quest for Academic Excellence in ELT  Christine Coombe, UAE						
11:00am to 11:30am	Gymnasium	Plenary-3 Pleasure Reading Among ELLs: Challenges and Possibilities  Nader Ayish. UAE						Auditorium	Plenary-4 In Pursuit of the Translingual Educational Space  Dr. Naziha Ali Jaffri, UAE						
Rooms	R-1	R-2	R-3	R-4	R-5	R-6	R-7	R-8	R-9	R-10	R-11	R-12	R-13	R-14	
11:40 am to 1:40pm	Reading Comprehension Techniques: Writing Own Word Answers  Bushra Pasha  Workshop 11:40 to 12:30	Teacher and Parent Working Together Session's goal  Shahina Husain  Workshop 11:40am to 01:10	How Grammar Works Beyond Classroom  Shireen Khan  Workshop 11:40am to 01:10	Investigating the Efficacy of Blended Learning in ESL Classrooms at Tertiary Level  Misbah Majeed  Paper 11:40 to 12:30	Formative Assessment Techniques for ELT Classroom  M. Shariq  Workshop 11:40 to 12:30	Constructing Authentic Learning through Learners' Meaningful Engagement  Rozina Jumani  Paper 11:40 to 12:30	Teaching ESL Leaners in Collaborative Language Classrooms  M. Hasan Abbasi Mariam Aftab  Workshop 11:40am to 01:10	21st Century Learning Skills for Student's Holistic Development  Erum Kamran  Workshop 11:40am to 01:10	 The Power of Words – Writing Techniques for Secondary Classes  Neda Mulji  11:40 to 12:30	Using Task-Based Activities to Teach Reading Comprehension  Ellen Iqbal M. Ali Khan Shagufta Kanwal  Workshop 11:40 to 12:30	  "Writing SMART Learning Objectives for Teaching of English  11:40am to 01:10	Professional Communication  Tallal Ahmed Aisha Khan Rajpot  11:40am to 01:10	English Language Teachers As Tomorrow's Researchers  Madiha Rehman Khadija Shereen  Workshop 11:40 to 12:30	Remedial Teaching Methods & Strategies  Fizz a Raz a Ali  Workshop 11:40 to 12:30	
	Tips to be an Amazing Teacher  Fahmina Kamran  Workshop 12:40 to 1:30pm	Visual Communication for Effective Teaching  Faiza Sumbal Ho da  Teaching Tips 1:20 to 1:40pm	Implementation of Multiple intelligence in 21st century  Fatima Syed Reyaz  Poster Presentation 1:20 to 1:40	Effective Strategy to Enhance Quality Feedback  M. Wasif Khan Mansoor A. Khan  Workshop 12:40 to 1:30pm	Aspire to Lead  Fatima Rais  Workshop 12:40 to 1:30pm	In Cooperating Cooperative Learning Strategies in Early Years  Amna Ghulam Husain  Workshop 12:40 to 1:30pm	Developing 21st Century Skills through Literary Texts  Mehwesh Rehman  Teaching Tips 1:20 to 1:40pm	Assessment for 21st Century Learners  Nirma Adeel  Teaching Tips 1:20 to 1:40pm	 Teaching Reading in Early Years  Arw a Khuzaima  12:40 to 1:30pm	Entrepreneurship For Educationists  Adeel Darvesh  Workshop 12:40 to 1:30pm	Anum Kheraj Aisha Ahmed S. Ailya Z ehra  11:40am to 01:10	Workshop  11:40am to 01:10	Blooming Learners  Sobia Begum  Workshop 12:40 to 1:30pm	Copertive Learning- A Great Tool for Language Development  Samreen Naz  Workshop 12:40 to 1:30pm	
	1:40p.m to 2:15p.m														
	2:20p.m to 2:50p.m	Gymnasium  Hybrid	Featured Session 1  Reframing English Language Teaching Within a Social Justice Theory  Tayaba Tamim						Auditorium	Featured Session 2  Technology Wonders in Learning English  Sahiba Khatoon					
3:00p.m to 3:30p.m	Gymnasium  Hybrid	Graduate Student Forum  Research Education and Literacy for Educators in Times of Change  Christine Coombe						Auditorium	Plenary 5  Chinese Original Teaching Model—PADD  Wanli Zhao, China						
Closing Session															
3:40p.m to 4:10p.m	Gymnasium  Hybrid	Closing Plenary  Surmounting the challenges in authentic, alternative assessments  Shahid Abrar, Canada													
4:20p.m to 4:50p.m	Gymnasium  Hybrid	Teacher Stories													
4:55p.m to 5:30p.m	Gymnasium	(Raffle Draw & Light Entertainment)													

### Keynote Speaker -1- online

**Gabriela Kleckova,**  
CZE, TESOL Past President  
gabriela\_kleckova@yahoo.com

### Seeking success: What matters in English language teaching?



All teachers desire the best possible learning outcomes for their learners. They aspire for the success of their learners. In this session, educators will examine, revisit, and discuss what matters in English language classrooms for this success to happen. Participants will also explore key conditions that need to be met for language learning to happen.

**Gabriela Kleckova, Ph.D.,** currently chairs the Department of English at the Faculty of Education, University of West Bohemia, the Czech Republic. She teaches second language teacher education courses to pre-service and in-service teachers. Her expert areas are the effectiveness and utility of visual design of ELT materials, teacher education, innovation in education, and leadership. She has served as

TESOL International Association president for 2021-2022 and currently works as past president.

### Keynote Speaker -2- online

**Dr. Gabriel Díaz Maggioli**  
President, IATEFL

email

### Teacher Education Practices That ENABLE Teacher Learning



Teacher education and development are enacted. In this session, Introduction of the ENABLE Framework (Díaz Maggioli, 2022), a model for the initial and continuous education/develop of teachers, will be presented. The model seeks to align teacher education practices to what has been highlighted in the literature as to how teachers learn. In this sense, the framework departs from the pervasive "look and teach" or "read and teach" approaches and focuses on building communities of learners of teaching (with the Teacher Educator as an integral part of this community). During the presentation, examples of concrete activities will be given.

**Dr. Gabriel Díaz Maggioli** is a teacher who applies the lessons learned in the classroom to his roles as teacher educator, researcher, and writer. He is a certified researcher in Uruguay's National Research and Innovation Agency. He works as Academic Advisor to the Institute of Education at Universidad ORT Uruguay. The author of 25 books, as well as numerous articles in professional and peer-refereed journals, Gabriel has shared his work with colleagues in the Americas, Asia, Europe, and the Middle East. He is the first Latinx President of the International Association of Teachers of English as a Foreign Language (IATEFL).



### Keynote Speaker -3- in person

**Ivor Timmis, UK**  
**Leeds Beckett University**  
I.Timmis@leedsbeckett.ac.uk

### **It's good to talk! Making the most of classroom speaking activities**



Speaking is often a highly prized skill, as it supports international communication and is valuable for teaching purposes; it is sometimes avoided by both teachers and learners in the classroom. It requires learners to process language and ideas in real time, while simultaneously striking an appropriate tone for the context and the listener. Speaking is also affectively demanding as it reveals aspects of oneself to others. To address these challenges, 'scaffolding' (built-in support) is proposed as speaking activities are essential.

Furthermore, we explore how activities can be designed or adapted to ensure that everyone has something to say, and everyone has to say something! Motivation is very important; teachers need to be realistic in expectations and constructive in their feedback to develop learners' confidence. As time goes on, teachers may adjust the level of scaffolding according to the challenges faced.

The key features of successful speaking activities should be clearly structured, offer ways for meaningful communication, including personal thoughts, experiences, ideas, and suggests to begin with concrete ideas prior to moving towards abstract arguments.

***Ivor Timmis** is Emeritus Professor of English Language Teaching at Leeds Beckett University, UK. He has worked as a teacher, teacher educator, materials writer, and researcher. His expertise is in teaching speaking skills and vocabulary. Dr. Timmis has trained teachers of 30 countries at different conferences. He is the co-author (with Freda Mishan) of Material Development for TESOL.*

## PLENARY SESSIONS

### Plenary -1- online

**BimaliIndrarathne, UK**

University of York

bimaliindrarathne@gmail.com

### Learning difficulties and inclusive practices in ELT: Teacher awareness



Learning difficulties are not uncommon; it is estimated that around 10% of the world population has a learning difficulty. Dyslexia is one of the commonly seen learning difficulties which affects language processing, especially when learning second or additional languages. It mainly affects phonological processing, which also leads to reading and vocabulary learning difficulties.

Many people around the world learn English as a second/foreign language. Particularly in South Asia, English is an important language for employment, higher education, and social purposes. Among millions of English language learners in South Asia, there can be many who suffer from dyslexia and related learning difficulties. Therefore, teacher awareness of such difficulties

is essential to identify additional support that these learners need.

Through this talk, participants will get an overview of learning difficulties, discuss how they affect learning English as a second/foreign language and the inclusive practices that teachers can use to help learners who show learning difficulties. Teacher awareness research findings from South Asia and other contexts will also be summarized. Finally, I will show some free resources available for teachers to learn about learning difficulties and how to teach English to learners with learning difficulties such as dyslexia.

***Dr BimaliIndrarathne** is a Lecturer in Applied Linguistics at the University of York, UK. She has a PhD in Applied Linguistics and an MA in TESOL, both from Lancaster University. She also has an MA in Linguistics from Kelaniya University and a BA from Peradeniya University. She holds both Cambridge DELTA and CELTA.*

### Plenary -2 in person

**Christine Coombe, UAE**

HCT Dubai College for Men

ccoombe@hct.ac.ae

### The Quest for Academic Excellence in ELT



Academic excellence is the demonstrated ability to perform, achieve, and/or excel in academic activities. Academic excellence for teachers has been identified with achieving superior performance and engaging successfully with activities related to teaching, scholarly output, and service. Some effective strategies based on experiences will be shared.

Participants will explore what it means to achieve academic excellence, the professional lifecycle of a career teacher, the characteristics inherent in academically successful teachers and strategies educators may use to increase the levels of excellence and achievement.

***Christine Coombe** has a Ph.D. in Foreign/Second Language Education from The Ohio State University. She is currently an Associate Professor of General Studies at HCT, Dubai Men's College. She is the former Testing and*

*Measurements Supervisor at UAE University, as well as Assessment Coordinator of Zayed University. Dr. Coombe has published 50+ books in various topics in TESOL/ELT. Dr Coombe serves as the editor of Language Teaching Research Quarterly (2017 to present) and as the Editor of the Scopus-indexed Q1 Brief Reports section of the Asia TEFL Journal (2016 to present).*

### **Plenary -3-in person**

**Nader Ayish**  
Khalifa University, UAE  
nader.ayish@ku.ac.ae

### **Pleasure Reading Among ELL: Challenges and Possibilities**



Reading for pleasure is considered by many to be a fundamental component of learning and development. Indeed, the educational, psychosocial, and personal benefits of “pleasure reading”, both tangible and intangible, are numerous and well-documented. This is particularly true for second-language learners. For example, children and adults who read for pleasure tend to have enhanced language skills deemed essential for literacy and effective communication as well as increased cognitive development in a range of areas. Fewer individuals are putting into practice what is arguably one of the keys to academic and personal success.

This study examined why many ELL students rarely read for pleasure in English. Forty-two first-semester engineering students were involved in the study. Data was collected through a student survey questionnaire and semi-structured interviews. Findings indicate that there are complex reasons why many of these students do not read for pleasure and dispel the popular notion that young adults are simply uninterested or lazy. This talk will detail the implications of the study’s findings for ELL and explore the role teachers can play in motivating and supporting students, as they develop a community of readers.

***Dr. Nader Ayish** is an Assistant Professor of English at Khalifa University in Abu Dhabi, UAE. He has taught and developed a range of courses at George Mason University, American University, and George Washington University in Washington, DC. As a teacher-educator, much of his research has examined the use of language as both a teaching and persuasive tool. He is currently the PI for a 3-year grant that examines how grade 12 teachers and university instructors in Abu Dhabi integrate literacy into their STEM curriculum and how these practices are perceived by ELL students.*

### **Plenary -4 in person**

**Naziha Ali, UAE**  
General Civil Aviation Authority  
naziha.ali@emirates.com

### **In pursuit of the translingual educational space**



Translanguaging as a pedagogical practice is not encouraged in educational institutions where English is the medium of Instruction. Nevertheless, university students generally engage in all aspects of bi/multilingualism outside the classroom as a contemporary practice in vogue.

On the other hand, teachers, especially those in private institutions of higher education, generally adhere to the use of English as a medium of Instruction and Communication. This is common practice in all subject areas regardless of the educational backgrounds that the students come from. The example of a recently

done language theory course from an elite private university in Pakistan will be shared. How did conscious exposure to the literature, learning and pedagogical practice of translanguaging help students evolve in their multilingual context? The unrestricted use of their complete linguistic repertoire empowers English language learners to realize their full potential thereby increasing the value of incorporating translingual pedagogy as part of contemporary teaching practice in a bilingual or multilingual classroom.

Through this plenary, how a shift in the use of multiple languages in classrooms can promote collaboration between languages - more than competition- and consequently enhance educational spaces will be highlighted.

**Naziha Ali Raza** has an Ed.D. in Teaching English to Speakers of Other Languages from The University of Exeter, UK. She is currently a visiting Assistant Professor at the General Civil Aviation Authority in the UAE. She is the former Director of Educational Professional Development at LUMS and The City School Head Office, Lahore, as well as being a Learning & Development Specialist at Emirates Airlines. Naziha has a developing portfolio of international publications, including a recently published co-edited volume with Dr. Christine Coombe, that features the work of 20 Pakistani researchers. She serves on the editorial of journals such as Asia TEFL & the International Journal of Experiential Learning.

### Plenary -5 online

#### Wanli Zhao, China

Xi'an Jiaotong University & Xianyang Normal University  
wanlizhao0338@163.com

### Chinese Original Teaching Model—PADD



PADD, which stands for Presentation, Assimilation, Discussion and Dialogue, is a new teaching paradigm, which has been successfully put into practice by thousands of teachers from university and K-12, in nearly all subjects since 2014.

PADD includes the following four steps. The first is presentation, in which the teacher gives a lecture on the framework, key and difficulty of the teaching materials. The second is assimilation, in which students do independent thinking, form personal understanding and finish tasks. The third is discussion, the content of which is the task finished in assimilation. The last one is dialogue, in which the dialogue between teachers and students takes place to solve problems from the third step.

One of the innovations is that PADD reshapes the power structure and reassigns rights and responsibilities in classroom teaching. The other innovation is the ways of tasks presented in the second step "Assimilation", which consists of "Impress me", "Test you" and "Help me".

PADD will provide the Chinese original teaching paradigm for world education and contribute to Chinese wisdom.

**MsWanli Zhao** is a doctor from Xi'an Jiaotong University and a professor from Xianyang Normal University. She has the teaching experience of 30 years, whose research focuses on English education. She is supervising the humanities and social sciences project of the Ministry of Education in China.



### **Closing Plenary-in person**

**Shahid Abrar-ul-Hassan, Canada**

Yorkville University  
shahidabrar@yahoo.com

### **Surmounting the challenges in authentic, alternative assessments**



In the wake of recent developments in L2 assessment approaches, it seems necessary to revisit assessment practices. Although traditional EAL assessment is currently widespread, alternative, and authentic, alternative assessment options are gaining the attention of practitioners. In a quest for alternatives in assessment, language portfolios could be the way forward. This presentation assesses the potential challenges in authentic, alternative assessment and offers some strategies for surmounting, especially in the context of post-modernist and constructivist approaches to L2 education.

**Shahid Abrar-ul-Hassan, Ph.D.**, is Professor (English Language Education) at Yorkville University, Canada, and serves as a TESOL subject expert with the British Columbia Ministry of Advanced Education and Skills Training, Canada, and is visiting professor at Southeast University, China. Shahid received his M.A. TESOL and P.G. Certificates from the Middlebury Institute of International Studies (USA) and Ph.D. Education from the University of British Columbia, Canada.

## Featured Session 1

### Reframing English Language Teaching Within a Social Justice Theory



Millions of people across the world learn English both as a part of formal and non-formal education systems. Although globalization has escalated the need and desire to learn the English language in the promise of increasing opportunities for upward social mobility, success and prestige, the debate of whether the widespread usage of English contributes to marginalization or equalization across the board remains unresolved. Similarly, although monolingual policies of ELT at most of institutions remain deeply entrenched, these policies are enforced at the cost of silencing arguments for translanguaging practices, across languages. This cost is also paid by teachers and learners in ELT classrooms, who suffer from guilt and shame when they

feel the need to lean on a mutually shared L1. The paper argues that it is important to position these contradictory understandings within Nancy Fraser's social justice framework. This will develop a broader conceptualization of the impact of our ELT practices and policies on the culture of ecology of relationships and languages on the one hand and the identity of our teachers and learners on the other. The paper takes the postcolonial developing country context of Pakistan as a point of departure to question ELT practices in other similar contexts- in terms of redistribution, recognition, and parity of participation- with the dimensions of social justice framework suggested by Nancy Fraser.

**Dr. Tayyaba Tamim** is currently Associate Professor and Director Academics at (LUMS). She has led research projects with USAID, British Council, and the World Bank. She has presented research papers at national & international forums. She did her PhD from Cambridge, UK. She has an MA ELT from Kinnaird College, ELT Diploma and MA English from the University of Punjab.

## Featured Session 2

### Technology wonders in learning English



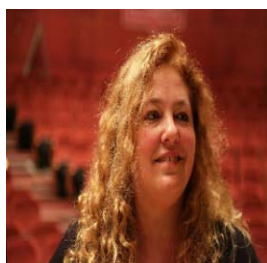
Being in an ESL classroom, especially one full of young learners, can make us teachers privy to the latest fashions and trends. While we are best confined to the past, it's important to adapt, if you don't want to be left behind. Since learning how to communicate in English isn't just about memorizing grammar rules and vocabulary, it's about solving complex problems and being able to collaborate with others in different situations. Using technology in the ESL classroom helps teachers make this a reality for students. Keep up with the latest tech, and you can help your ESL students feel engaged in language learning.

It is critical to add, however, that there is a significant difference between implementing technologies on a surface level and intertwining it in a way that produces maximum results for teachers and students. Thus, the available resources can help us in learning to use them and get the best of them in teaching and learning English. Therefore, get ready to amaze your students with your tech-savvy lesson plans! Learn how to use such tech tools, websites, apps, and gamification to integrate them into your classes to come alive with tech!

**Dr. Sahiba Khatoon** is working as an Assistant professor in the Centre of English Language and Linguistics (CELL), Mehran University of Engineering & Technology Jamshoro, Sindh. She got her PhD in March 2022 from (USM), Malaysia. She is the first PhD in Pakistan who has conducted experimental research in the field of computer-assisted language learning. She is a certified HEC and AIT Thailand trainer.

## GRADUATE STUDENT FORUM

### Research Education and Literacy for Educators in Times of Change



Research literacy (RL) has become a critical topic in many educational fields. Unfortunately, this is mainly since so many university level teachers are not research literate. In other words, these teachers lack the knowledge and skills to conduct research with their students in their classrooms or understand how the research of others effects their teaching and their students' learning. However, most of the professional development related to faculty research activities does not substantively support academics in the research literacy, writing and publication process. The research project that will be showcased in this session seeks to bridge the divide between professional development opportunities and critical support mechanisms required for research-ready faculty. More specifically this project is intended to increase the knowledge, skills, and competencies in faculty in higher education through the development of activities and resources specially designed for increased teacher research literacy in times of change. Several resources that have already been developed through this 2-year project will be showcased.

***Dr. Christine Coombe*** is an Associate Professor at Dubai Men's College, Higher Colleges of Technology, UAE. Her publications and research interests are in the areas of testing/assessment, teacher effectiveness, leadership, research methods, TBLT and teacher professionalism. Christine was President of the TESOL International Association from 2011 to 2012.

## PARALLEL SESSIONS

### Writing SMART Learning Objectives For Teaching Of English

*Presentation: Workshop*

*Level: Elementary*

*Strand: Teacher Education and Development*

*Email: anum.kheraj@gece.edu.pk, aisha.ahmed@gece.edu.pk, ailya.jaffery@gece.edu.pk*

Bloom's taxonomy attempts to classify the hierarchical nature of thinking in the levels of cognitive processes to make the practices of teaching, learning and assessment aligned with each other. Therefore, it is important for in-service teachers to learn to use this tool to design their lessons and objectives in alignment with different cognitive levels.

This workshop aims to, support practicing teachers to:

- Review revised version of Bloom's Taxonomy presented in 2001.
- Evaluate examples of learning objectives to differentiate between SMART and Non-SMART Learning objectives.
- Devise SMART objectives within the context of English Language teaching.

The workshop will be made interactive through examples, hands-on activities and collaborative learning experiences to assist participants in the analysis and application of Bloom's taxonomy with a focus on teaching of English for elementary years. A variety of English Language lesson plans on topics taught in elementary grades will be explored to practice Bloom's levels for cognitive domain. Participants will evaluate the learning objectives to check their quality of being assessable, examine them to measure each component of SMART, look for the alignment of learning objectives with teaching strategies and assessment, and devise learning objectives to match Bloom's cognitive level.

**Anum Kheraj** – M.Phil., Education, Aga Khan University, Institute for Educational Development Anum is a senior lecturer at GECE-Durbeen. She has worked with Aga Khan Education Services, Pakistan, as a head Teacher. Anum teaches Child development, Assessment, and Classroom Management at the the Government Elementary College of Education, Hussainabad.

**Aisha Ahmed** – M.Phil., Education, Iqra University, has conducted workshops on English teaching strategies at different levels. She has also worked with a renowned publication house to curate teaching material. She teaches General Methods of Teaching at the Government Elementary College of Education, Hussainabad.

**Syeda Ailya Zehra** – M. Phil. (in progress), Teacher Education, University of Karachi, is currently associated with Durbeen. During her career, she has served as an elementary teacher, academic coordinator, teacher educator, and practicum mentor. Ailya teaches English Communication at the Government Elementary College of Education, Hussainabad.

### Entrepreneurship For Educationists

*Presentation: Workshop*

*Level: Intermediate*

*Strand: Management and leadership in ELT*

*Email: adeeldurvesh@gmail.com*

Post COVID world is changing quickly, and educators sometimes struggle to keep up with rapid leaps forward in trends and technology. The only people in the world who can change things are those who can sell ideas whereas teaching is the only profession which makes other professions.

There are many different reasons that an entrepreneur would choose to focus on the education industry making a difference in the world, one child at a time. Educational enterprises in the dot com era are work of passion.... your cause is dear to you and your creativity is your distinction. From entrepreneurial challenges to creative thinking trials, educational cum entrepreneurial leaders requires a mix of short- term and long-term planning to address and troubleshoot these challenges in stipulated time which changes the



digital work environment. Presenter in this session will be highlighting role of leadership. On one hand educational leaders had been focusing on competencies, principles of teaching and learning, exploring the edupreneur within themselves. Participants will identify the ways, Edupreneurs can lead with a 21<sup>st</sup>-century education mindset and are known globally inside and outside of the classroom.

**Adeel Durvesh**, Co-Founder and Principal PACE college of Advanced Studies, CEO of PARHAOSABAQ and Learning Bite. He has experience of 15 years working with donor funded projects like UNICEF, British Council, UKAID etc. Adjunct faculty in top-business schools of Karachi, Lead Facilitator Entrepreneurship in British Council, Hosting "Learning Bite" on FM88.6.

## Teaching Reading in Early Years

*Presentation: Workshop*

*Level: Advance*

*Strand: Teacher Education and development*

*Email:*

Teaching Reading in Early Years will focus on strategies that support young learners to build confidence, and develop the fluent expression required to become independent readers. The facilitator will demonstrate useful classroom techniques and activities that early year's teachers can implement with their learners.

**Arwa Khuzaimais** senior associate trainer at TDC. She has trained Heads of schools on the British Council interface on their Connecting Classrooms project and have worked on several foreign training programs. Currently she works at Helen O' Grady Academy which is a UK based franchise where she works in the capacity of a Master trainer.

## In cooperating cooperative learning strategies in Early Years

*Presentation: Workshop*

*Level: Elementary*

*Strand: Early Childhood Education*

*Email:amnaghussain@hotmail.com*

Cooperative learning is an instructional strategy that involves the use of small groups so that students work together to maximize their own and each other's learning. In the cooperative classroom students are given two responsibilities, first to learn and complete the given group task and secondly to make sure that each group member participates as well. Cooperative groups are structured by the teacher so that all members feel that they need one another to complete the group tasks. Students can individually demonstrate what has been learned in the group, reflect on group effectiveness, and suggest improvements, use social skills, and promote one another's success by encouraging, teaching, and helping each other through face-to-face interactions. In cooperative groups all members are better off in the group than they would be by working alone.

In this workshop the presenter will involve and engage the participants in various cooperative learning activities that can be later implemented in the Early Years classes.

**Amna Ghulam Hussain** has done M.Ed. and is an MPhil student. She has worked as at the Notre Dame Institute of Education. She is working as (ECCE) Consultant with School Education and Literacy Department (SELD), UNICEF, (OUP), and Happy Home School System. She is the author of "First Steps to Early Years Math" and "The Art Lab".

## READING COMPREHENSION TECHNIQUES: Writing own words answer

*Presentation: Workshop*

*Level: Advanced*

*Strand: Teacher Education and development*

*E-mail: Bushra.pasha@gmail.com*

Reading comprehension is a complex process that involves the understanding and interpretation of what is being read. To read accurately, a reader must be able to decode, establish connections between what is being read and what the reader already knows and critically evaluate the reading. In a nutshell, reading involves cognition combined with critical thinking.

Often readers face challenges when it comes to retrieve information from the text, especially while answering questions. At times, the readers are confused whether to lift information from the text or write the answer in their own words. With adequate facilitation, readers can develop the capabilities to answer the comprehension questions correctly.

This workshop will focus on the techniques for dealing with questions which requires the reader to understand and write good own word answers.

The participants will be able to critically evaluate texts, understand the signposts in question cues and demonstrate the ability to write better own word answers.

**Bushra Pasha** holds Masters in English Literature and master's in applied Linguistics from Department of English, University of Karachi. She has been associated with the Education Development Sector and working all over Sindh. Presently, she is working as an English Language facilitator at Beaconhouse School System. She also writes blogs for Deutsche Welle, Germany.

## 21<sup>st</sup> Century Learning Skills for Student's Holistic Development

*Presentation: Workshop*

*Level: Elementary*

*Strand: Teacher Education and Development*

*Email: turningpointlearningcommunity@gmail.com*

One of the major goals of the Education System is to prepare students to become functional citizens. Once the students complete their education and enter the practical life, they require different skills for achieving success in personal and professional life.

These are the 21<sup>st</sup> Century Learning Skills which prepare students for dealing with the challenges of their future life. Training students for these skills is the prime responsibility of schools and they should be integrated and demonstrated while teaching core subjects. Students learn to think, take decisions, work together, and solve problems in classroom settings. Teachers should create such opportunities for students to practice creativity and critical thinking as a daily practice so that it becomes a part of their personality. Students should also learn life skills such as to be resilience, empathy, and flexibility from a very young age to later contribute as productive members of society. Moreover, Digital Skills are also emphasized these days to enable students to meet the global benchmarks. The important role of these skills cannot be denied in the holistic development of students.

Objectives and aims along with activities of workshop is missing.

**Erum Kamran** is currently serving as Head of the Cambridge Department at Orchard Grammar School. She is a Cambridge Certified Teacher Trainer. She is the Founder and Director of Turning Point Training & Consultancy. She is also a Certified Master Life Coach and Licensed NLP Master Practitioner from The First Institute of Dynamic Learning US.

## Using Task-Based Activities to Teach Reading Comprehension

*Presentation: Workshop*

*Level: Intermediate*

*Strand: Teacher Education and Development*

*Email: ellen.g20937@iqra.edu.pk, ali.khan@iqra.edu.pk, kanwalmehar111@gmail.com*

Reading is a cognitive activity that aims to comprehend the text. Due to its significance for language learning and acquisition, reading comprehension should be prioritized when learning English. According to research, reading requires human perception and cognition, making it an active skill as opposed to a passive one. Reading skills need attention from the viewpoints of both students and teachers since their target is comprehension of the text. Reading challenges such as poor fluency, lack of understanding and concentration, weak vocabulary, can be solved through task-based activities.

In this session participants will be guided through a growth process that starts with classroom practice and ends with effective activities. It also aims to examine difficulties during reading and the ways how to deal with them by engaging in task-based activities. Furthermore, they will be given a short story as their assigned text, and task-based activities will comprise pre, while, and post-reading stages along with various tasks such as brainstorming, mind mapping, visualizations, creative discussions, and reflections. It will be helpful for the teachers who want to enhance the effectiveness of their reading instructions by implementing task-based learning.

**Ellen Iqbal** has been working as an English lecturer at Trinity Girls' College. Her passion for teaching has enabled her to continue her MPhil in English at IQRA University. She is determined to accept challenges in the field of English language teaching and is working to overcome these challenges through Task-based learning.

**Muhammad Ali Khan** is English lecturer at IQRA University. He has done MS Applied Linguistics (English) from NED University. In 6 years of experience, he has conducted workshops and published a research paper in a peer reviewed journal through a contemporary and technology-based approach.

**Shagufta Kanwal** has recently completed her bachelor's in English from Bahria University Karachi Campus. After one year of freelancing experience in content writing, she is currently working as Research Analyst in a well-known company. Her research paper entitled "listening comprehension difficulties encountered by L2 learners" is in the process of publication in a peer-reviewed journal.

## Tips To Be an Amazing Teacher

*Presentation: Workshop*

*Level: Intermediate*

*Strand: Teacher Education and Development*

*Email: fahminaiqbal195@gmail.com*

**"No one benefits if you work yourself to exhaustion. You also have a life and the essential energy which makes you a good teacher flows from that",** says Alan Wiggins.

Amazing teachers always try to take on new challenges. The challenges keep their teaching fresh and make them outstanding educators. The secrets of well managed classroom charisma, a wealth of innovative teaching techniques and the tools of amazing teachers will be shared.

It is believed that discipline and management skills are essential. The teachers' success requires changes in their behavior and teaching methodologies. Mostly teachers fail to make the classroom a vibrant and an engaging place because of mishandling students' behavioral and disciplinary issues.

This workshop will present the tips, techniques, and tactics to transform a good teacher into an amazing one with positive and workable relationships that enhance the educational climate of the schools and will solve the disciplinary issues without stress.

**Fahmina Kamran** has done Masters in English Literature and Applied Linguistics from KU, MTC from TDC. She has been associated with teaching field over 25 years. She has conducted many workshops. She works in Little Folk's School as an Academic Coordinator and as a freelance trainer at different platforms.

## Visual Communication for Effective Teaching

*Presentation: Teaching tips*

*Level: Advance*

*Strand: Literature and language teaching Learning*

*Email:faizaas2019@gmail.com*

Educators have used verbal and non-verbal communication means to convey their messages. It has taken many years to move from printed text to visual communication. Visual communication as the name suggests conveys ideas, knowledge, and information through graphical or visual means. It helps connect better with the audience through visualization and is more convenient than traditional text-based content. However, a visual message with a written text has more power to educate and give information and knowledge to its audience.

Visual Communication can be an image, animation, illustration, video, infographics, graphic designs, drawings, screenshots, colors, presentation, GIFs etc. It is in the mainstream nowadays as according to research visual communication is the best medium of learning. The most popular types of visual communication are YouTube videos, Animated graphics, social media etc.

At the end of the session participants will be able to know kinds of Visual Communications and their uses during teaching practices.

**Faiza SumbalHoda** is a Certified Cambridge Trainer, Consultant & Counsellor. She holds numerous Certifications in English Language Teaching and Communication skills mainly from IBA, SYMPDC-University of Karachi and Institute of Career Development-ICD. She is ETS, "TOEFL ibtTutor", "TEFL certified."

## Implementation of Multiple Intelligence In 21<sup>st</sup> Century

*Presentation: Poster*

*Level: Advanced*

*Strand: Teacher Education and development*

*Email:fatimahsyed321@gmail.com*

"The biggest mistake of past centuries in teaching has been to treat all students as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects the same way."

-- Howard Gardner

To capture the full range of abilities and talents that students possess, Gardner theorizes that **people do not have just an intellectual capacity, but have many kinds of intelligence, including musical, interpersonal, spatial-visual, and linguistic intelligences.**

The basic objective of this presentation is to explore multiple intelligences, through a vibrant poster, participants will be able to identify kinds of intelligences in students along with the tips how to modify their teaching style according to the learners' mind, thinking styles and personalities.

**Fatima Syed Reyaz** currently principal at Dar e Arqam school Campus II, with 14 years of teaching experience. She has been associated with public and private sectors. A thoughtful learner who strongly believes on consistency, dedication, and unstoppable professional development.



## Aspire To Lead

*Presentation: Workshop*  
*Strand: Teacher Education and Development*

*Level: Intermediate*  
*Email: fatima\_rais@hotmail.com*

**“Management is doing things right; Leadership is doing the right things.”**

Peter Ducker.

A wide range of research findings support the view that leadership is key to school improvement and second only to classroom teaching in terms of its impact on student outcomes (McKinsey, 2010; Day et al, 2009 and Marzano et al, 2005). So, it is important to understand more about our leadership style and how to develop it further and deeper.

**“Leadership is communicating to people their worth and potential so clearly that they come to see it in themselves.”** Stephen Covey.

This workshop aims to clarify the different and complementary nature of leadership and management. Participants will be able to understand the critical significance of leadership in improving student outcomes, learn more about leadership skills, styles, and use this learning to develop their own leadership style.

***Fatima Rais** is currently working as a Head Teacher (AKU Section) in Habib Public School. She did master's from KU, B.Ed., and M.Ed. from Hamdard University. She also served as a Head of Research Learning and Development Hub at HPS. She conducted several workshops in association with Learntech.pk, SPELT, QAPS, IELTS, etc.*

## Remedial Teaching Methods and Strategies

*Presentation: Workshop*  
*Strand: Special Needs Education*  
*Email: fizarazaali@gmail.com*

*Level: All*

**“When considering differentiation “Teach up,” plan first for advanced learners, then scaffold instruction to enable less advanced students to access those rich learning experiences.”**

Carol Ann Tomlinson. Remedial teaching techniques are specialized approaches created to address each child's particular learning requirements. Before developing educational procedures and tactics to make learning enjoyable for the child, teachers first invest time with pupils to understand their learning challenges. Remedial teaching methods are **tailor-made solutions specifically designed to meet the unique learning needs of a child**. Teachers first spend time with students to understand their learning difficulties and then create educational processes and strategies to make learning fun for the child. While there may be any number of strategies for remedial teaching, participants will be looking into proven strategies that are known for being effective from the teachers' point of view e.g., **Individualized Education Plan (IEP), Support Program, Reward Scheme etc.**

The objective of this workshop is to strengthen teachers' profession on Remedial Teaching and to assist children to overcome their learning difficulties and be absorbed in the mainstream through interactive activities. Remedial teaching methods and strategies handouts along with identification checklist to enable the class teachers to identify the children who have such learning difficulties will be provided. The methodologies shared can be adopted in the regular classroom to teach the entire class as well. **“Some see the disabilities, but special education teachers see possibilities.”**

***Fizza Raza Ali** is a founder of Rising Intellectuals Program, Yaman Foundation, has worked at prestigious institutions, currently associated with Patients'care Rehab welfare society. She is a seasoned and resilient*

educationalist with 21 years of teaching, teacher-training, and student-counseling. She holds master's degree in Botany and B.Ed. (Hons) Teachers Education.

## Effective Strategy to Enhance Quality Feedback

*Presentation: Workshop*

*Level: Intermediate*

*Strand: Assessment in ELT*

*Email: iwasifkhan@yahoo.com, imansoorkhan@yahoo.com*

A rubric's purpose is to make the process of judging students' work more objective rather than subjective. It also improves language standards and plays an important role in providing quality feedback on the assigned task or activity. The goal of taking feedbacks is to motivate students, to inform them about their academic performances, and to provide suggestions, how they can bring out improvement. Evaluation of students' learning, comprehension, problem-solving, speaking and writing skills can all be benefited by using rubrics. These rubrics are designed within the framework of the learning outcomes, what students are expected to do in the assignment, and the criteria that are being used.

Mostly, the teachers do not use rubrics for the assessment, and feedback purposes, so they lack in giving the appropriate feedback. Therefore, often students are not satisfied with the scores and comments received by the teachers. However, rubrics can bring objectivity, quality and depth in the grading and evaluation process.

This workshop will enhance the way, teachers can give feedback to the learners and improve learners' performance in an ESL classroom by employing rubrics effectively.

**Mr. Muhammad Wasif Khan** is a PhD Scholar, Lecturer, and a freelance Trainer His areas of interest include ELT practices, language assessment, intercultural communication.

**Mr. Mansoor Ahmed Khan** is an MS Scholar in Applied Linguistics. He has Master's degree in English Literature and Linguistics from KU. His areas of interest include phonology, second language acquisition.

## Developing 21<sup>st</sup> Century Skills Through Literary Texts

*Presentation: Teaching tips*

*Level: Intermediate*

*Strand: Literature and language teaching Learning*

*Email: mehresh.rehman@hhs.edu.pk*

Despite the emphasis laid on reading literature at school, it has been observed that students find reading novels, stories, and plays a challenging task. English teachers struggle with making students read the assigned texts and then analyze them. Therefore, there is a need to make literary texts relevant and interesting for students by incorporating 21st Century Skills in their literature lessons.

This session will share some teaching tips related to Learning, Literacy and Life Skills that can be integrated in English lesson for optimum students' engagement in language and literature lessons. Research articles regarding significance of studying literature for the development of students' cognitive skills will be reviewed to highlight the need of teaching literature as a compulsory subject. 21st century skills will be revisited and their integration in literature lessons will be discussed. Ten teaching tips will be shared based on some classical novels, plays, poems, and short stories. Attendees of the sessions will be able to choose the tips for the literary genre they are teaching as well as get ideas about creating some innovative strategies on their own based on 21st century skills for their literature and language lessons.

**Ms. Mehresh Rehman** is currently the Head of QEC at Happy Home School System. She holds a Masters' degree in Literature from KU. She has attended training programs organized by the British Council and has conducted numerous workshops She has taught as visiting Faculty at KU and SZABIST.

## English Language Teachers as Tomorrow's Researchers

*Presentation: Workshop*

*Level: All*

*Strand: Teacher Education and Development*

*Email: madiha.rehman@nu.edu.pk, khadija.shereen@nu.edu.pk*

In Pakistan, language teachers mostly encounter a lot of problems in language/literature classrooms because students are not much encouraged to speak English language in other subject classes. Therefore, language teachers must go the extra mile to facilitate students to achieve the syllabus learning outcomes. When EL teachers put in a tremendous amount of effort in his/her class, why can't they address those problems as researchers?

This workshop will provide a platform for language teachers to emerge as professional researchers in social sciences. It will help the teachers to find out problems, teachers encounter in the EL classroom, and the workshop conductors will help them to narrow down the topic and will guide them about methodology and other components of writing a research paper.

**Madiha Rehman** is the English lecturer at FAST National University of Computer and Emerging Sciences. She has completed her MS in Applied Linguistics from NED, B.Ed. from AIU, and BS from Jinnah University for Women.

**Khadija Shereen**, Lecturer, FAST-NUCES University, did her MS in Applied Linguistics from NED University, M.Ed. from K U & BS from Federal Urdu University. Her one research paper has published in HEC recognized journal.

## Teaching ESL Learners In Collaborative Language Classrooms

*Presentation: Workshop*

*Level: Intermediate- Elementary*

*Strand: Teacher Education and Development*

*Email: mhasan.abbasi@outlook.com, mariamaftab89@gmail.com*

English Language classrooms desire methodical creativity from ELT practitioners to keep the learners motivated and encouraged for productive language learning process. Language classes in collaborative learning environment can be an effective method to achieve the anticipated outcomes.

This workshop is designed to facilitate English Language teachers in incorporating collaborative learning strategies in their classrooms to accelerate the efficiency of ESL learners.

The presenters will demonstrate different collaborative learning activities that can be used by the teachers in their own context to make English Language classrooms competitive, enjoyable, and motivating for ESL learners. In addition to that, keeping the recent global technological trends in education, presenters will further share online resources that can be used later by the participants as collaborative learning tools for teaching.

**Mr Muhammad Hassan Abbasi** is a Lecturer (English) in DUET and a PhD Scholar. He has conducted national and international workshops.

**Ms Mariam Aftab** is an ELT professional and English Language Coordinator. She has a degree in MS (Applied Linguistics) from NEDUET. She facilitates young ESL learners' and ELT.

## Formative Assessment Techniques for ELT Classroom

*Presentation: Workshop*

*Level: Intermediate*

*Strand: Teacher Education and Development*

*Email: muhammadshariq111@gmail.com*

Formative assessments and feedbacks are essential for learning. In the educational research these topics have received considerable attention in recent years linking assessments along with feedbacks, and their strategies to achieve educational, social, psychological and employability benefits.

Teachers can play vital role in the implementation of formative assessment, which has been extensively recognized as a valuable strategy in enhancing students' learning outcomes. However, systematic analysis on factors that might facilitate or hinder teachers' intentions and implementations regarding formative assessment is uncommon. Effective teachers implement formative assessment techniques in classrooms to get the desired results. A significant challenge in studying formative assessment is the lack of suitable instruments for assessing teachers' formative assessment practices.

In this session, guidelines will be provided to develop an appropriate instrument for assessing teachers' formative assessment practices.

**Muhammad Shariq** is doing Ph.D. and has been working in the field of education for the past 15 years. He is a certified University of Cambridge ELT practitioner (ICELTer). He is also an associate member of IATEFL, a seasoned trainer having conducted sessions in different cities.

## Investigating The Efficacy of Blended Learning in ESL Classrooms at Tertiary Level

*Presentation: Paper*

*Level: Advanced*

*Strand: Second Language Teaching (Macro and Micro Skills of ESL / EFL)*

*Email: misbah.majeed@iqra.edu.pk*

The purpose of this research is to check the efficacy of blended mode of learning in ESL (English as a Second Language) classrooms in Pakistan under the theoretical construction of Transactional Distance Theory. For this purpose, the data was collected for pre-test, post-test, and self-administered questionnaire from 499 ESL learners of private universities in Pakistan which were offering the blended learning programs. The post-test results indicated significant improvement in student's English language proficiency. In the same vein, the participants will be able to have a great understanding about the Partial Least Square (PLS)-Structural Equation Modelling (SEM) techniques results which confirmed that most of the factors namely ease of use, computer literacy, need for face-to-face interaction, pre-built learning mechanism and resistance to change have a significant relationship with blended learning except the two factors namely, technical difficulty during the attempt and student assistance in lab.

**Misbah Majeed** is a Senior Lecturer at the Department of Education, Iqra University, Pakistan. She has extensive experience in teaching from middle school to the university level. Moreover, she is a Cambridge-certified trainer with seven years of experience. Her research interests include teacher education, curriculum development, educational technology, learners' behavior, and language and literacy.

## Assessment For 21<sup>st</sup> Century Learners

*Presentation: Teaching tips*

*Level: Advance*

*Strand: Literature and language teaching Learning*

*Email: nirmadeel@gmail.com*

Today's educational system across the world is changing dramatically specially in the post COVID times. The digital era promotes the innovative assessment strategies blended with technological options covering



foundational literacy (applying core skills to everyday tasks), core competencies and character building. The legacy-based assessment system has always promoted testing of knowledge by recall test, or by asking content questions during a lecture making them a strong advocate of rote learning style of teaching which is no more required.

Assessment in modern times strongly believes in high quality teacher-designed assessments provide insight on “what and how” students are learning in time for teachers to modify or personalize instruction; they allow teachers to “assess a broader range of skills and abilities” in addition to content recall; and these assessments give students new roles in the assessment process that can make assessment itself a “self-learning experience” and deepen student engagement in content. Participants will develop concrete understanding of Rubrics, project-based assessment, portfolio assessment, self-assessment, peer assessment, students’ response system are the most needed ones to escalate teaching & learning standards in Pakistan.

**MsNirma Adeel** is a certified teacher trainer dedicated, multifaceted, professional 11 years of experience in Clifton High School, The Intellect School & Avicenna Clifton Campus. Also lead the teams while undertaking special national level projects from time to time. She has a strong leadership, presentation & communication skills coupled with a proven track record.

### **The Power of Words – Writing Techniques for Secondary Classes**

*Presentation: Workshop*

*Level: Advance*

*Strand: Literature and language teaching Learning*

*Email:*

This session will provide teachers with classroom activities that help make writing fun and easy for secondary pupils, identify gaps where extra support is needed and create opportunities for ongoing improvement. Teachers will walk away with key takeaways and strategies to implement in class., including vocabulary games and group activities.

**Neda Mulji** is working with OUP as Senior Manager, Professional Development. Before joining OUP. She is a Fellow of the Higher Education Academy, UK, has an MA in Postcolonial Studies – literature and culture from Goldsmiths, University of London, a (CELTA) and a (PGC-HE) from Middlesex University. Neda writes regularly for Dawn.

### **Constructing Authentic Learning through Learners’ Meaningful Engagement**

*Presentation: Paper*

*Level: All*

*Strand: Assessment in ELT*

*Email:rozinajumani@gmail.com*

The learning journey of language learners often have weak educational backgrounds. In this regard, to establish an authentic learning context which is essential and easier to bring real life issues to the classrooms and have a meaningful discussion on it. The current trend in English Language Teaching (ELT) recommends teachers to act as co-learner while curating learners’ journey in the language classrooms.

For this research, a course was devised for the students of BS English aiming to develop an understanding of basic concepts, and values and skills required for social justice, peace and harmony in communities and the world at large.

To investigate students’ learning and their engagement, the case study method within qualitative research methodology was employed. The findings revealed the cross-cutting linkages of social justice, gender equity, cultural, economic, and political dominance and power struggle at global and local levels while compromising the basic rights of people. The course enabled students to become competent in producing effective language skills.

In conclusion, study also revealed language learning could become effortless while engaging in a variety of authentic activities and the process become more democratic as teachers also act as co-learner during the process. The process develops in students the high order thinking skills, communication skills and knowledge of technology.

**Rozina Jumani** Professor and Academic Coordinator, College of Languages, Literature and Culture (CLLC), Faculty of Liberal Arts and Human Sciences, Ziauddin University has been teaching post and undergrad programs.

She has an MPhil in Social Sciences, MA in Education and International Development from UK, MA in Linguistics from KU and Advanced Diploma in Leadership and Management from AK U-IED.

### Teacher and Parent Working Together Session's goal

*Presentation: Workshop*

*Level: Intermediate*

*Strands: Teacher Education and Development*

*Email:edupreneural.set@gmail.com*

Teachers and parents are two important collaborators for students' sound academic, curricular performances. Both contribute to the holistic education of student directly. They are required to work together; it helpsthem to understand and address student's needs. Their collaborative efforts develop the learning environment at school and home whichsupport students to gain more knowledge and develop learningskills.

Moreover, the deliberate working leads students to creativity level that is the highest level of Bloom's Taxonomy. The consistent teachers and parents'involvement can develop the attitude in students to take the responsibility of one's own studies.

In this interactive workshop the presenter will focus on why teachers and parents are required to work together? How can it help students to reach creativity level?Various ways of constructive Maslow's Hierarchy of Needs will be highlighted and shared with the participants.

**Shahina Hussain** Director at Edupreneural Set, is a certified Teacher from CAIE and Teacher Trainer from TDC. She has conducted workshops at SPELT, TDC etc. She was a member of Studies Curriculum Development Team 2015. Currently she is the Executive Committee Member of ASSET.

### How Grammar Works Beyond Classroom?

*Presentation: Workshop*

*Level: All*

*Strand: Teacher Education and Development*

*Email:creativesupersales@gmail.com*

It is generally considered that grammar is an academic activity mainly required in classrooms. Grammar concepts do not only ensure satisfactory academic performance. There is more to it than this limitedness. A strong foundation guarantees successful and impactful communications skills. These skills come in handy not only in general speaking, oral and written interactions as well as all sorts of academic, social, political, and professional presentations. These are also the basis of the billion-dollar marketing industry especially with the boom in online arena which now thrives on the very basics of language skills.

The easiest, most effective grammar learning method IMLS - Integrated Model of Language Skills enables us to grasp, grow & celebrate the capacity building ability that takes grammar, practically beyond the classroom.

In this workshop participants will be taken on the growth journey from classroom practice to practical implementation and impact activities. Based on 35+ years observations, personal development, and 10 years

of professional and online business growth experiences. It is designed to enable teachers and parents to expand their knowledge, skills, and abilities beyond the traditional bases.

**Shireen Khan'** Love for learning and mission vision lead her to become a social entrepreneur. She is an NLP based Performance Boosting Strategist. She is a Lifetime Member of SPELT and has presented at International Conferences and Radio-TV shows.

### ***Cooperative Learning- A Great Tool for Language Development***

*Presentation: Workshop*

*Level: Elementary*

*Strand: Second Language Teaching (Macro and Micro Skills of ESL / EFL)*

*Email:samreennaz89@gmail.com*

Developing proficiency in the four skills (Reading, Writing, Speaking, Listening) is often a challenging task for students as well as for teachers and becomes more difficult when learners are expected to carry out classroom tasks in an isolation.

This workshop aims to highlight the importance of group work and peer learning through different teaching strategies which would enable English language teachers to design such lessons where their role will be of a learning facilitator, students will work in cohesion on different tasks that will ultimately bring improvement in their language skills. Furthermore, participants will be practicing different cooperative learning strategies and its implementation in classrooms shared by presenter.

**Samreen Naz** is the founder of Let's Educate. She has the degrees of MPA (HRM) and B.Ed in Educational Leadership and Management. She is training teachers since 2017.

### **Blooming Learners**

*Presentation: Workshop*

*Level: Elementary-Intermediate*

*Strand: Second Language Teaching (Macro and Micro Skills of ESL / EFL)*

*Email:sobyahasnali@gmail.com*

#### **"Failing to plan is planning to fail."**

Sir Winston Churchill. Lesson planning is an integral part of a teacher's life which requires ability to for see future based on past while perceived at present.

This workshop aims to teach from the scratch. It is specially designed to facilitate teachers who feel lost in a labyrinth while planning and are unable to make connection between classroom practice and design detailed lesson plans. It will support the practice of writing 'what, why and how'.

It will facilitate in designing SMART objectives while utilizing 'Bloom's Taxonomy'. Its six levels. The higher order thinking skills are not often explored. Lesson planning actually 'multiplies' students learning and save teaching learning time while shifting the paradigm from traditional approach to the professional practices.

The participants will be able to get a practical structure to their planning skills and some hands-on experiences to identify learners' need and teaching skills.

**Sobia Begum** is currently enrolled in MATEFL from AIU. She has done ICALT from SPELT She is working as a facilitator at Usman Public School System Campus 6. Classroom teaching and learning context is crucial in teaching any language to make the environment conducive for learning we need to improve teaching standards.

## Professional communication

*Presentation: Workshop*

*Level: Advanced*

*Strand: ESP/Business English*

*Email: tallalahmednuml@gmail.com, aisha.khan@nu.edu.pk*

An online survey via emails was distributed amongst the digital business officers who responded to the changing needs of the online communication strategies that can help teachers equip their students with those needs, in the long run, to successfully manage their businesses. A total of 122 responses were received to analyze the specific needs of digital media marketers. Some of the factors, such as effective communication and giving importance to customers important needs of digital marketers.

This workshop will be having an opportunity to know the insights of the corporate communication. Furthermore, it will give insights about social media marketing for writing a content that suits to the preferences of Google algorithm.

This Professional Communication workshop will provide participants with the skills and guidance for practices necessary to master fundamental concepts in corporate communication and professional interactions. The participants will be knowing well-organized and well-executed business communication strategies; with relevant writing and presenting mechanics and developing a strong personal brand through interactive activities.

**Tallal Ahmed** currently, is in employment with United Bank International as a corporate Affairs assistant Manager in Finance Department. He did MA English (NUML) and (MBA) from KU. He has multiple research publications in renowned HEC recognized journals. He has also served at ILMA University as a visiting faculty.

**Aisha Khan**, Lecturer, FAST-NUCES University, did her M.A in Applied Linguistics from KU. Currently, she is pursuing her M. PHIL in Applied Linguistic from IU. She is a veteran scholar with over 04 publications in renowned international journals. She has presented in several international conferences as well as national conferences.



## Contemporary National Trends in ELT

### Panel Discussions

**November 5, 2022**

**Time: 5:30pm**



**Dr. Habibullah Pathan** is currently serving as a Professor at Centre of English Language and Linguistics (CELL), Mehran University, Jamshoro. He did his master's and PhD from Glasgow, UK. He worked under Prof. Noam Chomsky, as a postdoctoral scholar in the US. He is a founding Director of CELL (2013-2022) & chief editor of the Journal Repertus.



**Dr. Humaira Irfan** is an Associate Professor at the University of Education, Lahore. She pursued MS in Applied Linguistics and ELT, with a PhD in Sociolinguistics programs from the University of Glasgow, UK. She was awarded visiting scholar fellowships by University of Exeter, UK, and Arcada University, Finland, in 2018. She has been a trainer of PHEC and PJA.



**Dr. Amjad** teaches at the Department of English & Applied Linguistics, at the University of Peshawar. He holds MA and PhD degrees in Applied Linguistics from Cardiff University, UK. His teaching and research interests include second/foreign language teaching, discourse, and genre analysis.



**Dr. Sumaira Umrani** is an Associate Prof of Applied Linguistics at the University of Sindh Jamshoro, working as a postdoctoral fellow at the Michigan State University, USA. She did MSc, English Language and PhD in Education from the University of Edinburgh, UK. She is a Cambridge qualified ELT/trainer and has completed Master Trainer course from the University of Oregon, USA.

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