



# NELTA International Virtual Think-in 2020

Education in the Post COVID Context: Exploring Opportunities and Coping Strategies

Platform: Zoom and Facebook Live

10-12 September 2020 [Bhadra 25-27, 2077]

www.nelta.org.np



## PROGRAMME SCHEDULE

COVID-19 has affected human life, and education is one of the hardest hit spheres, encompassing the largest population across the world. With its cross-cutting nature and global span, education suffered a setback on the one hand, and on the other, it saw potentials for expansion and creativity. The pandemic awakened the education professionals, policy makers and managers to consider the acute needs of moving from pre-digital to digital pedagogy in order to take a quick pace with different approaches. Therefore, Nepal English Language Teachers' Association (NELTA) is organizing an **NELTA International Virtual Think-in-2020** on the theme “**Education in the Post COVID Context: Exploring Opportunities and Coping Strategies**” from 10-12 September 2020 to deliberate on the crisis context relating to education. The Think-in is a professional platform for a large number of academics, methodologists, textbooks/material writers, teacher trainers, education practitioners, researchers, and policy makers from Nepal and abroad. The event is expected to provide a discourse platform resulting in ways forward for reinventing education for the digital age.

### Day 1 (Nepal Standard Time) [10 September]

**Master of Ceremony:** Ashok Sapkota, NELTA Treasurer/ Department of English Education, Tribhuvan University, Nepal

**Technical Team:** Ashok Sapkota, Treasurer, NELTA Centre, Batuk Lal Tamang, Chair of NELTA Chitwan, Himal KC, NELTA Kavre, Kunjarmani Gautam, Coordinator, Access Program-NELTA, NELTA and Hom Raj Khadka, NELTA Central Committee Member

**Rapporteurs:** Guna Raj Nepal, Chair of NELTA Morang and Sumnima Dewan, Manager, Programmes & Business Development, White Lotus Centre

**3:00-3:10 PM:** Registration/ Participants Entry /House Keeping Rules

**3:10-3:15 PM:** Welcome Speech/ Presentation on NELTA Motikala S. Dewan, NELTA President

**3:15-3:25 PM:** Opening Remarks by Prof. Dr. Tirth Raj Khaniya, Advisor to NELTA

Session I			
Time	Session Title/Speaker	Moderator	Q&A Supporter
3:30-3:50 PM	<b>ELT in the Post-COVID: Opportunities and Strategies in Thailand</b> Dr. Supong Tangkiengsirisin, President of Thailand TESOL Association, Thailand	Mr. Jayaram Khanal, NELTA Vice-president	Mr. Ganesh Prasad Humagain, Central Committee Member, President
3:50-4:10 PM	<b>Responding to the Pandemic in Japan: Educational Successes, Shortcomings, and Future Opportunities</b>		



## NELTA International Virtual Think-in 2020

	Dr. Richmond Stroupe, President of JALT, Japan		NELTA Bagmati Province
4:10-4:30 PM	<b>Pushing Ahead with a Reform Agenda for English Language Education in Post-COVID Malaysia</b> Dr Ramesh Nair, President of MELTA, Malaysia		
4:30-4:50 PM	Q & A (15 minutes)/Reflection and Vote of Thanks (5 minutes)		
<b>Session II</b>			
4:50-5:10 PM	<b>Education in India in the Post COVID: Challenges and Strategies</b> Dr. Ramnita Saini Sharda, Hans Raj Mahila Maha Vidyalaya, Jalandhar, Panjab, India		
5:10-5:30 PM	<b>Emergency Remote Teaching at Higher Education in Bangladesh: Overcoming Barriers and the Way Forward</b> Prof. Dr. Rubina Khan, President of BELTA, Bangladesh	Ms. Meera Shrestha, Immediate Past President	Ms. Sarita Dewan, NELTA Training Coordinator
5:30-5:50 PM	<b>Gazing the Crystal Ball: Experiences and Reflections from Pakistan</b> Prof. Dr. Fauzia Shamim, President of SPELT, Pakistan		
5:50-6:10 PM	Q & A (15 minutes)/Reflection and Vote of Thanks(5 minutes)		
<b>Session III</b>			
6:10-6:30 PM	<b>COVID-19 Pandemic: US Strategies for Sustaining Access to Education</b> Mr. Curtis Chan, Regional English Language Officer, the US Embassy, Nepal		
6:30-6:50 PM	<b>Challenges and Solutions in Online English Teaching in China</b> Dr. Bin Zou, Department of English, Xi'an Jiaotong-Liverpool University, China	Mr. Hemanta Raj Dahal, Advisor to NELTA, NELTA Past President	Dr. Kashi Raj Pandey, Editor-in-Chief, NELTA ELT Forum
6:50-7:10 PM	<b>Alternative Education Programs in the Post COVID</b> Dr. Tulashi Prasad Thapaliya, Director General of the Centre for Education and Human Resource Development (CEHRD), under the Ministry of Education, Science and Technology, Nepal.		
7:10-7:30 PM	Q & A (15 minutes)/Reflection and Vote of Thanks (5 minutes)		



# NELTA International Virtual Think-in 2020

## Day 2 (Nepal Standard Time)

**3.30-3.45 P.M:** Registration/Participants Entry/House Keeping Rules

**3.45-3.55 PM:** Opening Remarks by Prof. Jai Raj Awasthi, Advisor to NELTA

Time	Session Title/Speaker	Q & A	Moderator	Support for Q&A
4:00-4:50 PM	<b>English Pedagogy in Hard Times: Search for Methods and Motives</b> Prof. Dr. Abhi Subedi, Nepal	10 minutes	Prof Dr. Laxman Gnawali, NELTA Senior Vice-president	Mr. Ashok Sapkota, NELTA Treasurer
5:00 -5:50 PM	<b>Tools and Paradigms for Delivering Learning from a Distance</b> Nik Peachy, the UK	10 minutes		
6.00-6:50 PM	<b>Three Issues in Language Acquisition and Use</b> Prof. Dr. Stephen Krashen, the USA <i>-Introduction by Prakash Giri</i>	10 minutes		
7:00-7:10 PM	Reflection and Vote of Thanks			

## Day 3 (Nepal Standard Time)

**3:00-3:15 PM:** Registration/ Participants Entry /House Keeping Rules

**3:15-3:25 PM:** Opening Remarks by Prof. Dr. Govinda Raj Bhattarai, Advisor to NELTA

Session I				
Time	Session Title/Speaker	Moderator	Support for Q&A	
3:30-3:50 PM	<b>Innovative Approaches of Teaching During Pandemic in India</b> Dr. Shravan Kumar, National Vice-President of ELTAI, India	Dr. Gopal Prasad Pandey, Central Committee Member, Head of English Department of Education, T.U.	Mr. Guru Poudel, NELTA Central Committee Member, Teaching Assistant, Department of English Education, T.U.	
3:50-4:10 PM	<b>Sustainable Development and Education in South Asia: What We have Missed and How to Catch Up</b> Dr. Darshana Samaraweera, Department of English, the National Institute of Education, Sri Lanka			
4:10-4:30 PM	<b>When Life Gives you Lemons, Make Lemonade! Challenges and Opportunities in the Language Classroom in the Pandemic Era</b> Dr. Tamas Kiss, Sunway University Malaysia, Malaysia			
4:30-4:50 PM	Q & A (15 minutes)/Reflection and Vote of Thanks (5 minutes)			



# NELTA International Virtual Think-in 2020

<b>Session II</b>			
4:50-5:10 PM	<b>Remote Working Strategies to Cope with the Current Crisis</b> Ms. Vaishali Pradhan, Head of English and Education, British Council, Nepal	Mr. Ishwari Bahadur Adhikari, NELTA General Secretary	Ms. Ganga Laxmi Bhandari, NELTA Central Committee Member, Lecturer, Department of Education, T.U.
5:10-5:30 PM	<b>Education in the Post-COVID 19: Exploring Opportunities and Coping Strategies in Nepal</b> Dr. Hari Prasad Lamsal, Joint Secretary of Government of Nepal		
5:30-5:50 PM	<b>An Intelligent Approach to Building Foreign Language Vocabulary: The Idioms Tube Project</b> Dr. Phoebe Lin, Assistant Professor, Department of English, The Hong Kong Polytechnic University, Hong Kong, China		
5:50-6:10 PM	Q & A (15 minutes)/Reflection and Vote of Thanks (5 minutes)		
<b>Session III</b>			
6:10-6:30 PM	<b>Opportunities and Strategies for Education in Africa in the Post COVID-19 Era</b> Dr. Aymen Elshiek, President of Africa TESOL, Africa	Dr. Ganga Ram Gautam, Advisor to NELTA, Director Open and Distance Education Center (ODEC) Tribhuvan University	Mr. Bishnu Khadka, President NELTA Karnali Province-6, Assistant Dean, Faculty of Education Mid-Western University
6:30-6:50 PM	<b>Current Situation of COVID 19 in Nepal and Future Implication</b> Prof. Dr. Jageshwar Gautam, Chief of Health Coordination Division and Spokesperson of Ministry of Health and Population		
6:50-7:10 PM	<b>Education in the Post Covid-19 Context: New Opportunities and Coping Strategies for Educators of Multilingual and Refugee Students in Canada</b> Prof. Dr. Shelley K. Taylor, Western University, Faculty of Education Canada		
7:10-7:30 PM	Q & A (15 minutes)/Reflection and Vote of Thanks (5 minutes)		
7:30-7:35 PM	Vote of Thanks and Closing Remarks	NELTA President	

## Abstracts and Bios

### ELT in the Post-COVID: Opportunities and Strategies in Thailand

*Abstract: The COVID-19 pandemic has adversely affected education in the global scale. The severe disruption in the teaching of all classes occurred as a result of the crisis. In the ELT context in Thailand, the disruption has a negative effect on students, teachers, and parents both physically and psychologically. Despite the undesirable consequences of the pandemic, there are opportunities that are favorable to the development of English language education throughout the nation. One major opportunity involves the new paradigm of blended learning and distance learning. Also, strategies have been utilized to cope with the situation and facilitate ELT after the crisis.*



**Bio:** Supong Tangkiengsirisin, Ph.D. is an Associate Professor in Applied Linguistics at the Language Institute of Thammasat University, where he currently serves as Director. He is also the President of Thailand TESOL Association. With over 30 years of teaching experience at the tertiary level, he has covered a wide range of areas in his teaching including academic writing, written business communication, English for Specific Purposes, and career-related English skills, both in the undergraduate and graduate levels. He also specializes in teacher training in Thai contexts with a focus on English teachers' language skills and professional development for primary and secondary education. His research interests involve *second language writing, written discourse analysis, ESP, and ELF.*

### Responding to the Pandemic in Japan: Educational Successes, Shortcomings, and Future Opportunities

*Abstract: While Japan is renowned as a global exporter of technology, educational institutions have been slow to implement online instruction. This lag became starkly apparent with the onset of the coronavirus pandemic that reached Japan at the beginning of the 2020 academic year. Institutions were forced to implement what has been termed Emergency Remote Teaching (ERT), challenging teachers, students, and administrations to develop skills and adapt to online learning environments. Successes and shortcomings realized during initial implementation, and improving situations moving into the second term of online instruction will be discussed. Exciting future opportunities of online learning environments are also considered.*



**Bio:** Richmond Stroupe has worked with university and professional language learners from Asia since 1989. He received a Ph.D. in International Comparative Education from the University of Southern California and has been involved in developing language learning programs in a number of contexts. He is currently the Chair of the Master's Program in International Language Education: TESOL at Soka University, Japan, and is the President of the Japan Association for Language Teaching (JALT). Richmond actively conducts workshops, publishes and presents on a variety of topics, including teacher education practices, curriculum and professional development, and developing learners' critical thinking skills.

## Pushing Ahead with a Reform Agenda for English Language Education in Post-COVID Malaysia

*Abstract: In 2015, Malaysia began an ambitious initiative to reform English language education from pre-school right up to university. The reform agenda has not been without challenges, and the process has continued to test the education system's capacity for change. Although the COVID-19 pandemic has affected the implementation of scheduled reform initiatives, the situation has also offered opportunities for policy makers and classroom practitioners to revisit past practices and think of new ways of ensuring that our students have access to quality English language education. In this presentation, I locate my discussion on the opportunities presented during Malaysia's Movement Control Order in relation to our reform agenda.*



**Bio:** Ramesh Nair was as an English language teacher in Malaysian primary and secondary schools prior to joining Universiti Teknologi MARA, Malaysia, where he is now associate professor at the Academy of Language Studies. Ramesh is also a member of the English Language Standards and Quality Council, Ministry of Education Malaysia and President of the Malaysian English Language Teaching Association. Over the last several years, he has had the opportunity to work with various divisions in the Ministry of Education Malaysia tasked with implementing reforms in English language education in the country.

## Education in India in the Post COVID: Challenges and Strategies

*Abstract: COVID 19 has suddenly thrown the entire world into a sort of whirlpool, wherein the old system of education has totally crumbled. The new normal, of online system is falling short of meeting all the parameters of teaching and learning. Teaching is essentially a process that involves communication between the teacher and the taught, and communication system that the world had developed over the past centuries, has been reduced to a mere two percent of the total experience in the online communication. Besides lack of human touch, there is a lot of noise that disrupts this online communication. In a few cases where even online communication is not possible, the teaching has become a major challenge. However, teachers worldwide are struggling to find solutions and reach out to their students. This particular pandemic time has also revealed the major shortcomings of the online education that was already in service.*



**Bio:** Dr. Ramnita Saini Sharda is Dean Innovation at Hans Raj Mahila Maha Vidyalaya, She is associate professor of English and is actively engaged in many innovative programs of the college. She holds a Masters in English as well as a Masters in Mass Communication, M.Phil in English and Ph.D in English from Panjab University Chandigarh. Her area of specialization is Gender Studies but she is passionately working on Climate Change and Language learning .A poet, a translator, and an English teacher, she has eight books, and many research papers to her credit, she has organized many National and International



conferences and also participated in many International Conferences as a plenary speaker. She is instrumental in signing MOUs with NELTA and Indo Bali Sangam, as well as with many International bodies. She is on Punjab Government advisory body as expert in Gender and climate change for Indo- Germany project on Climate Change. She is also a Master trainer for buddy program, a Punjab Government initiative for drug abuse prevention. She is President of All Ladies League of Jalandhar Chapter and also Regional Joint Secretary for FSLE, international body dedicated to the issues related to climate change. She is Chairperson, Punjab Cinema Chapter of All Ladies League.

### **Emergency Remote Teaching at higher Education in Bangladesh: Overcoming Barriers and the Way Forward**

*Abstract: COVID-19 has impacted the education system and teachers and learners globally. The last six months have been a period of uncertainty, disruption, struggle, learning and transition. In Bangladesh at the tertiary level, public universities initially remained closed but soon transitioned to online teaching in the midst of challenges. Using data from a large-scale study which aimed to gather teacher and learner perspectives of online instruction, this talk outlines the challenges encountered, the insights gained and the way forward.*



**Bio:** Rubina Khan (PhD in English Language Teaching, University of Warwick) is Professor of English at the University of Dhaka, Bangladesh and has taught ELT courses for over twenty years. She has worked as a consultant on national and International projects. Her research explores testing, assessment and teacher development areas. Her latest publications include entries on ‘Assessment & Evaluation’ and ‘Assessing Large Classes’ in the *TESOL Encyclopedia of ELT* (2018) and contributions in the *An A to Z of Second Language Assessment: How Language Teachers Understand Assessment Concepts* (2018). She is the President of the Bangladesh English Language Teachers Association (BELTA).

### **Gazing the Crystal Ball: Experiences and Reflections from Pakistan**

*Abstract: Will the ‘new normal’ be better than the ‘normal’ educational scenario pre-Covid 19? The pandemic forced most of us to shift to remote and/or online learning in a hurry for continuity of students’ learning. What lessons have we learnt from these efforts to continue students’ learning in the wake of this global crises? What opportunities does this experience present us for improving teaching-learning and students’ educational experiences, more generally, in the post-Covid world? What will be the role of technology and technologically enhanced pedagogies? In this presentation, I will discuss these questions briefly in the context of varied educational settings in Pakistan.*



**Bio:** Dr. Fauzia Shamim is Professor and Dean, Faculty of Liberal Arts and Human Sciences at Ziauddin University, Karachi, Pakistan. Dr Shamim has taught Applied Linguistics, EFL/ESL, and trained English language teachers in a variety of settings in Pakistan and internationally. Dr Shamim has presented at numerous conferences in Pakistan and several countries in Asia, Africa, Europe, Middle East and the USA. She has published widely in peer-reviewed journals

and

books, and co-edited 3 books. She is also the recipient of the best NNEST paper award (TESOL 2014) and TESOL's leadership mentoring award (2016). Dr Shamim is a founder member of the Society of Pakistan English Language Teachers (SPELT) and the past Chair of TESOL International's Research Professional Council (USA). Her current research interests include teacher development, program development and evaluation, large class teaching, and English as medium of instruction.

### **Covid-19 Pandemic: US Strategies for Sustaining Access to Education**

*Abstract: The presenter will highlight the effects of COVID-19 on education and the U.S. government's approach to sustaining access to quality education for children and adults through teacher training initiatives.*



**Bio:** Curtis Chan joined the Foreign Service in September 2018 as a Regional English Language Officer (RELO). Prior to joining the Foreign Service, Curtis worked in the Office of English Language Programs in the Bureau of Educational and Cultural Affairs as a Civil Servant and contractor for six years where he managed the English Language Fellows and Specialist Programs, the digital and social media sites, and the American English E-Teacher Program.

Before joining the State Department, Curtis taught English and French, and managed educational programs in Japan and the United States. Curtis holds Master's degrees in Applied Linguistics and in French Literature. Curtis is joined by his wife Akiko, who served as a docent at the National Gallery of Art in Washington, D.C. and has taught Yoga in U.S. and Japan.

### **Challenges and Solutions in Online English Teaching in China**

*Abstract: This presentation will discuss online EFL teaching at schools and universities during the COVID-19 pandemic in China. It is a big challenge for all teachers in China, not only for using online platforms successfully for*

*each lesson, but also for utilizing appropriate pedagogies in an online environment. How to maintain student-teacher interaction and student-student interaction in the online context is not such easy as in normal classrooms. This issue seemed to be exacerbated by the new online teaching environment. The presenter will share the challenges, the techniques and approaches to improve teaching during this period and in the future.*



**Bio:** Bin Zou received his PhD degree in TESOL and Computer Technology from the University of Bristol, UK. He has been working on EFL teaching and research at schools and universities for more than 30 years. He is the Editor-in-Chief of the *International Journal of Computer-Assisted Language Learning and Teaching* and the new *International Journal of EAP: Research and Practice*. He has published more than 40 papers and co-edited five books



including with Professor David Nunan. He has created an Artificial Intelligence program for EFL speaking practice and more than 3,000 students in China have used it during the COVID-19 pandemic.

## **Alternative Programs in Education in the Post COVID**

*Abstract: In the context of school closure as a result of COVID-19, the Government of Nepal introduced alternative education programs, particularly for school education. This program was designed so as to respond to diverse context of students in terms of access to technology. Textbook and activity based printed learning materials for those with no access to technology and other options like radio, television, and online based learning opportunities for those who have access to these technologies. The program is not free from the challenges. Some of the children, particularly those living in the remote areas or with difficult circumstances may be in danger of missing out the learning opportunities and there is a huge risk of widening inequity in learning. In this presentation I will share the experiences gathered while managing educational programs in this difficult time.*



**Bio:** Tulashi P. Thapaliya is currently working as the Director General of the Centre for Education and Human Resource Development (CEHRD), under the Ministry of Education, Science and Technology, Nepal. He received a Ph.D. in Education Leadership from Kathmandu University. He has worked under the Ministry for more than three decades in different capacities including in designing and implementing teacher professional development programs in Nepal. The Centre for Education and Human Resource Development (CEHRD) is responsible for developing strategies and programs in the education sector, particularly school education. The Centre is responsible for developing programs to respond to the Covid-19 contexts in the education sector. One of the three divisions of the Centre is responsible for education technology, and functions include development of audio and video materials for the students. Probably the program has got the most prominence in the recent time.

## **English Pedagogy in Hard Times: Search for Methods and Motives**

*Abstract: The challenges faced by English teaching and learning in Nepal are not very different from those faced by the entire pedagogic system during the Covid-19 situation. Therefore this challenge demands a greater degree of sharing than before. I would like to discuss the following ideas in my presentation:*

- a. *All forms of teaching and learning methods used during this period have a number of things to share across the disciplines. English teaching is no exception to that; the techniques should be shared.*
- b. *Some specific forms of English teaching demand some degree of recapitulation of the methods and experiences of English teaching in Nepal as discussed by English teachers in forums and classrooms alike, which include some techniques opened up by the ELT and TESOL discussions.*

c. I

will stress on the heuristic methods that help the learners to learn for themselves for which the role of a teacher will be one of developing interactive approaches to the teaching and learning of English. The role of the teacher as a facilitator and motivator in that heuristic process will be very important. This method can be very effective especially in the post-Covid-19 situation.



**Bio:** Born in Terathum of eastern Nepal, Prof. Dr. Abhi Subedi received his higher education in Nepal and Britain. He is an essayist, literary critic, linguist, playwright, cultural writer and poet. He has over two- dozen books on different subjects including English language teaching, to his credit. He has written over 10 plays, most of which are performed by strong theatre groups in Nepal and abroad. Professor Subedi has taught 46 years at the Central Department of

English and supervised many PhD research works.

He is the founding former President of the International Theatre Institute (ITI) UNESCO from 2000—2008, and member of International Playwright’s Forum from 2000-2011. He is Honorary Member of the International Theatre Institute (ITI) UNESCO. Subedi became two times General Secretary and President (1990-1992) of the Linguistic Society of Nepal). He was twice President of the Literary Association of Nepal. Currently, he is vice-President of the Nepali Folklore Society, and member of International Association of Theatre Critics. He has written extensively about Nepali arts, artists, cultural studies and folklore. He is involved in a number of interdisciplinary study groups and a prolific writer on issues of freedom, culture, literature, arts and social transformations. His essays and seminar papers are published in Nepal and outside. Prof. Subedi has presented papers in seminars in countries of Asia, Europe, Africa, and South America.

## Tools and Paradigms for Delivering Learning from a Distance

*Abstract: With the spread of the COVID 19 virus many schools around the world have been forced to send students home and look for new solutions for the delivery of learning. This has been more challenging in some contexts than others and particularly in regions where connectivity is poor or even non-existent students have been excluded. With the new school year coming it is more important than ever that we explore alternatives for the delivery of learning that ensure everyone can have access. In this session I will explore a range of tools and technologies that can be used to deliver remote and distance blended learning. I will look at tools and paradigms for the delivery of learning in various connectivity, low connectivity and no connectivity contexts. I will share some of the challenges I have faced when developing materials for various projects around the world and some of the ways I have attempted to overcome those challenges.*



**Bio:** Nik Peachey is Direct of Pedagogy at Peachey Publications, an independent digital publishing company that specialises in the design of digital learning materials. He has been involved in Education since 1990 and has more than 20 years experience of working specifically with online and blended learning environments. He has worked all over the world training teachers and developing innovative and creative products and is a two-time British Council

Innovations award winner.

His customers include British Council, Eton College, Open University, Google Creative Labs and International House. His more recent projects have included two years as pedagogical manager for a 100% online school owned by Macmillan ELT, Head of Content development for EtonX a 100% online school owned by Eton College and developer for an English and Interfaith Dialogue course designed for the British Council and Al-Azhar University in Cairo. His books include: Hacking Creativity (Shortlisted for the 2020 British Council award for Innovation in Teacher resources) <https://payhip.com/b/HDeb>, Digital Tools for Teachers - Trainer's edition (Shortlisted for the 2018 British Council award for Innovation in Teacher resources) <https://payhip.com/b/B34N>, Thinking Critically through Digital Media <https://payhip.com/b/CjXN>, Digital Video - A Manual for Language Teachers (Winner of the 2016 British Council award for Innovation in Teacher resources) <https://payhip.com/b/5n90>, Conversation & Listening - A series of lesson for the digital classroom <https://payhip.com/b/7fru>. He also co-edited Creativity in the ELT Classroom and Creativity and the Sustainable Development Goals for the British Council. He is editor of the Edtech & ELT Newsletter: <https://tinyletter.com/technogogy/>, Company Website: <https://peacheypublications.com/>, Twitter: <https://twitter.com/NikPeachey>, LinkedIn: <https://www.linkedin.com/in/nikpeachey>.

### Three Issues in Language Acquisition and Use

1. Are some people “gifted” for languages? [No: given “optimal input” we are all gifted.]
2. Do some people have “an ear” for accents? [No: the perfect accent is inside us, but we don’t always use it]
3. What about writing? [writing does not cause language acquisition, but: writing can make you smarter!]



**Bio:** Stephen D. Krashen is an emeritus professor at the University of Southern California. He is a linguist, educational researcher and political activist. He has published over 500 articles and a dozen scholarly books in the fields of literacy, language acquisition, neurolinguistics, and bilingual education. And he has received a number of awards. Many of these publications are available for free download at [sdkrashen.com](http://sdkrashen.com).

## Innovative Approaches of Teaching During Pandemic in India.

*Abstract: The talk will focus on the usage of ICT tools in interactive classrooms. It will discuss the user friendly approach of ICT enabled classrooms. The talk will showcase the interactive ways of teaching through polls and usage of other tools. This talk will mention a few tools and its usage Nearpod, Kahoot, Quizziz, Mentimeter and etc.*



**Bio:** Dr Shравan Kumar is a National Vice-President, English Language Teachers' Association of India (ELTAI). Dr Kumar is a facilitator in the usage of ICT with the expertise of Communication, ELT & Contemporary Literary Theories with 15 years of experience and currently working in AIESR, Amity University, NOIDA as an Associate Professor. 13 books are in his credit, including 05 chapters in reputed books. His 30 Research Papers are published in International and National Journals including SCOPUS indexed journals. He has delivered more than 60 lectures as

Plenary Speaker/ Resource Person in National and International Seminars, Conferences, Workshops and Webinars and chaired many Papers reading sessions. He has actively participated and presented papers in more than 70 national and international seminars and conferences. He is the Chief editor and publisher of an online quarterly Journal The ELT Practitioner and member of Editorial Board of Illuminati an International Journal (UGC approved and 4.04 IF), The JELT a journal of more than 50 years old and member of the editorial board of Research Scholar. He is also carrying the responsibility of the National Vice-President-ship of English Language Teachers' Association of India.

## Sustainable Development and Education in South Asia: What We have Missed and How to Catch Up

*Abstract: What the world experienced during the global pandemic has proven only one thing. That is, how vulnerable the human race is. This revelation forces the educationists all over the world to gather their thoughts together in rethinking the education systems of the world. Particularly, it is very apt for the education reforms movement to be aligned with finding ways and means for a sustainable life for the human beings on this Earth. This talk intends to highlight what education has missed all over the world over the first two decades of the new millennium and to present a few proposals for joint action for a South Asian think tank dedicated to ensure sustainable development within the region.*



**Bio:** Dr. Darshana Samarawera is currently the Deputy Director General of the Faculty of Languages, Humanities and Social Sciences at the National Institute of Education Sri Lanka. He has been a teacher of English, a teacher educator and a researcher for the past 29 years. As a curriculum developer, he has involved in developing the English language curriculum for the general education system in Sri Lanka since 2004. Right

now he is

a key member of the education reforms movement taking part in the country. His main research interests are teacher burnout, mentoring, curriculum development, teacher development, language assessment and use of technology in the language classroom. Darshana Samaraweera has obtained a Ph.D. in Education Management from the Management and Science University, Malaysia and an M.Phil. in English Language Education from the EFLU Hyderabad.

### **‘When life gives you lemons, make lemonade!’ Challenges and Opportunities in the Language Classroom in the Pandemic Era**

*Abstract: The sudden switch to online education due to the lockdown of physical classrooms presented enormous challenges to language teachers in Malaysia. A completely new methodology was needed and new technologies had to be mastered in a matter of days or weeks. In this talk I will highlight some of the difficulties teachers had to face in both urban and rural areas and I will illustrate them with real-life examples. I will also suggest some strategies that I believe would be instrumental in enhancing the learning experiences for students and which would, at the same time, ease the workload of teachers.*



**Bio:** Tamas Kiss is an associate professor at Sunway University, Malaysia. He has worked with EFL teachers in Europe, the Middle East, South Asia, Latin America and South East Asia and delivered one-off talks and directed two-week intensive workshops in more than 20 countries. His main research interests include language pedagogy, language teacher education, intercultural communication, the link between complex dynamic systems and education, and the role of culture in language teaching materials. One of his latest publications is a book co-authored with Alan Maley: *Creativity and English language teaching: From inspiration to implementation* (2018, Palgrave Macmillan).

### **Remote Working Strategies to Cope with the Current Crisis**

*Abstract: Due to the Covid19 crisis, millions of students across Nepal are currently being deprived of their right to education. The crisis has meant that the British Council has had to adapt its ways of working to continue to reach teachers, school leaders and students. Even though there has been no opportunity for face-to-face interaction with key audiences for the past five months, we have continued the momentum of our work. The British Council Nepal has remained committed to providing quality and inclusive teaching and learning throughout. Central to this has been the provision of equitable access for all learners by using a range of remote teaching platforms such as online, radio, print, TV, telephone and SMS services. This presentation will elaborate further on our remote working strategies and our ways of monitoring and evaluating the impact of our work.*





**Bio:** Ms. Vaishali Pradhan is currently the Head of English and Education at the British Council in Nepal. With a master's in mass communication and a Cambridge DELTA, she has over 14 years of experience developing and delivering projects with a focus on training teacher educators, primary and secondary level teachers and school leaders on English Language Teaching, 21st century skills, communicative teaching techniques and action research.

### **Education in the Post-COVID 19: Exploring Opportunities and Coping Strategies in Nepal**

*Abstract: This presentation covers the effect of COVID 19 in education and explores some options to run the educational activities in changed context. Education system at present is heavily affected from COVID 19 pandemic resulting the closure of teaching learning activities and pushing targeted groups beyond the education system. The major concern at present is how can we revive the education system. In order to run educational activities in new situation, new strategies should be designed together with uncovering new possibilities. The presentation also explores possible options to run the educational activities, some of which are, not limited to, developing guidelines, condensing curriculum, using radio and TV, expanding online and virtual facilities, and use of mobile teachers and cluster support mechanism.*



**Bio:** Hari Prasad Lamsal, PhD is a Joint Secretary of Government of Nepal. Currently he is working in the Bagamati Pradesh, Office of the Chief Minister and Council of Minister, Hetauda as a Provincial Secretary. Mr. Lamsal received education from University of Leeds (Master), Tribhuwan University (MPhil) and Kathmandu University (PhD) in education discipline. He has worked more than 25 years in education sector under different capacities ranging from secondary school head teacher,

school supervisor, District Education Officer to the senior management position in the Ministry of Education. During his tenure, he has participated in different seminars and meeting about planning, data and information, foreign aid, education management, education governance, research works and financial management organized in Nepal and abroad. Mr. Lamsal has published four books in the area of education governance and management, and education financing. In addition, he has also published several articles relating to education governance and management, education financing and education in federalism. Likewise, Mr. Lamsal has also presented his papers in international seminars about the education in federalism and education financing.

### **An Intelligent Approach to Building Foreign Language Vocabulary: The Idioms Tube project**

*Abstract: Due to the pandemic, many schools and universities suspended face-to-face teaching. As students had substantial free time at home, the demand for intelligent independent foreign language learning solutions soared. This paper presents the experience of the Idioms Tube project ([www.idiomstube.com](http://www.idiomstube.com)), the first-ever computer-assisted language learning tool that intelligently guides the learning of idiomatic expressions from YouTube. Bringing together the latest research*

on

foreign language vocabulary learning and technologies in natural language processing (NLP), the web-based app automatically generates learning tasks for any English videos that learners watch on YouTube, monitors the progress of each learner and delivers personalized learning plans. Idioms Tube is free for all teachers and students. At the time of writing, the app has over 7,500 registered users worldwide. During the pandemic, some Hong Kong schools required their students to complete Idioms Tube tasks as daily English homework. The project generated invaluable insights about the video preferences and online learning behaviour of Hong Kong students.



**Bio:** Dr Phoebe Lin is Assistant Professor at the Department of English, The Hong Kong Polytechnic University, Honking, China. Her research examines natural speech prosody and its role in vocabulary acquisition using a range of methods including controlled experiments, corpus analysis and statistical modelling. She published in the areas of English idioms, corpus linguistics, phonology, English language teaching (ELT), and computer-assisted language learning. She is the author of *The Prosody of formulaic sequences: A corpus and discourse approach* a paperback monograph published by Continuum/Bloomsbury Academic in March 2020. She has also won many government funded research grants to investigate aspects of vocabulary learning. [https://www.researchgate.net/profile/Phoebe\\_Lin4](https://www.researchgate.net/profile/Phoebe_Lin4)

### Opportunities and Strategies for Education in Africa in the Post COVID-19 Era

**Abstract:** Education in Africa is fragile due to many factors such as lack of proper facilities and insufficient qualified educators. The pandemic has exacerbated this situation and many schools around the continent remained closed during the peak stages of COVID-19. However, some entities and educators took the pandemic as an opportunity to continue the teaching and learning process. This presentation highlights some of the strategies used by educators and organizations to overcome the challenge of upending education during the pandemic. These strategies include, but are not limited to, the use of the Internet, TV and Radio.



**Bio:** Aymen Elsheikh is an instructional assistant professor of English at Texas A&M University at Qatar. He received his PhD in literacy, culture, and language education from Indiana University at Bloomington. He has over 15 years of teaching experience in different countries including Sudan, Oman, US, UAE, and Qatar. His research interests include language teacher identity and knowledge, English as an international language, and language teacher associations. He has published and given presentations and invited talks at national and international conferences. Aymen is the current president of Africa TESOL and a member of the Editorial Advisory Board of the TESOL Journal.

## Current Situation of COVID 19 in Nepal and Future Implication

*Abstract: Corona traveled around the world threatening human lives everywhere, and Nepal could not be an exception. Despite every effort of the government and all concerned health organizations, institutions, health experts and people, the situation is worsening in Nepal. With the increase in the number of new cases and deaths, Nepal has already reached the third stage of corona infection. It has created fear not only for the front line health and security workers but also for all the people living in different parts of the country. The presenter will draw key information about COVID-19 situation in Nepal and highlight future implications with major focus on education and covid19 impact on students and educational institutions. He will also share about key efforts made for the safety and security of the people in order to bring public life into normalcy.*



**Bio:** Dr. Jageshwor Gautam, MBBS, MD Obstetrics and Gynaecology, Professor of Obstetrics and Gynaecology and Senate Member, National Academy of Medical Sciences, Chief of Health Coordination Division and Spokesperson Ministry of Health and Population, Former Chairman of Nepal Medical Council, former Director, Paropakar Maternity and Women Hospital.

## Education in the Post Covid-19 Context: New Opportunities and Coping Strategies for Educators of Multilingual and Refugee Students in Canada

*Abstract: When teaching moved online, issues involving immigrant and refugee children's access to technology, and educators' abilities to communicate with students and parents in languages they understand, use technology and maintain functional learning communities revealed digital and multilingual divides, and the need to learn much more about coping strategies. Mixed messages surrounding schools reopening now are equally distressing, but lessons have been learned about structuring adaptive learning environments, educator "presence" and "visibility," and managing stressors and fears. How can these lessons remain relevant (informing blended or face-to-face teaching, shifting paradigms, and creating new opportunities) when we emerge 'on the other side'?*



**Bio:** Shelley K. Taylor, PhD is Professor of TESOL. Her research focusses on ESL/EFL, refugee students' literacy development, multilingual language education (MLE), and EMI. She was an advisor to the Ministry of Education in Greenland on trilingual language policy, and offered MLE workshops for NCED, Nepal. She contributed to Dr. Yogendra Yadava and Dr. Lava Deo Awasthi's (2020) book on multilingual education in Nepal.

She has lectured and published widely, including in the *TESOL Encyclopedia of English Language Teaching* (2018), and guest edited *TESOL Quarterly* (2013). She served on TESOL's Board of Directors (2016-2019), was 2015 Associate Convention Program Chair, and Chaired B-MEIS (2008-2009).

## Photo and Brief Bio of Master of Ceremony (MC), Moderators and Technical Team

### Mr. Ashok Sapkota, Master of Ceremony (MC)



Mr. Sapkota is a teacher trainer, researcher and faculty of English at department of English Education, Open and Distance Education Centre (ODEC), Tribhuvan University. He was a British Council Teacher trainer under ETTE Project in 2009-2014. He is a Fullbright Teaching Excellence fellow 2014, US sponsored by Department of Foreign and cultural affairs, United States. He has presented papers in IATEFL conference- UK, International Conference of NELTA- Nepal, Hornby Regional Schools- Srilanka, ELT, JALT, Japan and Applied linguistics Conference- Nepal. He has worked as a material developer for different training programmes in Nepal and abroad. He has worked in the field of technology as presenter, moderator, panelist in using different tech applications and webinars. He is a microsoft certified trainer in the use of technology. He has an experience of developing materials and training teachers in primary, secondary and presenting papers, conducting workshops for professional under several professional associations.

### Day-I Session-I

### Mr. Jaya Ram Khanal, NELTA Vice-president



Mr. Khanal is a teacher, trainer, motivational speaker & educational entrepreneur. He has been involving in the field of let for over two decades. He has served as the principal & director in the various colleges in the Kathmandu Valley, Nepal. At present, he is serving as the founder Principal at Medhavi College Kathmandu. Mr. Khanal presented his researched based paper in 2016 in TESOL Int'l Conference Baltimore, USA & IATEFL Conference Birmingham in 2017. He also participated in the international seminar in 2018 in Australia and represented NELTA in 2018 in 50th JALT International Conference and presented his paper in Japan. Now, he is the Vice-President of NELTA & Secretary of Higher Institutions and Secondary Schools Association (HISSAN).

### Mr. Ganesh Prasad Humagain, Central Committee Member



**Mr. Humagain** is an assistant lecturer at Hetauda Campus, Hetauda and an English teacher at Siddhartha Secondary School, Hetauda. He has over 20 years of teaching experience at different levels. Currently, he is a central committee member of NELTA and the president of NELTA Bagmati Province. He is also an IATEFL member.

## Session-II

### Ms. Meera Shrestha, Immediate Past President



Ms. Shrestha, Immediate Past President of Nepal English Language Teachers' Association (NELTA) is one of the founding members of this Teachers' Association. She is a retired Associate Professor of English Education --- after four decades of teaching English Language and English Literature. Her interests are teaching Language through Literature, Multilingualism and Multiculturalism. She believes in creating a level playing field for all learners in Nepal by bridging the English Divide, but is now worried that the Digital Divide is even deeper and more challenging for both teachers and learners.

### Ms. Sarita Dewan, NELTA Training Coordinator



Ms. Dewan is the National Training Coordinator of Nepal English Language Teachers' Association (NELTA). She served in Little Angels' School, Hattiban, Lalitpur with the capacity of Faculty Head of English Department, and has a long experience of teaching English as a Foreign Language. She has earned Masters in two faculties; Education (English) and Sociology from Tribhuvan University, a graduate from North Bengal University India, she has done online course from the University of Oregon, U.S on Critical thinking for English Language Teaching (EFL) Curriculum, a course on Teaching English as a Foreign Language (TEFL) and Post Graduate Diploma in Education (English) from Kathmandu University.

## Session-III

### Mr. Hemanta Raj Dahal, Advisor to NELTA, NELTA Past President.



Mr. Dahal is an advisor to NELTA. He was a past president of NELTA. He has published a number of books to his credit.





**Dr. Kashi Raj Pandey, Editor-in-Chief, NELTA ELT Forum**

Dr. Pandey is an associate-professor at Kathmandu University and Editor-in-Chief, NELTA ELT Forum

## Day-II

### Session-I

**Prof Dr. Laxman Gnawali, NELTA Senior Vice-president**



Dr. Laxman Gnawali, Professor of English Education is a Head, Department of Language Education, Kathmandu University School of Education. He is a Senior Vice President, NELTA, author and teacher educator



**Mr. Ashok Sapkota, NELTA Treasurer**

## Day-III

### Session-I

**Dr. Gopal Pandey, Central Committee Member**



Dr. Pandey is Reader in English Education at Tribhuvan University (TU), Kathmandu, Nepal where he has been teaching ELT and Applied linguistics courses for two decades now. Dr. Pandey, a Ph.D. in Applied Linguistics, is currently the Head of the Department of English Education, Tribhuvan University, Kathmandu, Nepal. His interest areas include critical discourse analysis, syllabus design, materials production, teacher professional development and language in Education.

## Mr. Guru Poudel, NELTA Central Committee Member



**Mr. Poudel**, M.Phil. in English Language Education, is a name attached to ELT and Applied Linguistics for a decade. He teaches at the Department of English Education. He has been contributing NELTA as a central committee member. He has a wide range of experiences in writing articles to different journals and presenting papers in different national and international conferences. His areas of interest include critical discourse analysis, identity research and language pedagogy in ESL/EFL context.

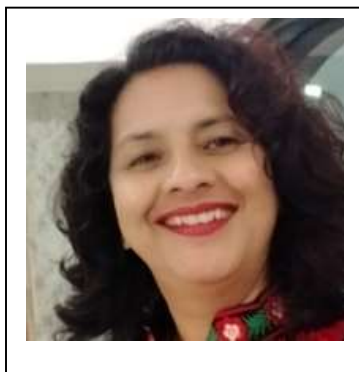
## Session-II

## Mr. Ishwari Bahadur Adhikari, NELTA General Secretary



Mr. Adhikari is the General Secretary NELTA. He has been in teaching and education management of for last 31 years. Currently, he is working as Founding Director/CEO of Pathshala Nepal Foundation and as Founder Director of Medhavi College. Besides these, he has role as Chairman/MD in energy projects.

## Ms. Ganga Laxmi Bhandari, NELTA Central Committee Member



**Mrs. Bhandari** is a lecturer of English Education at Mahendra Ratna Campus Tahachal (TU) Kathmandu. She has over 15 years of teaching and training experience on ELT. She has also been working as a central committee member of NELTA. Currently she is pursuing a PHD degree from Tribhuvan University (TU). Her area of research interest is teacher professional development.

## Session-III

### Dr. Ganga Ram Gautam, Advisor to NELTA



Dr. Gautam is an advisor to NELTA. He is a Director in Open and Distance Centre (ODEC), Tribhuvan University. He has published number of books and researches to his credit. He was a Past-President of NELTA.



### Mr. Bishnu Khadka

Mr. Bishnu Khadka is a President NELTA Karnali Province-6. He is an Assistant Dean, Faculty of Education Mid-Western University.

## Technical Team

### Mr. Ashok Sapkota



Ashok Sapkota is a teacher trainer, researcher and faculty of English at department of English Education, Open and Distance Education Centre (ODEC), Tribhuvan University. He has worked in the field of technology as presenter, moderator, panelist in using different tech applications and webinars. He has an experience of developing materials and training teachers in primary, secondary and presenting papers, conducting workshops for professional under several professional associations.

### Mr. Batuk Lal Tamang



Mr. Batuk Lal Tamang is the Head Teacher and English Language Teacher at Annapurna Secondary School Chitwan. He is also the Chair of NELTA Chitwan Branch. He has spent teaching for more than 29 years at Secondary Level, teaching English Education at University for more than 9 years and working as Roster Teacher Educator at Education Training Centre Bharatpur for more than 18 years. He has written more than 10 English books for School Level Students. He worked as lead trainer at ETTE+ Project in Chitwan in 2012 – 2013

organized by NELTA and British Council. He was a Hornby Summer Scholar (Kazakhstan 2009) and TEA Fellow 2017 (USA).

### **Mr. Himal K.C**



Mr. Himal K.C. is the head teacher of Bagdevi Secondary School, Mandandeupur, Kavre. He is a life member of NELTA and Associate member of IATEFL. With a Master's Degree in English Language Teaching, he has over a decade of teaching experience in Secondary and Higher secondary level and is currently focused on using technology in English language teaching.

### **Mr. Kunjarmani Gautam**



Mr. Kunjarmani Gautam, holds M.Phil Degrees in English Literature from Pokhara University and Master's degree in Rural Development from Tribhuvan University, Nepal. He has teaching experience of more than 25 years from K- University level. Additionally, he has completed an E-Teacher course entitled: Building Teaching skills Through Interactive Web Skills from University of Oregon, USA; TESOL Core Certificate Program (TCCP) and Developing Online Teaching Program (DOTP) from TESOL International Association, USA. He has presented papers on Teaching/Instructional Strategies in International Conferences home and abroad. He has experiences in NELTA in various positions- Branch chair- Gulmi, Central Committee Member & Central Committee Secretary, Training Coordinator and Access Coordinator.

### **Mr. Hom Raj Khadka**



Mr. Hom Raj Khadka is an English language instructor in Education Training Center Rupandehi Nepal. He has 15 years of experience in teaching and learning ELT integrating technology. He conducts training to Teachers of English Language of different levels, empowering them for professional development. Particularly, Khadka, integrate technology in teaching and learning and motivates teachers to update knowledge, skill, and attitude to maintain quality in education and producing skilled and competent citizen for overall development.

Mr. Khadka presented ample research papers in ELT Association as NELTA, ELATAI, AINET, BELTA, and TESOL USA. And he also presented a Paper in Webinar hosted by IATEFL UK.

### Rapporteurs



Mr. Guna Raj Nepal is a lecturer of English at Sukuna Multiple Campus, Morang, and Vishwa Adarsha College, Sunsari. He is also the Chair of NELTA Morang branch. He has presented papers and given plenaries both at the provincial and national conferences of NELTA. Currently, he is an M.Phil. Scholar at Kathmandu University, School of English Language Education.



Miss Sumnima Dewan is Manager, Programmes & Business Development at White Lotus Centre, one of the leading management companies in Nepal. She is a trainer with major focus being enhancing leadership skills of bachelors and masters' levels students for professional development. She has a master's degree in *Development Studies* from SOAS, University of London, UK, an executive education in *Negotiation Skills: Strategies for Increased Effectiveness* from Harvard University, USA and a certificate on *Women's Entrepreneurship* from Cornell University, USA. Sumnima has particular expertise in negotiations, communications, rapporteuring and developing reports, and project management with focus on research, gender, social development, and private sector development.