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ULAB
UNIVERSITY OF LIBERAL ARTS
BANGLADESH

10th BELTA International Conference

In partnership with the Department of
English and Humanities, ULAB

**Sustainable Approaches to
English Language Education in a Changing World**

November 18 - 19, 2022

Venue:

University of Liberal Arts Bangladesh
Dhanmondi, Dhaka



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Rubina Khan
President, BELTA
& Conference Co-chair

MESSAGE

I welcome all the participants and delegates from across borders and within the country for joining the 10th BELTA International Conference 2022, "Sustainable Approaches to English Language Education in a Changing World".


BELTA holds its international conference every two years but unfortunately we had to postpone our 2020 International Conference due to the sudden onset of Covid-19. BELTA managed to organize a Virtual International Conference in 2021. And now here we are again in 2022 with our 10th International Conference.

We are grateful to the American Center, US Embassy for being the lead sponsor of this event. We thank the Department of English and Humanities, University of Liberal Arts Bangladesh (ULAB) for partnering with BELTA to co-host this event, and for providing a venue with a wide range of facilities.

This year's conference theme: Sustainable Approaches to English Language Education in a Changing world focuses on English language education in a changing world. There is an increasing need for lifelong learning, professional engagement locally and globally, and for building communities of practice more than ever before. We need to adapt our practices to suit the needs of changing times in areas like methodology, assessment, use of technology, and to incorporate issues of equity, diversity and social justice. We are part of multiple communities and beyond and we learn best when we share best practices with each other.

We are delighted that Professor Richard Smith is our keynote speaker. In addition to an impressive array of plenary and featured presentations, we have papers/workshops related to the theme of the conference. Our special attraction is Dr Wendy Ashby, English Language Specialist, U.S. Embassy, Dhaka. In addition to her plenary talk at the conference, she will be conducting workshops for 100 BELTA regional teachers on the sidelines of the conference and is offering professional development (PD) sessions at 8 different institutions after the conference.

BELTA is proud to offer a platform for those engaged in English Language education, to connect, learn, inspire and build communities of practice. Enjoy the conference – there will certainly be takeaways for all!



Rubina Khan

Professor Imran Rahman
Vice-Chancellor
University of Liberal Arts Bangladesh (ULAB)



MESSAGE

I would like to extend a warm welcome to everyone attending the 10th BELTA International Conference in Bangladesh titled "Sustainable Approaches to English Language Education in a Changing World" organised by BELTA and co-hosted by the Department of English and Humanities, University of Liberal Arts Bangladesh (ULAB).

In a globalised world where English has established itself as the most prominent medium of communication, it has become imperative to engage in the learning and teaching of English in creative ways to ensure inclusivity and the ability to empathise with other cultures, people, and communities. And who better to understand the importance of language learning, the preservation of language, and the impact of language on cultural identities than the Bangladeshis? As a vehicle for voicing ideas to reach a broader audience, English has also become a means to promote Bangla literature and culture through translation.

The current education system prioritises the proper learning of Bangla, English, and ethnic languages in Bangladesh. Hence, the conference theme this year is crucial. I hope the discussions on sustainable approaches to English language education in this academic setting will generate interesting ideas and solutions that will put Bangladesh on the map for innovative practices.

I would like to thank BELTA and the Department of English and Humanities for organising this event. I would also like to thank the presenters and participants for their interest in this conference. Their expertise and experience will help the stakeholders renew their efforts to change traditional perspectives and create new knowledge that will advance language education in a changing world.

I wish the conference a grand success.



Professor Imran Rahman



Dr. Nabila Massoumi
Regional English Language Officer (RELO)
Nepal, Sri Lanka, Bangladesh and Maldives

MESSAGE

Greeting from the United States' Regional English Office (RELO) in Kathmandu, Nepal!

As a sponsor of the 10th International BELTA Conference, we are looking forward to a wonderful exchange of ideas and networking in this blended event. Moreover, we hope our English Language Specialist, Dr. Wendy Ashby's sessions will enrich this year's international conference. Our English Language Fellows will be presenting an engaging session on using theatre and infusing critical thinking into the English Language classroom. We are delighted to have supported 100 first-time conference attendees from different regions across Bangladesh. For resources and professional development opportunities, please reach out to American Center in Dhaka.

With best wishes,

Nabila Massoumi
Regional English Language Officer

Shaon Karmakar
English Language Program Coordinator
U.S. Embassy, Dhaka

Prof. Suwarsih Madya, PhD
Dr. Joo-Kyung Park
Asia TEFL Presidents



MESSAGE

On behalf of AsiaTEFL, we would like to extend our congratulations and support the 10th BELTA International Conference 2022 being held in Dhaka, Bangladesh. The conference theme "Sustainable Approaches to English Language Education in a Changing World" is very timely and significant as we as ELT professionals, researchers and practitioners need sustainable approaches that enable us to fulfil our missions in this changing world.

Sharing and disseminating information on various matters on TEFL through the conference will certainly not only contribute to the achievement of BELTA's goal but also help contribute to the achievement of AsiaTEFL's goal to serve as a secular, nonpolitical forum that brings together ELT professionals in the Asia region.

We are certain that the conference will be a huge success with such an inspiring program. We wish all participants a productive, fruitful deliberation during the conference and enable them to widen networks of professional development.

We wish all presenters, delegates and participants the best and hope to see you at the 21st AsiaTEFL International Conference 2023 to be held with the theme "Celebrating ELT in Asia: Visions and Aspirations" on August 17-20, 2023, in Daejeon, S. Korea!

Professor Suwarsih Madya
Dr. Joo-Kyung Park



Dr Arifa Rahman
Advisor, BELTA
& Conference Co-Chair

MESSAGE

Welcome to the 10th BELTA International Conference 2022! After a prolonged disruption brought about by the Covid-19 pandemic, we are reaching out to a brave new world, especially in the field of education. Hence our theme, Sustainable Approaches to English Language Education in a Changing World.

The 88 presentations on offer work around this concept from varied perspectives – research findings, practices in difficult circumstances, learning-teaching attitudes, opportunities and challenges of using technology (especially low tech and even no tech) and coping with the digital divide. The various formats are talks, papers, workshops, debates and a colloquium.

Among our invited speakers is Dr. Richard Smith, Professor of ELT & Applied Linguistics, University of Warwick, UK, a highly reputable language educationist and researcher specifically relevant to English language education in Global South contexts. Dr. Smith's virtual presentation will certainly stimulate our participants and provide food for reflection. Throughout the 2-day conference, our delegates will enjoy the networking opportunities, make new professional friends and contacts and benefit from the insights and experiences. BELTA is aware that motivated, reflective teacher educators are the key to innovate, improve and sustain English language education in Bangladesh.

We are grateful to the American Center, US Embassy for being a sponsor of this event, and we thank the Department of English and Humanities, University of Liberal Arts Bangladesh for co-hosting this conference. Above all, I am extremely grateful to the BELTA conference organizing team, and to the ULAB team, who have worked very hard and for so long to put this conference together. We hope our endeavours will be fruitful.



Arifa Rahman



Arifa Ghani Rahman
Head, Department of English and Humanities
University of Liberal Arts Bangladesh (ULAB)

MESSAGE

It is an honor for the Department of English and Humanities, ULAB, to be co-hosting the 10th BELTA International Conference in Bangladesh, titled "Sustainable Approaches to English Language Education in a Changing World," with such a prestigious organization as BELTA.

The last two years of the pandemic have taught us much about collaboration and support, and this conference is one of the testaments to that learning. Working with BELTA to bring this conference to fruition has not only been a pleasure but a great learning experience. With a couple of months of preparations, innumerable meetings, and the wonderful support from my department team, I am truly glad we could reach this point without any major hiccup.

With our world growing smaller, sometimes literally to the size of our devices, we understand the importance of communication. With English as the lingua franca of much of the world, it has thus become more important to engage in critical discourses about the learning and teaching of the language in creative ways to ensure inclusivity. This conference, I hope, will initiate significant discussions that can help our teachers and students learn, and perhaps, unlearn, strategies to cope with the changing world and help advance research and policies for the greater good.

On behalf of the Department of English and Humanities, ULAB, I thank all the presenters and participants for being here. I must also thank BELTA for the opportunity to work together. And, of course, most of all, I have to express my heartfelt gratitude to the IT Office, the Admin Office, my department colleagues, and my students, for their sincere efforts in helping to make this conference a success.



Arifa Ghani Rahman

KEYNOTE SPEAKER

Dr Richard Smith
Professor of ELT & Applied Linguistics
University of Warwick, UK



Title: What does sustainable teacher development look like now?

Abstract: Prior to the pandemic, Bangladesh was going through a period of rapid and apparently successful development. However, the world has faced and is facing various crises, and sustainability of development has become a kind of mantra. What, then, are the values, attitudes and approaches that have sustained and can continue to support English language education during these challenging times? In this talk, I consider the notion of sustainability from different perspectives specifically relevant to English language education in Global South contexts, sharing a number of strategies teachers have adopted to good effect, including an 'enhancement approach', 'teacher association research', and exploratory action research.

Dr. Richard Smith is Professor of ELT and Applied Linguistics at the University of Warwick, UK. As a teacher educator, he has worked with teachers from many countries, including as academic adviser to teacher-research mentoring schemes in Latin America and South Asia. His books include: *Voices of Experience: Teaching in Low-resource Classrooms*; *Autonomy in Language Learning and Teaching*; *A Handbook for Exploratory Action Research*; *The History of Language Learning and Teaching* (3 volumes); and *Mentoring Teachers to Research Their Classrooms*. For links to some of these and for further details see <http://warwick.ac.uk/richardcsmith>

PLENARY SPEAKER

Dr Wendy Ashby
Faculty Support Center
Cochise College, Arizona, USA



Title: Re-Engaged Teaching: Stories from Beyond the Digital Divide

Abstract: This interactive discussion explores English teaching sustainability and interdependent professional communities. Engage in a mixture of personal narrative, audience polling, and Bangladeshi academic research. Add a dash of American pop culture and meditate on stunning Arizona landscapes. Leave with a renewed commitment to keep yourself and your teaching practice invigorated.

Workshop: Creating a Sustainable Teaching Materials Collection (for 100 BELTA Regional Teachers

Abstract: This two-part workshop addresses the pedagogical, linguistic and socio-cognitive benefits of flipped classrooms. Work in small groups based on language level and technology availability. Follow a planning template and choose from a wide variety of provided authentic materials (both print and digital) to co-create engaging lesson plans, activities, assessments and teaching products for sharing. Engage in show and tell and self-reflection while building your professional network.

Dr. Ashby holds a Ph.D. in Second Language Acquisition and Teaching from the University of Arizona as well as advanced degrees in German, ESL, and Instructional Design. She has served as a classroom instructor, teacher trainer, curriculum developer, materials designer, and program evaluation specialist in academia (University of Arizona, University of Missouri, and University of Arkansas) and civil service (Department of Defense and Department of State) both in the US and overseas. She served as a Fulbright Teaching Assistant in Germany, Senior English Language Specialist in China, and has successfully completed English Language Specialist projects in Bolivia and the Philippines. She currently works for the Faculty Support Center at Cochise Community College in Sierra Vista, AZ.



PLENARY SPEAKER

Dr. Amol Padwad

Professor and Director

Centre for English Language Education

Dr. B. R. Ambedkar University Delhi, India

President, AINET

Title: Multilingual classrooms from a practitioner perspective

Abstract: Multilingual classrooms are a norm in most Asian ELT contexts. In spite of a significant amount of research and theorisation in the recent past, there is still not enough clarity on what multilingualism practically implies, how teachers perceive it in their classrooms and what the features of their practice are. This talk attempts to view multilingualism from a practitioner's perspective and share interesting ideas, insights and curiosities based on some case studies.

Dr. Amol Padwad is currently Professor and Director, Centre for English Language Education, Dr. B. R. Ambedkar University Delhi and Secretary, AINET Association of English Teachers (AINET). In a professional career spanning 38 years, he has been a teacher, trainer, consultant, researcher and community leader. His current interests include history of ELT, teacher communities and networks, rural ELT and decentring in ELT.

PLENARY SPEAKER

Ms Dawn Lucovich

The University of Nagano, Japan

President Japan Association for Language Teaching (JALT)



Title: Post-Pandemic Leadership in Language Teaching

Abstract: Due to COVID-19, leadership has been disrupted, traditional leadership styles may be unsuited to the new landscape, and unexpected leaders have arisen. This plenary will first discuss current thinking about types of leadership, key differences between leadership and management, and finally how leadership has been encouraged and cultivated among language teaching professionals in Japan through several new initiatives and communities of practice.

Dawn Lucovich is President, The Japan Association for Language Teaching (JALT) and Assistant Professor at The University of Nagano. She previously served as President of the JALT Tokyo and Nagano Chapters, coordinator of the Writers' Peer Support Group (online writing center), and research grants co-chair for the Vocabulary SIG. She is also TESOL Co-Chair-Elect for the Higher Education Interest Section (HEIS) and serves on the American Association for Applied Linguistics (AAAL) Conference Task Force. She has most recently co-authored a chapter on critical friendships among leaders (forthcoming). Her other research interests include discourse communities, linguistic landscapes, and leadership skill formation.



PLENARY SPEAKER

Professor Dr. Rubina Khan
Department of English, University of Dhaka
President, BELTA

Title: Viewing Marginalization through the lens of English, Technology, and Gender: ReMaLIC project findings

Abstract: Marginalization is a rampant phenomenon in low-resourced countries. Marginalization prevents access to resources and opportunities. This presentation shares the findings of a study that was carried out in Bangladesh, Nepal, Senegal, and Sudan to explore the experiences of marginalized children their teachers, and parents. The purpose was also to gauge the role of technology, gender, and the value of English in increasing or minimizing marginalization. The main findings and the implications of the study will be briefly shared.

Dr. Rubina Khan is Professor at the Department of English, University of Dhaka. She is a teacher educator and a researcher and has worked on International projects. She has also worked as an educational consultant on assessment and teacher development and has a significant number of publications in professional journals at home and abroad. She is the President of the Bangladesh English Language Teachers Association (BELTA).

PLENARY SPEAKER

Dr Ramesh Nair

Associate Professor

Universiti Teknologi MARA, Malaysia

President, MELTA



Title: Advancing English language education in a linguistically diverse population

Abstract: The tensions between official language policies, and the realities of actual language use in the community have to be negotiated in national language-in-education planning. In a linguistically diverse population, attempts at foregrounding the importance of English as an additional language requires careful negotiation. In this presentation, I draw on Malaysia's experience, and discuss the complexity of moving ahead with attempts at advancing English language education in the context of managing the prestige and status of other languages.

Dr Ramesh Nair was an English language teacher before joining the Academy of Language Studies, Universiti Teknologi MARA, where he is now associate professor. Over the years, Ramesh has been involved in key initiatives which are part of Malaysia's English language education reform agenda. Ramesh has been a member of the English Language Standards and Quality Council, Ministry of Education Malaysia, and currently serves as President of the Malaysian English Language Teaching Association (MELTA), and vice president of AsiaTEFL.



PLENARY SPEAKER

Prof A. M. M. Hamidur Rahman
Dean, Faculty of Humanities & Social Sciences
Daffodil International University, Dhaka

Title: Contributions of Michael West to ELT in Bengal and Beyond

Abstract: Michael West was Principal of Dhaka Teachers' Training College from 1913 to 1932. He developed insights into the problems of learning English in Bengal. He observed that although pupils were spending about ten hours a week in learning English, the results were extremely poor. Dr. West emphasized reading skill as it would help develop other skills. He developed Reading Method, which became popular not only in India, but in many other parts of the world.

Prof. Hamidur Rahman is currently working as Professor of English and Dean, Faculty of Humanities & Social Sciences at Daffodil International University. Previously he was Professor of English at Institute of Modern Languages of Dhaka University. He has designed curricula, written textbooks and trained teachers for the teaching of English for different levels of education in Bangladesh.

FEATURED SPEAKER

Ms Motikala Subba Dewan
Tribhuvan University, Nepal
President, NELTA



Title: Leadership and Organization for the Sustainability of English Language Education

Abstract: The sustainability of English language education is crucial in the changing world. Organizations like Nepal English Language Teachers' Association (NELTA) could play a vital role to improve the quality of English language teaching and learning. The presentation narrates the NELTA's success story, its leadership, networking, and collaboration with governments, and associations for the development of the English language. Furthermore, it talks about the significance of professional organizations in enhancing the English language.

Motikala Subba Dewan, NELTA President, Associate Prof., Department Head of English, Ratna Rajyalaxmi Campus, Tribhuvan University (TU), advocate, a core member of Asian Creative Writing Group, Vice-President, Yalambar Research Foundation, Board Member of Research Management Cell, TU, trainer of the TESOL Certificate Advanced Course, national professional translator, and interpreter. She delivered Keynote and Plenary papers at national/international conferences, and received awards in ELT. She has published several books and research papers in national and international magazines and journals.



FEATURED SPEAKER

Dr. Qumrul Hasan Chowdhury
Assistant Professor, Department of English
University of Dhaka

Title: English for development discourse and a locally sustainable ELT

Abstract: Even though English is being promoted as a language of economic development in the Global South including Bangladesh, critical perspectives are available which question this promotion. This presentation examines some of these arguments and counter-arguments at national and global levels to argue that local ELT needs to adopt a more critical and holistic approach to English for development discourse in order to make meaningful and sustainable impacts at the grassroots level.

Qumrul Hasan Chowdhury is Assistant Professor at the Department of English, University of Dhaka. He did his PhD from King's College London, UK with Commonwealth Scholarship and has an MA in TESOL from the UCL Institute of Education, UK. His research interests are language and development and Southern Applied Linguistics. He has published papers in several international edited volumes and journals including *Applied Linguistics*, *World Englishes*, *Journal of English as a Lingua Franca*, and *Multilingua*.

FEATURED SPEAKER

Dr. Mira Namsrai

President

English Language Teachers' Association of Mongolia (ELTAM)



Title: Creating Opportunities for Active Learning in Changing Times

Abstract: Learner development has always been challenging for teachers everywhere in the world. In this regard there is a growing need to empower both teachers and learners. To accomplish this goal, it is important to develop 21st century skills of learners in order to overcome the 21st century challenges within a competitive global world. Therefore, English language teachers need to readdress some fundamental questions as: What skills are needed in the 21st century global world and beyond? How can classroom teachers equip learners with these skills and achieve excellence? And, what can educators do to overcome local challenges?

Mira Namsrai earned a Ph.D. in educational studies from the University of the Humanities, Ulaanbaatar. As a Fulbright scholarship recipient she has completed a TESOL program at the American University, Washington, DC. Her areas of expertise include research on English education, curriculum design, textbook development, and teacher training. As a team member and team leader she has worked on several nationwide projects on curriculum and textbook development and produced a great number of textbooks and learning materials for students and teachers.



FEATURED SPEAKER

Dr. Bijoy Lal Basu

Associate Professor

Department of English, University of Dhaka

Title: How sustainable are large-scale national educational reform initiatives in Bangladesh?

Abstract: Over the past quarter-century, the Ministry of Education in Bangladesh (MoE) has undertaken several change initiatives to reform English language teaching in Bangladeshi schools. In my talk, I will draw on theories of educational change and data collected during my doctoral fieldwork in 2017-2018 to reflect on the challenges of implementing large-scale one-size-fits-all change initiatives and propose more sustainable alternative approaches to curriculum development in Bangladesh.

Dr. Bijoy Lal Basu is an Associate Professor at the Department of English, University of Dhaka. He has a PhD from King's College London and an MA in TESOL from the UCL Institute of Education. He has co-authored *Endeavour: An Introductory Language Coursebook* (2014) and recently co-edited two books: *Dhaka University's English Department: Centenary Perspectives* (2022) and *Local Research and Glocal Perspectives in English Language Teaching: Teaching in Changing Times* (2022). He has published articles in local and international journals.

PANEL DISCUSSION

Friday, 18th November, 2022, 2:00 – 2:40 pm. Auditorium

English Language Teacher Education and Sustainable Development: Prospects for Primary to Higher Secondary Education in Bangladesh

Chair & Moderator: Professor Shaila Sultana, Department of English Language, Institute of Modern Languages, University of Dhaka.

Panelists:

1. Dr. Monalisa Khan, Deputy Director, Training, Directorate of Secondary & Higher Education (DSHE)
2. Md. Nahid Ferdous Bhuiyan, Teacher Trainer, National Academy for Educational Management (NAEM)
3. Professor Md Zulfeqar Haider, Head, Department of English, Muminunnisa Government Women's College
4. Dr. Abu Saleh Md Rafi, Lecturer (Adjunct), James Cook University, Australia; Assistant Professor (Adjunct), East West University and University of Liberal Arts Bangladesh
5. Dr. Ranjit Podder, Dhaka Govt. Teachers Training College

Abstract

English language education programmes designed for teachers in primary to higher secondary education in Bangladesh seem preoccupied with approaches and methods and appear to give inadequate attention to social, cultural, economic, and ecological factors from the perspectives of sustainable development. Teachers' beliefs, ideologies, prejudices, and misconceptions are hardly recognised or taken into account. Eventually, these become challenges to positive educational changes.

The panel will discuss the ways English language education programmes may create opportunities to develop teachers' knowledge, skills, motivation, and commitment, so they may critically reflect on their practices and contexts, encourage students to develop effective competencies and work for linguistic equity and social justice thus paving the way to sustainable development in educational approaches.

10th BELTA International Conference

COLLOQUIUM

Saturday, 19th November, 2022, 4:10 pm - 4:50 pm. Auditorium

A Global Approach to English Language Education: The Role of International Language Teaching Associations in a Changing World

Chair & Moderator: Dr. Arifa Rahman, Advisor, BELTA

Panelists:

1. **Ms Dawn Lucovich** –President, Japan Association of Language Teaching (JALT)
2. **Ms Motikala Subba Dewan** –President, Nepal English Language Teachers Association (NELTA)
3. **Dr. Rubina Khan** –President Bangladesh English Language Teachers Association (BELTA)
4. **Guest Speaker**

Abstract

Despite being voluntary organisations, it is argued English Language Teachers/Teaching Associations (LTAs) have a significant role to play today in enabling communities of practice to develop and take on responsibilities for educational and social development. LTAs have gained prominence over the last decades. The LTAs are now spreading their activities across borders displaying a robust insight into networking, partnership and collaboration. The focus of this colloquium will be on ways in which individual LTAs are adapting to post-covid times in order to cope with challenges and develop a shared vision to foster criticality and collaboration. Bearing in mind the UN's Sustainable Development Goal 4 "to ensure inclusive and quality education for all and promote lifelong learning" LTAs may supplement state initiatives for promoting education in a changing world.

10th BELTA International Conference

Abstracts and Presenters' Bios

A K M Iftekharul Alam Chowdhury <bcsifiti@gmail.com>
Government Titumir College, Dhaka (affiliated with Dhaka University)

Title: The Implementation of Flipped Classroom in English Language Learning

Abstract: During and after the pandemic, policymakers considered implementing blended learning at the tertiary level of education. Hence, this case study attempted investigating the students' readiness of three colleges to accept the flipped classroom paradigm for teaching and learning English. Six college teachers were interviewed regarding flipped courses. The findings reveal that blended learning is favourable in terms of student satisfaction, better use of class activities and time, constructive feedback and helpfulness among others. The study also outlines shortcomings and provides recommendations.

Mr A K M Iftekharul Alam Chowdhury, Assistant Professor of English, has been teaching English language and literature at tertiary levels for more than nine years. He achieved distinction in M.A. (Education) from the University of Nottingham. His research interests are TELL, MALL, CALL, BL, plurilingualism, multilingualism and translanguaging.

A. F. M. Moshir Rahman <moshiureu@gmail.com>
Managing Editor, International Journal of Humanities Arts and Business

Md. Sirajul Islam <siraj.ibbl@gmail.com>
Former Lecturer, Bangladesh Navy College (BN)

Md. Zahirul Islam <zahir24sep@gmail.com>
Lecturer in English, Govt. Mohammadpur Model School and College

Title: Teaching EFL Reading at the HSC Level in Bangladesh: Challenges and Measures

Abstract: This paper aims at unfolding the challenges of teaching EFL reading at the HSC level in Bangladesh. The study has employed qualitative method including teacher interviews and classroom observations. It reports findings that the major challenges include students poor background knowledge, improper selection of reading materials, less class duration, and the absence of a culture of reading.

A. F. M. Moshir Rahman is a Poet, Researcher & Writer. He did his BA, MA & M.Phil. in English and has 10 publications in different peer-reviewed Journals

Md. Sirajul Islam is an Entrepreneur & Educationist

Md. Zahirul Islam, Teacher & Researcher having five publications

Abu Nasar Muhammad Sufian <sufianags@hotmail.com>
Sylhet Government Pilot High School, Sylhet

Title: Effects of Using Digital Game-based Learning Platforms in ELT

Abstract: Students' modes and styles of learning have changed due to rapid advancement of digitalization. Game-based learning provides an ideal environment for active learning. Students can experience the pleasure of exploring and understanding new language simultaneously. Digital game tools are becoming increasingly accessible, and many are free or very cost-effective. Hence this approach can enhance students learning experience in a new way and bring variety in the ELT classroom.

Mr. Abu Nasar Muhammad Sufian is a Senior Teacher of English working in Sylhet Government Pilot High School, Sylhet. He worked as a master trainer of English in TQI-SEP. Currently he is working as a Master Trainer of Continuous Assessment, Life Skill-based Education-learning and Teachers Curriculum Guide (TCG). He has an MA in English and an M.Ed. (Thesis). He has special interest in Technology in Education.

Adiba Al Alimun <alimunadiba@gmail.com>

Student, Govt. Teachers' Training College, Sylhet

Title: Assessment in Educational Science: An Insight of a Government College in Sylhet

Abstract: Assessment is the vital factor that determines the quality of a program. The study started with an assumption that the assessment system in Educational Science in the investigated Government College is not valid. This qualitative research study covered five teachers interviews and five students FGDs to see the factors related to Educational Science. The study came up with findings that the examination oriented unstructured assessment needs some refurbishment.

Adiba Al Alimun is currently a university student studying Bachelor of Education (Hons.). She is a young researcher in the field of education. She has participated at seminars in different universities across the country and completed several action research in assessment in the arena of Education. At present she is interested to work in assessment in EFL teaching.

Adiba Murtaza <adibamurtaza@gmail.com>

Nahin Chowdhury <nahin.chowdhury@seu.edu.bd>

Department of English, Southeast University

Title: English Teachers' Adaptation of New to Old Normal at a University

Abstract: In post-covid situation, after the resumption of physical classes, English language teachers, getting habituated to the old system, have faced obstacles. This study explores how the teachers of a private university have coped up with this change. This research applied a mixed-methods study focusing on the variables that affect teaching quality, productivity, assessment, teacher-student bonding, mental and physical health of the mentioned group followed by some insightful suggestions for language teachers.

Adiba Murtaza is a lecturer in the Department of English at Southeast University. She has published several articles in peer-reviewed journals. Her research interests include ELT methodology and use of technology in language teaching. Recently she has developed English language materials for displaced children. Adiba is an EC member of BELTA. She is currently undertaking her doctoral study on technology in language teaching.

Nahin Chowdhury is working as a lecturer in the department of English at Southeast University. She was a Fulbright FLTA. Her research interest includes classroom teaching techniques, learner autonomy, testing and assessment and the like.

Afroza Akhter Tina <tinaju4@gmail.com>
Daffodil International University

Title: Using Alternative Assessments to Assess Everyday Classroom Lessons

Abstract: This presentation focuses on assessing everyday classroom lessons with four interactive and alternative techniques to informally measure learners' understanding of the course contents. The activities and tools Individual Assessment Card, progressive I-Can Statement, E-portfolio and Reflection diary allow the learners to express their opinions after the completion of a lesson/task. They actively involve students in the learning process by creating opportunities for them to state what they perceive they are able to do.

Afroza Akhter Tina serves at Daffodil International University, Bangladesh. She is a certified Advanced TESOL Practitioner and an E-Teacher Alumna of the U. S. Department of State, Dhaka, Bangladesh. With the academic publications and presentations in different national and international conferences she has earned inspiration to continue with her research interest which includes Assessment, Teaching with Technology, and Teacher Education.

Afroja Alam <meafrojaalam@gmail.com>
Student of TESOL in BRAC University

Title: Feminism and Transformational Leadership in ELT

Abstract: The aim of this research is to find out the impact and attainability of transformational leadership in the field of feminism in ELT leadership. To conduct the research with the review of theories, couple of close cases have also been explored through interview to ascertain the thesis. This research has been conducted to explore the relation between feminism and transformational leadership, and to what extent transformational leadership encourages feminism in the field of ELT leadership.

Afroja Alam is doing her post-graduation in TESOL at BRAC Institute of Languages, BRAC University. She received BA in English and Humanities from University of Liberal Arts Bangladesh (ULAB). She is currently teaching at European Standard School (Junior Section). Her areas of interest are English language education and research.

Afroza Aziz Suchana <suchanadu@gmail.com>
University of Asia Pacific

Title: Hybrid Classroom in the New Normal Life: Communication or Alienation?

Abstract: The study explores the perceptions of the undergraduate EFL learners regarding communication in hybrid classroom. Applying qualitative approach, it analyzes the interview data of twenty students of a private university in Bangladesh. The findings reveal that despite having some positive aspects, the learners experienced on-line mode of hybrid classroom as exclusionary which creates alienation. Female learners were marginalized in many cases. The study suggests minimizing the challenges of hybrid classroom by engaging all learners.

Afroza Aziz Suchana is an Assistant Professor in the Department of English, University of Asia Pacific. She is currently pursuing her PhD at the Institute of Modern Languages, University of Dhaka. Earlier, she completed her B.A. (Hons) in English and M.A. in Applied Linguistics and ELT from the University of Dhaka. Her research interests include gender equality and materials evaluation.

Afsana Bintey Helal <afsanabinteyhelal@gmail.com>
Educator, Teach for Bangladesh

Muhammed Shahriar Haque <shahriar@ewubd.edu>
Professor, Department of English, EWU

Title: Visual Literacy: Teaching Literature through Graphic Novels in Post-Pandemic Classrooms

Abstract: Graphic Novels are becoming one of the most resourceful teaching sources, for Generation Alpha, in post-pandemic virtual reality. However, there is still resistance to the incorporation of graphic novels in classrooms for tertiary level students, in Bangladesh, where books with images are considered children's literature. Therefore, this paper aims to focus on visual literacy at the tertiary level where graphic novels, as part of literature, can be taught in post-pandemic classrooms in Bangladesh.

Afsana Bintey Helal is currently working as an educator in Teach for Bangladesh. She has completed both her undergraduate (2018) and graduate (2020) studies in the Department of English at East West University.

Muhammed Shahriar Haque, Ph.D. has published numerous scholarly articles and co-edited three books. He is also the Editor of the peer-reviewed academic journal East West Journal of Humanities, as well as producer and assistant director of the documentary film Life after Grey (2015).

Agni Prasad Gnawali < assapkota@gmail.com >
Chaitanya Multiple Campus, Tribhuvan University

Title (Workshop): Reshaping Research Workshops Through Activity-Based Discussion

Abstract: Research is a process of scientific and systematic inquiry based on facts and experiences. Based on activity-based research workshop experiences, this workshop shares how a workshop can be conducted to engage participants as an activity to enhance their research skills. With an organized engagement from topic selection to referencing, the workshop shares an outline of research components like introduction, literature review, selecting proper methodology, exploring resources and formatting a research paper.

Agni Prasad Gnawali is a lecturer at Chaitanya Multiple Campus, Kavre, Nepal affiliated to Tribhuvan University. He teaches literary readings and is an editor of a multidisciplinary journal.

Allen Stewart <As154146@gmail.com>
English Language Programs, North South University, via Washington D.C.

Title (Workshop): Main Character Energy Part 1: Establishing the Identity of a Character

Abstract: Main Character Energy looks at the creation of a character, through selection of type, with an identity development. Thus, once established, that character would be ready to take ownership of their story by interacting with other characters.

Allen Stewart has been involved in the ELT field for over 15 years. He has educated students in multiple countries across the world. His experience focuses on working with secondary and tertiary education, while also providing tailored experiences for business professionals and those interested in international standardized language examinations.

Mimi Marstaller <ext.amelia.marstaller@bracu.ac.bd>
Brac University (University of Utah in the U.S.)

Title (Workshop): Main Character Energy Part 2: Establishing the Identity of a Character

Abstract: Creating compelling characters is a challenge for writers of all genres, especially fiction, creative nonfiction and personal narrative. This workshop will explore how drama exercises (acting) can help writers and learners of English develop a character by embodying it first. We will use characters we developed in the previous workshop (Main Character Energy) to build scenes that respond to given prompts. We will share the scenes, then a debrief session will help us understand how this practice can be adapted for different levels of English learners.

Mimi Marstaller is a global literature teacher in public schools in the United States. She is interested in how to use students' knowledge as a foundation for their study of English and English literature. She is a visiting fellow at Brac University this year.

Amit Kiron Pal <palamitkiron@yahoo.com>

Takad Ahmed Chowdhury <takad@uap-bd.edu>
University of Asia Pacific (UAP)

Title: Use of Bengali in English Literature Classroom: Insights From Bangladeshi University Students

Abstract: This quantitative study examines student perspectives of an English-taught Bangladeshi university on using L1, which is Bengali in this context, in English literature classrooms. The findings show that the participants prefer selective use of L1 in their classrooms, especially in analyzing new concepts, literary terms, or creative and unique literary expressions. However, many respondents also appreciate EMI to improve their English skills. This article provides insights for pedagogical considerations and adaptation of institutional policy regarding medium of instruction.

Amit Kiron Pal completed his MA in ELT from the Department of English at the University of Asia Pacific (UAP), Dhaka and is a freelance ELT practitioner and researcher. His particular interests include ELT methodologies and use of L1 in L2 writing.

Takad Ahmed Chowdhury (ORCID ID: <https://orcid.org/0000-0002-0785>) is a Ph.D. candidate at the School of Educational Studies, Universiti Sains Malaysia. He is also an Associate Professor at the University of Asia Pacific (UAP). His research interests include ESP/EAP, ESL/EFL writing, curriculum development, and English literature.

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Tanzimul Ummah

International Tahfiz School.

Title (Workshop): Mediating Gamification Techniques to Meet English Curriculum Needs

Abstract: Are you tired of teaching English in a traditional setting? In this workshop, the Task-Based Language Teaching (TBLT) method will be explored while incorporating interesting non-tech gamification techniques to meet the needs for the 21st-century skills. They include synthesizing, paraphrasing and communicating among others. Participants will take part in such exciting exercises to explore how secondary and higher secondary level grammar items can be taught and learned while facilitating experiential learning.

Anindita Paul is a student of MA in TESOL at Brac University. She was an assistant English teacher at an English Medium School in Chittagong. Her areas of interest include research methodology, material development, language testing, and evaluation and the implementation of ELT theories in the classroom.

Kamrunnahar Sayma is a senior teacher of English Language and Literature at an English Medium School in Dhaka. Her areas of interest are learner autonomy, TBLT, and literature in language classrooms.

Maisha Jahan is a student of M.A in TESOL at Brac University. Currently, she is a content writer. Her areas of interest include curriculum and material development, barriers in language learning and teaching, and classroom research and research methodology in ELT.

Shaikat Das is a student of MA in TESOL at Brac University. His areas of interest include assessment, testing and evaluation, language skills development, and teaching cultural English.

Tanvir Mehedi is a student of MA in TESOL at Brac University. His areas of interest include language testing and evaluation, syllabus and curricula design, and using technology in ELT.

Anjuman Ara <anjuman@du.ac.bd>
Department of English, University of Dhaka

Title (Workshop): Using Critical Incidents to Develop EFL Learners' Pragmatic Awareness and Competence

Abstract: Although critical incident analysis (CIA) has been employed in various fields since 1954, its use in language education has been limited more to pre-service and in-service teacher training and education programmes than teaching language skills. This workshop demonstrates the rationale for and the techniques of analyzing critical incidents, or more specifically critical pragmatic incidents, as a learning tool for language learners to develop their pragmatic awareness and competence in the target language.

Anjuman Ara is Assistant Professor at the Department of English, University of Dhaka. Her research interests include discourse and cultural studies, educational technology, teacher education, and research methodology. As part of the British Council INSPIRE project in collaboration with the University of Manchester UK, she co-authored *Writing Essays with Ease* (2016).

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Sheikh Mohammad Ali <sheikh2026@gmail.com>
Training Specialist at NAEM

Title (Workshop): Using PMI Model for Fostering Critical Thinking in English Classrooms

Abstract: This workshop demonstrates how de Bono's (2010) Plus, Minus, Interesting model of thinking can be implemented critically on English for Today book lessons for fostering critical thinking among students. The target participants of the workshop are primary and secondary level English teachers of Bangladesh.

Asifa Sultana is a Professor at the Dept. of English and Humanities, School of Humanities and Social Sciences, Brac University.

Sabreena Ahmed is an Assistant Professor at the Dept. of English and Humanities, School of Humanities and Social Sciences, Brac University.

Sheikh Mohammad Ali, Associate Professor of Education, has been working as Training Specialist at NAEM since December 2016.

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Hexa's Education, Sylhet

Suman Roy <sumanmyth69@gmail.com>
Dakshin Surma Government College

Title: Teacher as Researcher for Building a Better Generation, Better World

Abstracts: Teachers of the 21st century are not merely confined to the four walls of a classroom. Rather they engage themselves in improving work environment, professionalizing teaching, revising curriculum, developing policy and extra-curricular activities. They have to collect enormous amounts of data each day, and they rapidly evaluate and make decisions based on this data and thus become researchers.

Atia Amatun Nur is a Lecturer in the Department of English in Jalalabad Cantonment English School & College, Sylhet. She is the publication Secretary of BELTA Sylhet Chapter. She took part in different national and international workshops, seminars and conferences in home and abroad. She is a facilitator at English Access Micro-scholarship Program, funded by the US Embassy.

Sultan Ahmed is currently working as the Chief Instructor of Hexa's Education, Sylhet. He is also working as the General Secretary of BELTA Sylhet Chapter. He presented a paper titled 'Humor: An Important Tool to Use in Teaching' at the 23rd International Conference organized by NELTA in Nepal in 2018.

Suman Roy is a Lecturer in Department of English in Dakshin Surma Government College, Sylhet. He is the Treasurer of BELTA Sylhet Chapter. He has participated at different national and international workshops, seminars and conferences at home and abroad. He is the author of one book and one of the regular contributors of The Phoenix.

Debashismoy Dutta <debashismoy@gmail.com>
Noakhali University of Science and Technology

Mohammad Aminul Islam <dialamin323@gmail.com>
BIL, Brac University

Title: Sustainable ESP Ecology for Development: Inquiry through Stakeholders Interview

Abstract: This paper investigates the state of ESP ecology in Bangladesh through the ESP stakeholders experiences in ESP-course development. The researchers conducted semi-guided interviews with some ESP practitioners, Human Resources (HR) managers and novice professionals with a view to triangulating their views and experiences to reach a comprehensive understanding of the evolving nature of specific language needs and challenges in ESP course implementation. This paper advocates stakeholder concerted involvement for a sustainable ESP ecology for development.

Debashismoy Dutta is an Assistant Professor in the Department of English, Noakhali Science and Technology University. He has presented a number of papers in international conferences and published four articles in referred journals. He is interested in research on ESP, classroom practices, use of ICT in teaching, and postcolonial literature.

Mohammad Aminul Islam is a Senior Lecturer at BRAC Institute of Languages, BRAC University. He is a 'Commonwealth Scholar'. He has a deep passion for teaching language and educational development. He has the experience to serve in ELTIP and in many government and nongovernment projects.

Dewan Jamilur Rahman <jamil.djr@gmail.com>
BRAC University

Title: Transformational Leadership Shaping ESP Courses in Bangladesh

Abstract: Skilled manpower brings the largest revenue for Bangladesh. Still, a big part of 160 million populations lacks language skills required for working abroad. Apparently, ESP (English for Specific Purposes) courses are filling up this gap and leadership plays a crucial role there. The urge to design cost effective short courses challenges language teachers to bring the best of leadership skills. This study evaluates and analyzes how Four Components of Transformational Leadership dominate pedagogic practices in ESP.

Dewan Jamilur Rahman is an Editor at the International News Desk in an online news portal. He graduated from the English Department of BRAC University. He studied Applied Linguistics and ELT along with Media and Cultural Studies as part of his Bachelor degree. His post-graduation is focused on Language Teaching (TESOL). His research interests include language, media and other socio-cultural affairs.

Dib Bahadur Sherbuja <dibsherbuj@gmail.com>

Kathmandu Unified City School Nepal

Title: Learners' Autonomy: Creating Texts out of Text

Abstract (Workshop): Learners' autonomy is highly sought in the 21st century approach of teaching and learning. The approach aims to engage students and offers them a context to create ownership and interest in learning. If the students are involved in activities, learning becomes more meaningful. The workshop aims at sharing an activity where the participants produce many texts out of a given text. The participants will develop discussion, team work, thinking, imagination, and creative writing skills.

Dib Bahadur Sherbuja is a teacher and trainer of teachers and youth. He is associated with NELTA and IATEFL. He has taken professional pedagogical training like TEFL, American Webinars, other training from NELTA, Access Program and British Council. Additionally, he has worked as an Access Instructor for two and half years in Kathmandu center. He believes in learning, sharing and growing.

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Mohammad Emran Hassan <emran.hassan001@gmail.com>

Department of English and Modern Languages, Independent University Bangladesh

Title: Students and Teachers' Perceptions of Translanguaging in the EFL Classrooms

Abstract: Very little research on students and teachers perception of translanguaging in the EFL reading and writing classes in the Bangladeshi private universities has been conducted. By employing qualitative research that involved semi-structured interviews, and focus group discussions, this case study identified that translanguaging enhances interactions in the classroom, facilitates students comprehension and production of language, and helps them understand teachers feedback, but it influences the students to reduce the use of English.

Esika Islam Nijhum has been studying BA in ELT at Independent University Bangladesh. She is currently in her third year. She has been working as a tutor at IUB English Language Resource Center. Key areas of her research interest include translanguaging, SLA, and ELT pedagogy.

Fatima Sadri has been studying BA in ELT at Independent University Bangladesh. She is currently in her final year. Key areas of her research interest include translanguaging, SLA, and ELT pedagogy.

Jannatul Ferdous Urmi has obtained BA in ELT from Independent University Bangladesh. She worked as a tutor at IUB English Language Resource Center. Key areas of her research interest include translanguaging, teachers' identity, bilingualism and multilingualism.

Md Shaiful Islam is a Senior Lecturer at the Department of English and Modern Languages, Independent University Bangladesh (IUB). He obtained MA in Applied Linguistics and ELT and a Master of Education (M.Ed.) from the University of Dhaka. He has a PhD in TESL from Universiti Teknologi Malaysia (UTM), Malaysia. His areas of research interest include self-regulated language learning, assessment in education, and ELT pedagogy.

Mohammad Emran Hassan has been studying BA in ELT at Independent University Bangladesh. He is currently in his final year. Key areas of his research interest include translanguaging, assessment in ELT, and ELT pedagogy.

Farah Diba Yasmin <dibadueng@gmail.com>
Bangladesh University

Title: Analyzing Online ELT through the Framework of Connectivism

Abstract: This paper focuses on understanding digital English language teaching and learning through the lens of connectivism theory that combines digital technology with management, development and testing of English courses. It also advocates the idea of developing connectivism for rapid changes of online learning nature and proposes holistic view on online school of thoughts.

Farah Diba Yasmin is presently serving as a lecturer in the Department of English at Bangladesh University, Dhaka. She received her Bachelor and Master's degree from English Department of the University of Dhaka. She has also received her MPhil in ELT from the Department of English, University of Dhaka. Along with teaching she also works as research fellow and her areas of academic research interest include learning design and technology, syllabus design, teacher education, pronunciation and literature in language classroom.

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Ferdoushi Rahman <ferdoushi.rahman@dpsstdhaka.org>
Faculty, DPS STS School, Dhaka

Title (Workshop): Setting the Tone after Transition

Abstract: This interactive workshop will focus on the changes during the transition period of the pandemic and will explore different ways to deal with these in order to promote active learning in a classroom setting. The participants will experience working in groups to discuss and jot down ideas to deal with the changes.

Ms. Farhana Akhter Nadia has completed her MA in English. She is also certified Global Perspectives teacher under Cambridge international Education. She has been in teaching for 16 years. She was a teacher at Bangladesh International Tutorial and Scholastica, and is currently teaching in Delhi Public School (DPS) Dhaka.

Ferdoushi Rahman has an M.A in English Language Teaching (ELT). She also has earned the Cambridge International Certificate for Teachers and Trainers (CICTT) with distinction, from Cambridge International Examinations (CIE) and has completed International Baccalaureate (IB)-Making PYP Happen Phase-1. Before joining DPS, Dhaka, she taught at the Aga Khan School, Dhaka. She has been an educator for 16 years.

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Md. Amaz Uddin Chowdury <amazuddin@hamdarduniversity.edu.bd>
Hamdard University Bangladesh

Title: Impact of Social Stratification on Learners' Academic Performance in English

Abstract: Social stratification refers to the categorization of individuals in society which can impact learners' competency in their academic performances. Yet being a foreign language, competency in English is a must to cope with the ongoing world. However, learners often fail to attain the expected proficiency in English. This paper shows that poor socioeconomic conditions, unfavorable environments, and lower academic facilities were procured for learners' poor academic performance in English at the secondary level in Bangladesh.

Fatima Yeasmin Chandha has been working as a Lecturer in the Department of English at Hamdard University Bangladesh for three years. She pursued her M.A in Applied Linguistics and ELT, and B.A in English at Jagannath University. She has published papers in scholarly journals. Her research interest includes ELT, CDA, Psycholinguistics, and Sociolinguistics.

Md. Amaz Uddin Chowdury has been working as a Lecturer in the Department of English at Hamdard University Bangladesh for a year now. He previously served as a Lecturer at Bangladesh Open University. He pursued his M.A and B.A in English at Comilla University. His research interest includes SLA, CDA, Psycholinguistics, and E-Learning.

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Independent University Bangladesh

Title: Supporting EFL Pre-service Teachers' Development of Pedagogical Competence: Challenges and Strategies

Abstract: Addressing little research on the challenges the pre-service teachers face to develop their pedagogical competence in EFL contexts, the current study employed videorecorded microteaching sessions as well as semi-structured interviews, and focus group discussions that involved nine (9) pre-service teachers. Thematic analysis of the data resulted in four categories of challenges: low literacy in lesson planning, deficient literacy in materials in ELT, limited knowledge of instructional methods, and insufficient assessment literacy. Practical implications have been addressed.

Gazi Mohammad Raquibul Hassan is studying BA in ELT at Independent University Bangladesh. He is currently in his final year. His research interests include SLA, microteaching and ELT pedagogy.

Md Shaiful Islam is Senior Lecturer, Department of English and Modern Languages, Independent University Bangladesh (IUB). He did his PhD in TESL from Universiti Teknologi Malaysia (UTM), Malaysia. His areas of research interest include self-regulated language learning, translanguaging, and assessment in education.

Tonima Jabin is studying BA in ELT at Independent University Bangladesh. She is currently in her final year. Her research interests include SLA, microteaching and ELT pedagogy.

Zarin Tasnim Neha has obtained BA in ELT from Independent University Bangladesh. She is currently working as a Spoken English Instructor at Shafin's. Her research interests include language management, bilingualism and multilingualism, and microteaching.

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Murshida Rahman <murshida@hamdarduniversity.edu.bd>

Hamdard University Bangladesh

Title: Anxiety in Learning English: A Study on Secondary Level Learners from Urban & Rural Areas of Bangladesh

Abstract: This paper aims to demonstrate the major factors for anxiety among urban and rural learners at secondary level in Bangladesh. This research will focus on whether urban and rural learners have similar reasons for anxiety in English classes and how anxiety impacts their learning. This study will try to find possible solutions on how to minimize anxiety to enhance learning outcomes. The overall goal of this paper is to propose an overarching framework for teaching strategy.

Gobindo Deb has been working as a Lecturer in the department of English at Hamdard University Bangladesh. Currently he is working as journal Coordinator of Journal of Hamdard University Bangladesh. His areas of interest include Sociolinguistics, Second Language Acquisition, Modern and Postmodern Literature. He has published articles in scholarly journals at home and abroad.

Murshida Rahman is currently working as a lecturer in the department of English at Hamdard University Bangladesh. She has completed MA in English Language and Linguistics from University of Westminster. She has published papers in National and International Journals. Her research interests lie in the field of Sociolinguistics, Language Variation and Change, Language Acquisition, Teaching Language Skills.

Harunur Rashid Khan <harunrj@gmail.com>
BRAC University

Title: Teachers' Narratives from Virtual Classrooms and Professional Development during COVID-19

Abstract: This paper aims to understand how Emergency Remote Teaching (ERT) looks like in the higher education (HE) context of Bangladesh through TESOL teachers' narratives from initial virtual classrooms. Employing narrative inquiry, four teachers from four different public and private universities shared their experiences of doing, undergoing and reflecting as they tried to adopt, adapt and strive in imparting ERT and carrying out education in HE. Insights from these narratives may inform higher education pedagogies and teacher development.

Harunur Rashid Khan is presently an adjunct faculty for MA in TESOL program at BRAC University and ULAB. He has published professional articles in various ELT journals at home and abroad and co-authored textbooks. His research interests include ELT Methodology, Materials Design, Critical Pedagogy and Narratology. He is the immediate past president of BELTA and member of AsiaTEFL, IATEFL, TESOL.

Israt Jahan Promi <israt.jahan.prm@gmail.com>
BRAC University

Title: Back to Schools after Pandemic: Teachers-students' Perceptions of Reopened Schools

Abstract: COVID-19 has affected the education sector immensely for which the mode of learning keeps changing globally. As a result, both students and teachers had to face difficulties to adjust with the transitions. This presentation discusses the perception of Bangladeshi secondary level students and teachers regarding their experience and challenges faced in the reopened schools. Finally, the implications of the research are presented which will be beneficial for the stakeholders of the educational sector.

Israt Jahan Promi completed her graduation and post-graduation in the Department of English and Humanities at BRAC University. Her major was Applied Linguistics and ELT (English Language Teaching). Till now she has worked on different ELT-based topics such as teacher training, English as a medium of instruction, blended learning, alternative assessment and so on.

Jonathan Bennett <jonathan.bennett@bd.britishcouncil.org>
Training of Master Trainers in English Project (TMTE)

Title (Workshop): Using Phonics to Develop Primary English Reading Skills

Workshop abstract: Phonics focuses on the sounds of letters in English rather than the names of letters. Teaching children in class 1 English lessons in Bangladeshi primary schools the sounds of letters can help them not only to say individual letter sounds but then in class 2 to also blend the sounds of individual letters in words to develop early literacy reading and writing in English.

Jonathan Bennett is an academic supervisor on the Training of Master Trainers in English Project (TMTE) sponsored by the MoPME and DPE and delivered by the British Council. The project aims to develop the English teaching skills of primary school teachers in Bangladesh and to create a pool of Master Trainers among these teachers to train other primary school teachers. He has worked on similar teacher training projects in Myanmar, Thailand and Vietnam.

Kaniz Fatema <kaniz@ewubd.edu>
Senior Lecturer, Department of English, East West University

Title: Transition in Teaching Writing Skills: A Shift to Online Platform

Abstract: This study observes the changes in teaching and testing writing skills at tertiary level of language education focusing on the probable changes while and after online teaching and

learning period from 2020-2021. The qualitative data of this investigation has been collected from 500 students of different universities through snowball sampling. The result represents students' insight and experience of online writing courses and their ways of accepting or denying the changes they have gone through.

Kaniz Fatema has been working as Senior Lecturer in the Department of English at East West University. She completed her BA (Hons.) in English and MA in Applied Linguistics and English Language Teaching (ELT) in the department of English at the University of Dhaka. Her research interests include teaching language skills, technology in education, language testing and material development.

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Sabrina Akhter Eva <sabrinaeva184@gmail.com>

Department of English, Southeast University

Title: Adaptability with Collaboration of Language Learning and Illations

Abstract: This paper provides an overview of significant linguistic progress and problems of tertiary level learners across the transition and changes from the beginning stage to the overall journey. Data from 30 English learners from different university students in Bangladesh were collected using lesson observations, questionnaires, interviews, and writing tasks. Learners did make significant linguistic progress and also faced obstacles across different transition phases in terms of pandemic and post-pandemic situations.

Kashfia Faruk is currently studying at the Department of English, Southeast University. She is a member of the research, education and content writing department in UNSIS. Her research interest is in the area of development of learning and teaching methods, equity in language education, multi-level classrooms, autonomy and independence in learning and the importance of critical thinking as a researcher.

Moumita Ahmed is doing her BA (Hons) in English at the Department of English, Southeast University. She is Executive Committee member in Southeast English Club. Her research interest is in creating platforms for beginners as Language Learners in different methods, collaborative idea between language and literature section and identifying and solving obstacles as Logophile.

Sabrina Akhter Eva is doing her BA (Hons) in English at the Department of English, Southeast University. She is a poetry reciter of Boithok at Bangladesh Shilpakala Academy. Her areas of interest include assessment, testing the capacity, interest of the individuals, and the result of a study using the recitation method in learning.

Khadizatul Kobra Urmay <urmykk-eng@sust.edu>

Tasnia Mizan Chowdhury <tasnia-eng@sust.edu>

Shahjalal University of Science and Technology, Sylhet

Title: Collaborative Approaches of Learning ESL/EFL Using Online Platforms

Abstract: The emergence of new technology and widespread use of online platforms in teaching and learning during covid and post-covid era have paved the way to the transformation of classrooms from face-to-face to online. This theoretical paper aims to explore how the online platforms can be used to foster collaborative learning of ESL/EFL where learners work in groups to facilitate their learning.

Khadizatul Kobra Urmay is an Assistant Professor in the Department of English of Shahjalal University of Science and Technology, Sylhet. She did her M.A. in English Literature from the Department of English of University of Dhaka. Her areas of interest include Modern and postmodern literature, South Asian literature, War literature, and English language teaching.

Tasnia Mizan Chowdhury is an Assistant Professor in the Department of English of Shahjalal University of Science and Technology, Sylhet. He did her M.A. in Applied Linguistics and ELT in the Department of English at the University of Dhaka. Her areas of interest include English language teaching, assessment, and teacher training.

Kohinoor Akther <kohinooraktherhelen@gmail.com>
Department of English Language And Literature, Premier University

Title: Post COVID-19 Challenges in Inclusive EFL Classroom Interaction

Abstract: While pandemic closure has given attention to the pedagogical and other shifts, it has bypassed learners' needs, training to address the pandemic and post pandemic changes. This study, by using qualitative research method, aims at exploring the challenges that tertiary learners are facing as post pandemic attributes in EFL inclusive classroom interaction.

Kohinoor Akther is an Assistant Professor in the Department of English Language and Literature at Premier University, Chattogram. She is an MPhil (TESOL) student at Far Western University, Nepal. She completed her MA in TESOL at BRAC University, Dhaka. She has five publications. She attended many national and international conferences at home and abroad.

Marwa Mohammad Masood <marwamohammadmasood@gmail.com>
United International University

Title: Adopting a Student-Centred Project-Based Approach in English Language Classrooms

Abstract: In this paper, the potential of a student-centred project-based approach in English language classrooms has been discussed. A needs analysis survey was conducted on 227 students to understand different aspects of developing a student-centred course. Based on these outcomes, a project-based teaching approach was adopted with 120 students which required them to work on projects in the target language. The outcomes of this approach have been delineated along with a detailed review of literature.

Ms. Marwa Masood is an Assistant Professor of English at United International University, Bangladesh. She has seven years of experience in teaching English, including 3 years as a lecturer at BRAC University. Ms. Masood is a University of Warwick alumnus and a former Hornby scholar. Her research interests primarily lie in the areas of ICT in TESOL and Teacher Education.

Mati Haque Chowdhury <mati.haque.chowdhury@g.bracu.ac.bd>
Student, MA (TESOL), BRAC University

Title: Link between Formative Assessment and Students' Engagement

Abstract: Formative assessment has been claimed to be an effective form of assessment. As a result, many ELT practitioners nowadays adopt various forms and strategies of formative assessment even at elementary level to facilitate better engagement among learners. This qualitative study aims at exploring the various tactics applied by the ELT practitioners to create engagement among struggling learners at an elementary school. Findings will shed light on the link between formative assessment and performance of learners. The research contemplates to learn how an engagement is created among the students of elementary level school through formative assessment and performance management cycle. The information has been gathered through close observation of classes, interview of teachers, and details from anecdotal notes. A thorough analysis has been made in qualitative method. Main motive is to see the tactics used by the teachers to create an engagement to help the struggling students to overcome their difficulties and to respond better.

Mati Haque Chowdhury is a student of MA in TESOL program at BRAC Institute of Languages, BRAC University. She completed BA in English and Humanities at the University of Liberal Arts Bangladesh. She is a faculty member of European Standard School at elementary level. She is interested in English language education and research.

Md Ashikuzzaman <fnbashiklass@iub.edu.bd>
Independent University, Bangladesh

Title: Enhancing Learning Outcome in Online ESL/EFL Classroom at Tertiary Level Education

Abstract: Since the start of the pandemic, the education system has shifted more into virtual classrooms. But even after two years, the online classroom, especially at the tertiary level, has not improved as much as anticipated. Many factors like the heavy price of WiFi, low bandwidth, lack of technological knowledge and awareness are creating obstacles in the effective outcome of online learning. This paper presents a bunch of practical solutions for making online class effective.

Md. Ashikuzzaman is a Cambridge CELTA Certified teacher, currently an Adjunct Faculty at Independent University, Bangladesh. He served as an adjunct faculty of ULAB, SEU and SUB. In addition, He is an ELT trainer in government medical colleges. He is a corporate trainer for many organizations. His research interest is online language teaching.

MD Ejaj Ahmad <contact.ejaj@gmail.com>

Title: Formative Assessment in Academic Development

Abstract: This study was conducted to investigate by what means formative assessment contributes to academic development at a Bangladeshi government college. To inquire evidently, eight teachers were interviewed in the study. The finding of the investigation showed that if formative assessment was applied by the teachers to students' evaluation, the development in academia could have been accelerated.

MD Ejaj Ahmad, a young researcher in the field of education, is currently doing his graduation in Bachelor of Education (Hons). He took part in seminars arranged in different universities across the country. He has a great interest in action research and has already conducted a couple of action research in the field of education. Presently he is looking forward to working in assessment in ELT.

Md Mahbubul Islam <amin323@bracu.ac.bd>

Mohammad Aminul Islam <mm.islam@bracu.ac.bd>
BRAC Institute of Languages (BIL), BRAC University

Title: eMentoring in the Disrupted Academia during a Pandemic

Abstract: Because of the disruptive COVID-19 pandemic, the higher education sector experienced a rapid transition to e-learning. As a coping strategy, universities had to adapt their support functions to recognize the various needs of learners by facilitating the changed roles of teachers as e-Mentors. This qualitative phenomenological study highlights and evaluates the innovative e-Mentoring approaches adopted by five English language teachers and experienced by five students during the pandemic to shed light on the adaptation processes.

Md Mahbubul Islam is a Senior Lecturer at the BRAC Institute of Languages (BIL), BRAC University. He has remarkable training and educational research experience with the Ministry of Primary and Mass Education and UGC of Bangladesh, UNICEF, BRAC, British Council, and Save the Children. He is perusing an MPhil at Bangladesh University of Professionals.

Mohammad Aminul Islam, Senior Lecturer at BRAC Institute of Languages (BIL), BRAC University, was a trainer at ELTIP-Ministry of Education, Bangladesh, and a tutor at MYTEC-Open University, UK. He was a consultant with BRAC, Save the Children, and ILO. He had been with the English Language Fellow Program, U.S. Department of State (2012), and received a Commonwealth Distance Learning Scholarship (2017).

Md. Alaul Alam <malaulalam@gmail.com>
Prime University

Title: Exploring the Efficacy of Online Language Teaching and Learning

Abstract: This study investigated the effectiveness of online language teaching and learning at the tertiary level during the Covid-19 pandemic. It adopted a mixed-method approach. Data were collected from 60 students and 12 EFL teachers at a private university. The respondents attended English Language classes. Major findings showed that less learner engagement, inadequate feedback, exam-oriented content, and lack of logistic support brought poor outcomes in remote language education. However, the spontaneous learners achieved desired outcomes.

Md. Alaul Alam teaches English at Prime University. Besides, he is a research scholar at the IBS and writes columns regularly in the national dailies.

Md. Mamunur Rashid Zaber <zaber42ju@gmail.com>

Md. Rasel Kabir <raselkabar37@gmail.com>
Jahangirnagar University

Title: Switching from Dialects to Standard Bengali: A Study on People from Different Districts of Bangladesh Living in Dhaka

Abstract: This study investigated the tendency to switch from dialects to Standard Bengali among the people who come from various districts of Bangladesh and now live in Dhaka. The study primarily focused on how often and why people switch from dialects to Standard Bengali. Moreover, it also endeavored to uncover how this switching has impacted the overall scenario of dialects in Bangladesh.

Mr. Mamunur Rashid Zaber is a Lecturer at the department of English and Language Center, Green University of Bangladesh. He completed his graduation and post-graduation from the department of English at Jahangirnagar University.

Mr. Md. Rasel Kabir is an Assistant Professor at the English and Language Center department, Green University of Bangladesh. He completed his graduation and post-graduation from the department of English at Jahangirnagar University.

Md. Mohib Ullah <mohib.luminous@gmail.com>
International Islamic University Chittagong (IIUC)

Title: Critical Self-reflection of the Teacher-learners to Address Inequities

Abstract: In the current move, there is a shift from multicultural teacher education to social justice teacher education (MacDonald & Zeichner, 2008). With this new trend, this action research explored the critical self-reflection of the teacher-learners in an attempt to address the injustices prevailing around them. The study reported that critical self-reflection changed teacher-learner roles from classroom teachers to social activists. It would help trainers, researchers, and policymakers to redesign teacher training/education programs.

Md. Mohib Ullah is an Assistant Professor at the Department of ELL, International Islamic University Chittagong (IIUC). A Fulbright FLTA program Alum, Md. Mohib Ullah is also a BELTA Chittagong South Chapter Coordinator and the President of Global Aid for Sustainable Development (GASD). He has published in reputed journals at home and abroad. His research interests include Critical Pedagogy, Critical Teacher Education, Multiculturalism, EdTech, Sociolinguistics, etc. Now, he is doing doctoral research at IIUM, Malaysia.

Md. Nahid Ferdous Bhuiyan <nahid.ferdous@gmail.com>

Md. Shamsul Huda <ttshuda.naem@gmail.com>
National Academy for Educational Management (NAEM)

Title: Challenges to Implementing CLT Approaches in Bangladeshi Secondary Classrooms by Master Trainers and Trained Teachers

Abstract: Implementing CLT approaches effectively in secondary classrooms in Bangladesh has been a concern in many studies. In previous studies, all teacher respondents likely lacked firsthand experience in CLT approaches. Unlike other studies, this empirical study employed a mixed methods research technique to focus on the specific challenges identified by practicing teachers trained in CLT and master trainers who train their colleagues in CLT.

Mr. Nahid is a Teacher Trainer at NAEM, Ministry of Education, Bangladesh. He has been a TEFL teacher trainer for the last fourteen years and presently working as a Teacher Trainer at NAEM. He has an MA in English Language Teaching (ELT). He worked as a freelance language trainer, material writer at some GOs and NGOs, and a lecturer in English at university colleges. His research articles were published in education journals.

Mr. Shamsul Huda is a teacher trainer at NAEM, Ministry of Education. He has been an ELT teacher trainer for the last twenty years. He has an MA in English Literature. His passion for language teaching prompted him to pursue his second MA in ELT. He also works as a freelance teacher trainer and material developer. He conducted some research works, and these were published in prominent journals.

Md. Nasim Fardose Sajib <m.n.f.sajib@gmail.com>
World University of Bangladesh

Title: The Impact of Bangla-English Code-Switching in Advertisement Posters

Abstract: The widespread application of advertisements signifies the role of language choice and language use depicted in it. This study examines codeswitching in Bangladeshi ads and its impact on society and language. It also investigates the relationship between language and economy. A qualitative research design was used to collect data from the sellers, consumers, and copywriters. The result reveals the impact of codeswitching in linguistic, social, and economic sectors.

Md. Nasim Fardose Sajib is an Assistant Professor of English at the World University of Bangladesh. His specialization is on linguistics, ELT, and developing language skills with the help of technology. He has more than ten years of teaching and research experience, with nine years of teaching at the tertiary level. His areas of research interest are sociolinguistics, education technology, remote learning, and material development.

Md. Nurullah Patwary <nurullahpatwarybsd@gmail.com>
Assistant Professor, World University of Bangladesh

Title: Peer Feedback and Development of Writing in Tertiary Education

Abstract: Peer feedback has gathered growing interest among tertiary ELT practitioners and researchers in the last several decades. It is highly motivational for tertiary EFL students and promotes learner autonomy in the EFL writing classroom. This paper explores the benefits and challenges of using peer feedback in developing writing in the tertiary EFL classroom by reviewing relevant scholarly research articles and ELT books, and these will be presented categorically.

Md. Nurullah Patwary is an Assistant Professor of English at the World University of Bangladesh. He did his BA, MA, and M Phil from Dhaka University. He is currently pursuing his Ph.D. at the Bangladesh University of Professionals. His areas of interest include teaching basic language skills and curriculum development.

Md. Ziaul Haque <mdziaulhaque708@gmail.com>
University of Creative Technology Chittagong

Title: The Use of Social Media Platforms in Language Learning: A Critical Study

Abstract: Social media has changed the world of communication, information sharing, and entertainment. This study concentrates on how social media can improve language learning. Social media is mainly used to communicate and to encourage other people to learn more about the world. Writing skills and vocabulary are among the most common skills that students acquire when they use social media platforms like Facebook. Participants in the study showed that they support incorporating social media into language learning. Social media apps and sites are powerful in influencing how children learn foreign languages in formal education and how they are used to help children learn a language outside of traditional schools.

Md. Ziaul Haque teaches English language and literature at the University of Creative Technology, Chittagong, Bangladesh. He is an award-winning international poet, writer, and researcher. Ziaul earned his BA (Hons) and Master's degrees in English language and literature from Shah Jalal University of Science & Technology, Sylhet. He is also an alumnus of George Mason University, America. His 49 books were published at home and abroad, including in America, England, and Germany.

Mehnaz Tazeen Choudhury <mehnazt.ch@uap-bd.edu>
University of Asia Pacific

Title: Rethinking Teacher Development Programmes in Bangladesh

Abstract: This study reviewed the objectives of three teacher education programmes offered to secondary school teachers in Bangladesh. It was found that the programmes mainly focused on classroom practices. Based on the extensive literature on teacher beliefs and critical reflection, this study advocated the need for training programmes focusing on helping teachers reflect on their beliefs and awareness, which could help them use their newly acquired skills more effectively and convincingly.

Dr. Mehnaz Tazeen Choudhury is an Associate Professor at the University of Asia Pacific. She has more than thirty years of teaching experience from high school to tertiary level. Her areas of interest include teacher development and materials development.

Mizanur Rahmanb <mizanurrahman@hum.buet.ac.bd>
Bangladesh University of Engineering and Technology (BUET)

Title: Writing Journal and Research Articles: Lexico-grammar in the Spotlight

Abstract: Mastering lexical and grammatical features of Research Articles (RAs) for novice scholars in ESL / EFL / EAL context is a challenging task. Drawing on Swales' (1990, 2004) Create-a-research-space (CARS) model and Bibber's corpus linguistics (1998), this presentation will demonstrate the specific lexico-grammatical units used in a particular move and step in ELT-focused journals. This presentation may assist novice scholars and graduate students in writing better RAs in ELT-related RAs.

Mizanur Rahman is an Associate Professor of English at the Bangladesh University of Engineering and Technology (BUET). He obtained his MPhil in English literature and Ph.D. in English language. He has published and presented in several international journals and conferences. He has diverse interests in languages and literature(s).

Mohammad Elius Hossain <elius.eng@diu.edu.bd>
Daffodil International University

Title: Learners' Ideal L2 Self and their English Language Achievements

Abstract: The paper explores the relationship between learners' Ideal L2 Self (a construct proposed by Dornyei, 2005, 2009) and their English language achievement at the undergraduate level in Bangladesh. Students' course achievement scores are compared with the data collected through a questionnaire relating to the main components of the ideal L2 self. The correlations reveal a strong relationship between students' ideal L2 self and achievement scores.

Mohammad Elius Hossain is currently an Assistant Professor of English at Daffodil International University. He completed two master's degrees - first, MA in English Language and Literature from East West University in 2006 and second, MA in ELT from the University of Dhaka in 2014. His area of interest covers learner motivation, post-method pedagogy, learner-centred language teaching, etc.

Mohammad Golam Mohiuddin <mohiuddin.bracu@gmail.com>
Green University of Bangladesh

Title: Can We Keep 15 Minutes to Reflect on Our Teaching?

Abstract: Reflective teaching has long been a talked-about topic in academia. It adds weight to teacher education through teacher development and effective teaching. This paper addresses how teachers can keep some minutes to maintain a self-developed form to reflect on and learn from their classes. This action research also unfolds how teachers can gradually and tremendously develop themselves and their teaching from reflections on self-teaching.

Mohammad Golam Mohiuddin is an Assistant Professor of English at the Green University of Bangladesh. He was a Teacher-Trainer in the English Language Teaching Improvement Project (ELTIP), NCTB, Ministry of Education, Bangladesh. His research areas include Sociolinguistics, Testing and Evaluation, Teacher Education, and Language Development. He is an MPhil fellow at the University of Rajshahi.

Mohammad Mustafizur Rahman <asm.mustafizur@gmail.com>
University of Dhaka

Title: Challenges and Adopted Coping Strategies in Thesis Writing: A Case Study of EFL Postgraduate Students

Abstract: Writing a thesis is a big challenge for postgraduate students as it requires adequate research skills, different strategies, and enough language skills. In most cases, both students and supervisors have to face numerous challenges during the completion of a thesis which needs to be explored. This study investigates Bangladeshi postgraduate students' challenges, coping strategies, and the pedagogical role of higher education in empowering postgraduate students in thesis writing. This qualitative case study employed semi-structured interviews to collect data from ten postgraduate students and four supervisors. The study reveals the students' encountered challenges and coping strategies are generally related to language expertise and research skills. However, the supervisors need to understand thesis students' unique pedagogical needs to help them reduce their challenges in thesis writing.

Mohammad Mustafizur Rahman is pursuing a Master of Education at the Institute of Education and Research, University of Dhaka. He has completed his MA in English Language Teaching (ELT), BA (Hons.) in English, and Bachelor of Education. He worked as a Resource Teacher (English) for the Secondary Education Sector Investment Program (SESIP) under the Ministry of Education, Bangladesh. His research interests include academic writing skills, blended learning, educational theories, and education in the rural context.

Ms. Sayeda Fatema

University of Creative Technology Chittagong (UCTC)

Title: Gender Agency and English Language Teaching

Abstract: There is a close link between Gender Discourses and English Language, for it has a great potentiality in influencing girl learners' decisions and investment. English not only influences their shaping and reshaping of images and identities but also enables them to develop their socio-economic and socio-political relations in different contexts. Using qualitative case study, this paper investigates how English empowers EFL girl learners to grab the opportunities, fuel their resistance and strengthen their agencies.

Ms. Sayeda Fatema teaches English Language and Literature (DELL) at the Department of English Language and Literature, at the University of Creative Technology Chittagong (UCTC). Also, she is serving as an English Language Instructor at the English Access Micro-scholarship Program, a flagship program for underprivileged teenagers funded by the US Department of State, USA. She is a Fulbright TEA Fellow (2018) at Montana State University, USA.

Mst Tanzila Yasmin

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Prime University

Title: PLC for Language Teachers Development: Theory and Practice in Bangladesh

Abstract: Professional Learning Community (PLC) is a powerful tool for language teachers' professional development. Data collected from 10 English teachers of 5 schools in Dhaka city revealed that the opportunity for professional growth using PLC is often neglected in Bangladesh. It is believed that this study will highlight the current collegial practice and the importance of PLC in nurturing collaborative culture for greater professional development and institutional achievement.

Mst. Tanzila Yasmin is an Assistant Professor of English at Prime University, Dhaka, Bangladesh. She has pursued her post-graduation in MTESOL from Deakin University, Burwood, Australia. Her research interest is sociolinguistics, teaching methodology, and teacher education. Previously she worked as a teacher educator in Complementary Sector Reforms Project implemented by Agriteam, Canada.

Muhaiminul Islam Neon

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Brac University

Title: Screencast Feedback Versus Textual Feedback in IELTS Writing Task 2

Abstract: This presentation presents a four-phase qualitative study to measure the efficacy of textual and screencast feedback on IELTS Writing Task 2 attempts and to explore the perceptions of IELTS test-takers. Findings revealed that screencast feedback results in greater benefits and are more highly heralded than textual feedback. In particular, IELTS writing scores regarding the rubric elements of task response and cohesion and coherence were improved.

Muhaiminul Islam Neon is currently working as a Research Assistant at Brac University. His research interests lie in language assessment, feedback, sociolinguistics, second language acquisition, and fluency and accuracy in speaking. He has also written a novel on sociolinguistics competence.

Muhammed Shahriar Haque <shahriar@ewubd.edu>

East West University

Title: Cosplay, Generations Z and Alpha: Teaching English to Urban Youths

Abstract: I teach English to urban youths studying in a private university comprising Gen Z and Generation Alpha learners. In a learner-centred era, students' interests are prioritised. Since its

initiation in 2013, cosplay has made inroads into our educational institutions. Its appeal to Generations Z and Alpha makes it an exciting teaching tool. Therefore, this presentation explores cosplay as a theme with which English can be taught, particularly spoken English, to tertiary-level learners.

Muhammed Shahrar Haque, Ph.D., has published numerous scholarly articles and co-edited three books. He is also the editor of the peer-reviewed academic journal *East West Journal of Humanities* and producer and assistant director of the documentary film *Life after Grey* (2015). His research interests include critical discourse analysis, film and media studies, teacher education, online education, and photojournalism.

Nazia Masood <nazia.masood@g.bracu.ac.bd>
Student, Brac University

Title: Feedback Experience of Online Learning during COVID-19 Pandemic: Students' Perspectives

Abstract: Due to the COVID-19 pandemic, teachers and students adapted to a new practice where they provided and received online feedback. The study aims to find out about MA in TESOL students' experience of receiving feedback in the online environment and explore the extent to which they could use those feedback-sharing strategies in their professional arena. To facilitate, five student-teachers from the MA in TESOL program of a private university in Bangladesh participated in this qualitative study.

Nazia Masood is currently working as an English instructor at an institution. She completed her BA in English and MA in TESOL from Brac University. Her research areas include Translanguaging, Language Testing, Evaluation & Assessment, and Sociolinguistics.

Nishat Ulfat <nishatulfat04@gmail.com>
BRAC University

Title: Exploration of Collaborative Writing Influenced by Technology

Abstract: In this globalized world, technology has developed accessibility to build worldwide communities and share ideas and resources, especially in second-language writing. Master students who are second language learners are assigned to complete research and assignments where they have to perform collaborative writing tasks. Based on this, this paper explored how technology has impacted language learners in their second language courses, where they had to conduct collaborative writing work with the help of technology.

Nishat Ulfat is a Master's student in the linguistics department at BRAC University. She completed her undergraduate from Southeast University. Her research interest is in curricula, technological influence on language learning and testing, and evaluating assessments.

Nuzhat Tabassum <nuzhat.abanty@gmail.com>
Student, Brac University

Title: Perceptions of an ELT Leader regarding ELT Leadership in Bangladesh

Abstract: This study critically shows the viewpoints on leadership in the ELT sector, focusing on three aspects: team building, strategic planning, and innovation. Contrary to a developed country's concept of leadership, the concept of leadership is stereotypical in Bangladesh. This gap between the traditional concept of leadership and modern leadership can make a huge difference in ELT leadership practices. This study identified some leadership areas that could be improved in our country.

Nuzhat Tabassum is a faculty of Scholastica, where she teaches junior classes. She is a postgraduate student of TESOL at BRAC Institute of Languages, Brac University. Her areas of interest are English language education and research.

Parveen Akter <paru.rahman@gmail.com>
Student, Brac University

Title: Teacher as a Leader in EFL Classrooms in Bangladesh

Abstract: The purpose of this study is to investigate the roles of a teacher as a leader and his/her leadership practices in English as a Foreign Language (EFL) classrooms in Bangladeshi context. To conduct this study, the researcher prepared a semi-structured interview questionnaire, interviewed an ELT instructor who has teaching experiences at tertiary level for a decade. The findings will shed light on what leadership styles a teacher follows in teaching in EFL classrooms.

Parveen Akter is currently a student of MA in TESOL at Brac Institute of Languages, Brac University. She is the founder Principal of ABC International School, Narayanganj. She also worked as a teacher in South Breeze School, Dhanmondi, Dhaka. She has teaching experience for more than a decade. Her area of interest is English language education and research.

Pitambar Paudel <pitambarp@pncampus.edu.np>
Tribhuvan University, Prithvi Narayan Campus, Pokhara, Nepal

Title: ICT Friendly ELT Curricula in Post-Pandemic Period: What and How?

Abstract: In the absence of ICT friendly curricula and materials, teaching English has become great challenge during COVID Pandemic. Now, blended language learning has become the cry in the universities of Nepal still there is lack of ICT based resources. Discussions have been initiated about the nature of English language curricula and teaching in post-pandemic period. Exploring what and how ELT curricula can be made ICT friendly to address the demand of blended language learning is the objective of this paper.

Dr. Pitambar Paudel, is an assistant professor of English Education at Tribhuvan University, Nepal. He did his PhD on Changing Spectrum of English Language Curricula in Higher Education. To his credit, several articles have been published in different national and international journals. He has also published books, edited journals and presented papers in various conferences and facilitated different training sessions in English Language teaching.

Pranab Kanti Deb <pkd@siu.edu.bd>
Sylhet International University

Title: Access Program: Learning English beyond the School Hours

Abstract: English Access Microscholarship Program is an after-school global initiative by the US State Department that offers English Language Learning opportunities for unprivileged young students. This presentation will explore how this program supports the English language development of learners in an anxiety-free and real-world setting in Bangladesh. It will also highlight the multifocal impacts of the program on the young learners' life.

Pranab Kanti Deb, an alumnus of the US Department of State, is currently working as an Assistant Professor in the Department of English at Sylhet International University, Bangladesh. He has got some of his papers published in different journals and also presented papers in different national and international seminars and conferences. He is the coordinator of BELTA, Sylhet Chapter.

Prapti Chakraborty <ckprapti24@gmail.com>

Bangladesh University of Professionals (BUP)

Title: Infusion of Critical Reading in Expanding EFL Learners' Academic Writing Ability

Abstract: In this study, the researcher investigated the cognitive process of critical reading to better the skills in academic writing. This investigation focused on a writer's in- depth reading of relevant resources to address information from his or her perspective. Furthermore, the researcher initiated 5 interviews of first year university students to reveal the impact of critical reading among them. It was revealed that reading text critically congealed the students' academic script with strong arguments and writing ornaments.

Prapti Chakraborty is currently studying in the Department of English in Bangladesh University of Professionals (BUP). Miss Chakraborty has presented several seminar papers on English Language Learning in EFL and ESL context. She is the member of BUP research society. She intends to be an English educator in her upcoming days. She desires to work on the importance of literature in language teaching.

Priyanka Sinha <pinkypinky7289@gmail.com>

Student, Govt Teacher's Training College, Sylhet

Title: Peer Feedback as an Authentic Assessment

Abstract: Peer feedback is a tool that can ensure authentic assessment in any level of academia. It was assumed that the learners in the investigated government college hardly encountered any authentic assessment procedure. This qualitative investigation integrated 3 teacher interviews and 1 student FDG to see the validity of Peer Feedback as an authentic assessment. Study concluded that if Peer feedback were applied. It could increase the validity of assessment as well as teachers' autonomy in class.

Priyanka Sinha is currently a university student studying Bachelor of Education (honours). Miss. Sinha is a young researcher in the field of education. She participated seminars in different universities around the country. She has completed a couple of action researches on assessment in the field of education. At present she is interested to work in assessment in ELT.

Pusparaj Timilsina <puspa.safal@gmail.com>

Kalika Multiple Campus, affiliated to Tribhuvan University

Title: Factors Affecting Students' Preference on Choosing Subjects in Higher Education

Abstract: This paper aims to assess the factors that play important role for students while choosing specific subjects in bachelor level during their enrollment. This study is based on quantitative research design where 100 students of Pokhara were participants and data were collected using questionnaire. The data have been analyzed, interpreted using mathematical tools like percentage, mean, median and mode and drawn findings as students choose subjects speculating future job, career development and further study opportunities.

Mr. Pusparaj Timilsina is a lecturer of English Language for Bachelor and Master Degree at Kalika Multiple Campus, affiliated to Tribhuvan University. He is life member of NELTA. He completed his M.A. in English Literature from Tribhuvan University. He is also a teacher mentor and conducts the trainings and seminars for the fellow teachers.

Rifat Ara Shova < rifat.shova10@gmail.com>

Sheikh Md. Ashrafal Alam Rony <ashrafalrony45@gmail.com>

Bangladesh University of Business and Technology

Title: Practice of Alternating between Languages in Social Media: Its Effects on L1 & L2

Abstract: Alternating between L1 and L2 is a well-established practice for the young generation in Bangladesh. Code-Switching and Code mixing (Banglish) are very common to them. This paper aims to discover the language choice and the present speech style of the youths in social media and how they are adopting this style and what effects are impacting between L1 and. This study also tries to analyze how it is beneficial as a way of connecting and expressing in a bilingual context. Both qualitative and quantitative methods have been applied here. The findings reveal that students have strong attitude to switch codes. Here, the influence comes from the friend circles and social media. It is also found that they consider it as a trend and reluctant to use formal Bangla language. Consequently, their communicative competence in L1 and L2 is greatly obstructed.

Rifat Ara Shova has been serving as an Assistant Professor of English at BUBT. She is a Joint Secretary of TESOL Society Bangladesh. She is also a lifetime member of BELTA.

Sheikh Md. Ashraf Alam Rony has been serving as a Lecturer in English at BUBT from 2017. He has completed his MA in ELT from Jahangirnagar University.

Sabreena Ahmed <sabreena.a@bracu.ac.bd>
Brac University

Title: Using Ecomposition for Fostering Critical Thinking Through Multimodal Platforms Among ESOL Students of Bangladesh

Abstract: This qualitative study looks at how Bangladeshi and Malaysian ESOL students of an English writing course respond to exposure to observing various environments around them. The students are asked to use a combination of images, videos and texts to organise their posts on a Facebook page and make it visible to general public. A post-task semi-structured interviews of the students helped the researcher to find out about the challenges related to applying these pedagogies.

Sabreena Ahmed is an Assistant Professor at the Dept. of English and Humanities, School of Humanities and Social Sciences, Brac University.

Sima Bhurtel <bhurtelseema@gmail.com>
Nepal Open University

Title: Teachers' Perceptions towards Action Research: Professional Development or Burden

Abstract: This paper discusses on the provision of action research as a part of teachers' professional development and in-service teachers' perceptions toward action research in the context of Nepal. It follows qualitative research design where four in-service teachers of Nepal have been interviewed. Data have been analyzed and drawn the findings and conclusion as teachers take action research as a form of professional development and have positive attitude towards it.

Mrs. Sima Bhurtel is an M.Phil Scholar at Nepal Open University in the course English Language Education. She completed her M.Ed from Tribhuvan University, Kirtipur. She is an in-service English language teacher at Shanta Secondary School, Pokhara. She had presented her papers during national and international conferences.

Sonia Sharmin <babu_shsmc@yahoo.com>
Islamic University Kushtia

Title: Learner Autonomy and Identity: An Investigation on EFL University Students

Abstract: This paper reports on one stage of my investigation into learner autonomy among a group of Bangladeshi EFL university students. The study adopts a recent strand of thinking regarding autonomy in language learning which argues against a misconception of learner autonomy as independence; and conversely views (LA) as socially oriented agency rather than individualized performance.

Sonia Sharmin has been teaching English at Islamic University Kushtia as an assistant professor. She completed her B. A. Honors and M.A. from the Department of English, University of Dhaka. She did another M. A. in ELT from University of Dhaka. Her areas of interest include Material Evaluation, SLA and Assessment in Language Teaching and Learning.

Sree Bidhan Chakraborty <bidhu82@yahoo.com>
Government Teachers Training College, Sylhet

Title: Enigma about Authentic Assessment in ELT in Bangladeshi Higher Education

Abstract: The core issue that creates credibility of an educational programme in the 21st century academia is its authentic assessment procedure. This qualitative study, integrating 10 tertiary level English teachers' interviews from a divisional city of Bangladesh, tried to reveal the respondents' interpretations about authentic assessment in Bangladeshi higher education. It was discovered that most of the teachers were unfamiliar to the key features of authentic assessment and hardly integrated them in evaluating their learners.

Sree Bidhan Chakraborty is an Assistant Professor in English at Government Teachers Training College, Sylhet. His 18 years of experience as an educator is enriched with prestigious CELTA, M.A in Education from Nottingham University, Malaysia Campus and certification on theoretical research from the UTS, Australia. He is expecting his M.Phil. awarding in English shortly. His published literary works emphasized EFL teaching as well as assessment and curriculum literacy.

Sufia Ferdousi <sufiaferdousi@gmail.com>
Crans-Montana International School Dhaka

Title (Workshop): Using Humor in Classroom as an Effective Teaching Strategy

Abstract: The purpose of conducting this session is to explore an idea that could benefit teachers in ways which are different from traditional and nontraditional classroom practice. Using Humor in classroom is an activity that is different from book-based or period-based teaching. This requires understanding and practice, specially establishing and maintaining relationships, between teacher and student, student and student, coping with difficult topics and situations, stress relief, relaxation, and for fun.

Sufia Ferdousi has been working as an IB PYP Faculty at Crans-Montana International School, Dhaka. As per her experience, she started her teaching career in the year 1998. Within her lifetime she achieved various degrees and experiences by completing her masters in English, Music, and M.Ed. Her passion is to guide teachers developing new strategies through different sessions.

Sumona Rani Saha <sumonasaha111@gmail.com>
University of Barishal

Title: Blogging for Reducing EFL Learners' Writing Anxiety: An Experience of Barishal University

Abstract: Considering Anxiety as a crucial factor in foreign language learning, this study, through a mix-method research design, aims to assess the level of writing anxiety among the Undergraduates of English department of Barishal University and tries to identify the major sources of their anxiety. Besides, in this age of technological revolution when EFL learners are using different e-learning tools, it seeks to explore the usefulness of web-blogging in reducing writing apprehensions of these EFL learners.

Sumona Rani Saha is currently working as an Assistant Professor of English at University of Barisal. She has already published a number of articles in the area of English language teaching and learning, technology and language learning, learner autonomy and language anxiety. Her research interests also include sustainable education, curriculum development, teachers' professional development and learner autonomy.

Sunjida Kabir <sunjida.kabir@g.bracu.ac.bd>
Student, Brac University

Title: Lessons Learned from COVID-19 for a Blended Language Learning Model

Abstract: With COVID-19 receding, there is a need to evaluate which technologies and strategies used during the pandemic are well-served to stand the test of time and facilitate a blended learning model. This qualitative study used semi-structured interviews to find the following lessons learned from COVID-19: live online classes, Zoom, breakout rooms, and the share screen option (synchronous learning elements) and recorded lecture videos, discussion forums, and LMS (asynchronous learning elements).

Sunjida Kabir is currently a second-year Masters student in the Department of English and Humanities at Brac University. Her major is Applied Linguistics and ELT. She has extensive research experience as an MA student in the areas of sociolinguistics, accent, and higher-order writing skills. Her areas of interest are in language assessment and the impact of language tests.

Tamanna Akter <akter22-083@diu.edu.bd>
Daffodil International University

Title: Use of Technology in Formative Assessment at Tertiary Education in Bangladesh

Abstract: Due to rapid technological growth, automation and innovation have dynamically altered the view of traditional language assessment among tertiary-level teachers and students. The shift from the conventional offline to the online mood of education during the COVID-19 pandemic made technology-based assessments at Bangladeshi universities very familiar. Through mixed-method research and data triangulation, this paper explores the usefulness of online assessment and its implication in blended classroom systems in post-pandemic situations in Bangladesh.

Tamanna Akter is currently pursuing her MA in English Language and Literature at Daffodil International University. She has completed her Bachelor of Arts in English from Daffodil International University. Her area of interests are pedagogical methodology, learner-centred teaching and language evolution etc.

Tasneem Siraj Mahboob <tasneem.mahboob@du.ac.bd>
University of Dhaka

Title: Supervised Student Teaching: An Integral Part of Teacher Education Programme

Abstract: This paper explores the concept of Supervised Student Teaching and its significance in the curriculum of teacher education programme. It discusses the importance of the supervisor's role in teaching practices. A comparative study is presented about the existing scenario of supervised student teaching in the neighboring countries with Bangladesh while specifying the inadequacy of the supervisor's role in teaching practice. Finally it proposes some changes in the existing teacher education programmes.

Tasneem Siraj Mahboob has been teaching at University of Dhaka for almost thirty years. She has earned her M. A in English specialising in Applied Linguistics and ELT from University of Dhaka followed by another M.A. in TESOL from Columbia university, New York, USA. Her main areas of interests include Sociolinguistics, Teaching Different Skills, Material Design and Teacher Education.

Zakia Ahmad <zakahmad17@gmail.com>

University of Asia Pacific, Dhaka

Title: Engaging Students in Online Classes During COVID-19 Pandemic

Abstract: This paper attempts to understand student's problems of participating in online classes during the COVID-19 pandemic. Teachers complained of students impassiveness in online classes. The participants of the study were 53 undergraduate students from different semesters. This paper aimed to find out what caused students to remain unresponsive through their narratives. The findings of the study have important implications as the online mode of instruction has become a regular feature in the education arena.

Zakia Ahmad, Ph.D. is a dedicated ELT professional and career educationist with long experience in teaching English at the university level. She has a sound understanding of teaching methods and techniques gained over years of imparting higher education to students of non-English background. Her experience at Cambridge University has helped her to acquire excellent skills in research and teacher training.

Zarin Tasnim <tasnim-eng@sust.edu>

Shahjalal University of Science and Technology

Title: Adopting Technology in Language Classroom: Dimensions and Practical Considerations

Abstract: The purpose of this pedagogical paper is to identify the roles of educational technology in English language teaching and learning. Using technology is one of the requirements for language teachers to manage the class successfully. However, adopting technology and retaining its users rely on various dimensions and practical factors. The paper aims to shed light on aspects of technological tools in TESOL and the criteria to utilize them.

Zarin Tasnim is currently working as an Assistant Professor, in the Department of English at Shahjalal University of Science and Technology, Sylhet. She completed her B. A (Hons.) and M.A in English from the University of Dhaka. She presented papers at national and international conferences. Her areas of research interests include teacher education, English Language Teaching, Ling

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