



**TechHighEd PAKISTAN 2022**

**Smart Higher Education:  
Trainings, Transformations,  
Traps**

**5<sup>th</sup> Two-Day FSS International  
Conference (Online)**

**23<sup>rd</sup> -24<sup>th</sup> February, 2022**

**CONFERENCE BOOK**



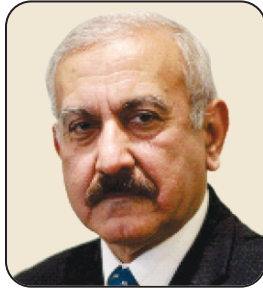
Department of English  
Department of Humanities, Education & Psychology  
Air University, Islamabad

## **About the Conference**

**The demands of 21st century Higher Education are fraught with challenges of digitization of education and its pedagogical relevance. This conference, therefore, aims to bring together experts across various disciplines to deliberate on how Higher Education practices are represented and transformed in the digital world of today. It would also intend to present research-driven solutions to the challenges and issues of utilizing technology for pedagogy.**

**Through the academic sessions and networking, the national and international researchers, scholars, pedagogues, and educational managers would explore opportunities for academic, professional and research collaborations to improve and benefit Higher Education in Pakistan and beyond. In addition, the conference would benefit the pre-service teachers and young scholars. Moreover, it would encourage a cross-disciplinary exchange of thoughts, ideas and innovation through a variety of teaching methods and perspectives of smart incorporation of technology. The participants would benefit from the research, teaching and professional experiences of national and international researchers and scholars from across a myriad of disciplines.**

## Message from Vice Chancellor



**AIR MARSHAL JAVAID AHMED, HI (M) (Retd)**

**The Vice Chancellor, Air University, Islamabad.**

### **Message!**

It is indeed a privilege to lead Air University as we face the challenges presented by the changing times. To stay abreast of the fast pace of the academic milieu my focus is on synergizing multidisciplinary research to accrue benefits of upcoming creative technologies. Since, Air University believes in bringing innovation to academia and research, this conference focuses on the smart integration of technology in education and addresses many themes to enrich traditional teaching methods and bring positive learning outcomes in our students. This online conference, TechHighEd Pakistan, is specifically designed to address and present research-driven solutions to the challenges and issues of utilizing technology for pedagogy.

I wish to convey my sincere appreciation to the organizing committee for arranging this event. I would also like to acknowledge all the distinguished panelists and moderators for taking time to participate in the conference and exchange their experience and expertise.

Thank you!

## Message from Dean

Faculty of Social Sciences



**Prof. Dr. Munawar Iqbal Ahmad**  
**Dean Faculty of Social Sciences**

### **Message!**

I would like to express my sincere gratitude and pleasure for all the honorable guests, national, international participants and eminent speakers for this International conference with the title TechHighEd 2022, organized by Faculty of Social Sciences, Air University Islamabad, Pakistan. This is the first conference which is completely conducted on a digital platform with a complete on-line mode. This conference has brought together experts across various disciplines worldwide to deliberate on Higher Education practices in the digital world. Through the conference we intend to present research driven solutions to the challenges and issues of engaging technology for pedagogy. New and emerging technologies are increasingly playing a significant role through digital innovations and I do believe that this Conference is a real opportunity to bring these emerging concepts into pedagogy and education. Therefore, the focal drive of this conference is to exchange ideas, and by participating in this exchange, it is hoped that all participants will benefit from the conference.

Last but not least, my deepest gratitude goes to the Patron in Chief, Conference executive committee, Focal persons and Organizing Committees, International and national participants and all those who are participating in this vibrant event.

Thank you very much.

# Keynote Speakers

**Prof. Dr John Achrazoglou**

Associate Clinical Professor  
Chief Technology Officer  
College of Technology The University of Iowa, USA  
**Topic: Universal Design for Learning  
A Bridge to Student Success**



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**Dr Andreas Buerki**

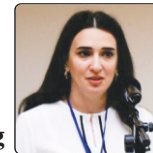
Senior Lecturer  
Centre for Language and Communication Research School of  
English, Communication and Philosophy, Cardiff University, UK  
**Topic: Towards Progressive-Reflective Digital  
Practices in Higher Education**



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**Dr Milana Abbasova**

Coordinator (Acting head)  
Department of English Language and Literature  
Khazar University, Baku, Azerbaijan  
**Topic: The Role of Digital Technology in English Language Teaching**



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**Dr Diki**

Lecturer  
Department of Biology,  
Faculty of Science & Technology, Universitas Terbuka, Indonesia  
**Topic: Metaverse in Online Learning: The Need for  
Instructional Design**



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**Dr Patrica Fidalgo**

Associate Professor  
Division Head of Curriculum and Instruction Emirates College  
for Advanced Education Emirate of Abu Dhabi  
**Topic: Distance or Distant Education?  
Lessons from the Pandemic**



# Plenary Speakers

**Helaine W. Marshall, Ph.D.**

Professor of Education

Director of Language Education Programs Long Island University  
Hudson Graduate Campus, Purchase, New York, USA

**Fostering Social Presence with the Synchronous  
Online Flipped Learning Approach – SOFLA®**



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**Prof Dr Sumaira Sarfraz**

Dean

Faculty of Sciences and Humanities  
National University of Computer and Emerging  
Sciences (FAST) Lahore

**Effectiveness of Digital Pedagogy for English Single  
National Curriculum-Eclectic Model-Based Analysis**



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**Prof. Dr Samina Malik**

Vice President (Female Campus)

International Islamic University, Islamabad, Pakistan

**Role of Ed-Tech in Transforming Higher Education Learning**



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**Prof Dr Muhammad Shaban Rafi**

Chair Person,

Department of English,  
Riphah International University, Islamabad

**Strategies for Learners' Engagement for Online Teaching  
Functional English in a University**

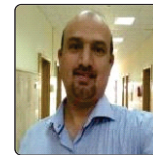


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**Prof Dr Malik Ajmal Gulzar**

Chair Department of English,  
Allama Iqbal Open University, Islamabad

**An Efficacy of Mobile Assisted Language Learning  
in Pakistan**



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**Prof Dr Zia Ahmad**

Principal,

Emerson University, Multan

**Post-Corona pedagogical solutions in Humanities Classroom**



# Panel Discussions

## Panel Discussion 1 Smart Higher Education: Trainings

**Chair:**

**Prof. Dr Munawar Iqbal Ahmad**

Dean

Faculty of Social Sciences

Air University Islamabad



## Panelists

**Dr Fouzia Ajmal**

Assistant Professor

Department of Education

International Islamic University Islamabad

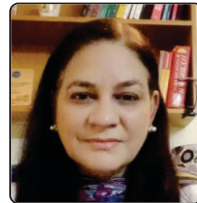


**Dr Humaira Irfan**

Associate Professor of English'

Division of Arts and Social Sciences,

University of Education, Lahore.



**Dr Hamid Ikram**

Assistant Professor,

Department of Education,

Government College University Faisalabad



**Muhammad Sheeraz Dasti**

Co-editor Journal of Contemporary Poetics

Head, Center for Language Teaching

Assistant Professor,

Department of English

International Islamic University Islamabad



# Panel Discussions

## Panel Discussion II Smart Higher Education: Transformation and Traps

**Chair:**  
**Prof. Dr Wasima Shehzad**  
Professor  
Department of English  
Air University Islamabad



## Panelists

**Dr Fauzia Janjua (IIUI)**  
Associate Professor,  
Department of English,  
International Islamic University Islamabad



**Dr Akifa Imtiaz**  
Akifa Imtiaz, PhD  
Assistant Professor  
Department of English  
Fatima Jinnah Women University,  
Rawalpindi, Pakistan.



**Dr Umar Farooq**  
Dr Muhammad Umar Farooq  
Professor / Head, Department of English  
Capital University of Science & Technology  
Islamabad, Pakistan



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**All the abstracts submitted for the conference have undergone double-blind peer review and only the accepted abstracts are published in this book.**

# ORGANIZING TEAM

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Prof. Dr Munawar Iqbal Ahmad

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Prof. Dr Wasima Shehzad

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# CONFERENCE PROGRAM

**WEDNESDAY**  
**Day 1 February 23, 2022**

**Opening 9:30 - 11:00 am**

Recitation of Holy Quran, National Anthem	9:30am
Welcome Remarks by the Conference Chair (Dean FSS) Prof. Dr Munawar Iqbal Ahmad	9:40-9:50am
Keynote Speech "Universal Design for Learning – A Bridge to Student Success" Prof. Dr John Achrazoglou Associate Clinical Professor Chief Technology Officer, College of Education The University of Iowa, USA	10:00-10:45am
Address by Vice Chancellor Air Marshal Javaid Ahmed HI(M) (Retd)	10:45-10:55am
Vote of Thanks by Conference Co-Chair Prof. Dr Wasima Shehzad	10:55-11:00am
<b>BREAK</b>	11:00-11:15am
Plenary Address "Strategies for Learners' Engagement for Online Teaching Functional English in a University" Prof. Dr Muhammad Shaban Rafi Chair Person, Department of English, Riphah International University, Islamabad	11:15-11:45am
Plenary Address "An Efficacy of Mobile Assisted Language Learning in Pakistan" Dr Malik Ajmal Gulzar Chair Department of English, Allama Iqbal Open University, Islamabad	11:45-12:15pm
4 Parallel Sessions	12:15-1:15 pm
<b>BREAK</b>	1:15-2:00 pm
Keynote Address "Towards progressive-reflective digital practices in Higher Education" Dr Andreas Buerki Senior Lecturer Centre for Language and Communication Research School of English, Communication and Philosophy Cardiff University, Wales, UK	2:00-2:30 pm
4 Parallel Sessions	2:30-3:45 pm
Keynote Address "The Role of Digital Technology in English Language Teaching" Dr Milana Abbasova Coordinator (Acting head) Department of English Language and Literature Khazar University, Baku, Azerbaijan	3:45-4:15 pm
Panel Discussion Smart Higher Education: Trainings Chair: Prof. Dr Munawar Iqbal Ahmad Panelists: • Dr Fouzia Ajmal (IIUI) • Dr Humaira Irfan (University of Education, Lahore) • Dr Hamid Ikram (GCUFBD) • Dr Sheeraz Dasti (IIUI)	4:15-5:15pm

## THURSDAY Day 2 February 24, 2022

<p style="text-align: center;">Plenary Address "Fostering Social Presence with the Synchronous Online Flipped Learning Approach – SOFLA®" Helaine W. Marshall, Ph.D. Professor of Education Director of Language Education Programs Long Island University Hudson Graduate Campus, Purchase, New York, USA</p>	9:00-9:45am
<p style="text-align: center;">Keynote Address "Distance or distant Education? Lessons from the pandemic" Dr Patricia Fidalgo Associate Professor Division Head of Curriculum and Instruction Emirates College for Advanced Education Emirate of Abu Dhabi</p>	9:45-10:15am
<p style="text-align: center;">Plenary Address Post-Corona Pedagogical Solutions in Humanities Classroom Prof. Dr Zia Ahmad Principal, Emerson University, Multan</p>	10:15-10:45 am
<p style="text-align: center;">Plenary Address "Role of Ed-Tech in Transforming Higher Education Learning" Prof. Dr Samina Malik Vice President (Female Campus) International Islamic University, Islamabad, Pakistan</p>	10:45- 11:15 am
4 Parallel Sessions	11:15-12:45pm
<p style="text-align: center;">Plenary Address "Effectiveness of Digital Pedagogy for English Single National Curriculum-Eclectic Model Based Analysis" Prof. Dr Summaira Sarfraz Dean Faculty of Sciences and Humanities National University of Computer and Emerging Sciences,FAST, Lahore, Pakistan.</p>	12:45-1:15pm
BREAK	1:15-2:00pm
<p style="text-align: center;">Keynote Address Metaverse in Online Learning: The Need for Instructional Design Dr Diki Lecturer, Department of Biology, Faculty of Science and Technology, Universitas Terbuka, Indonesia</p>	2:00-2:45pm
<p style="text-align: center;">Panel Discussion "Smart Higher Education: Transformation and Traps" Chair: Prof. Dr Wasima Shehzad (AU) Panelists: • Dr Fauzia Janjua (IIUI) • Dr Hammad Mushtaq (NUST) • Dr Akifa Imtiaz (FJWU) • Dr Umar Farooq (CUST)</p>	2:45-3:45pm

### Closing 3:45 - 4:15 pm

Recitation from the Holy Quran National Anthem	3:45-3:50pm
Address by Vice Chancellor Air Marshal Javaid Ahmed HI(M) (Retd)	3:50-3:55pm
Conference Findings and Recommendations Dr Sadia Irshad (Focal Person, Department of English)	3:55-4:00pm
Closing Remarks (Chair English) Dr Farzana Masroor	4:00-4:05pm
Vote of Thanks (Chair HEP) Dr Sohaib Sultan	4:05-4:10pm

### Group Photo 4:15pm

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### **Keynote Speakers**

Dr John Achrazoglou (USA)

The University of Iowa

Associate Clinical Professor

Chief Technology Officer, College of Education

### **Bio**

Dr. John Achrazoglou is a Clinical Associate Professor and Chief Technology Officer at The University of Iowa College of Education. Areas of interest include online teaching and learning, ePortfolios, assistive technologies for learners with disabilities and universal design for learning. John has been recognized nationally for his service to diversity and volunteer work helping underprivileged youth. Dr. Achrazoglou is the only two-time recipient of the Iowa Board of Regents Excellent Award and was presented the C.S. Robinson National Award for Best Practices and Research. John has published and presented his work internationally, nationally, and statewide.

### **Universal Design for Learning – A Bridge to Student Success**

Universal Design for Learning (UDL) provides a research-based framework for teachers to incorporate flexible materials, engagement techniques, and assessment strategies for delivering instruction. UDL is based on neuropsychology research and guides teachers in designing instructional materials and assessments that are tailored to a variety of student learning preferences and needs. The idea is to have the curriculum adjust to the learner rather than the other way around. This presentation will cover the history and theoretical basis of UDL including examples for classroom application. Strategies and technologies including assistive technologies will also be discussed towards creating a more flexible, supportive and inclusive learning experience. Tools and guidelines will be demonstrated and offered to participants.

**Dr Andreas Buerki**

Cardiff University, Wales, UK

Senior Lecturer

Centre for Language and Communication Research

School of English, Communication and Philosophy

**Bio**

Andreas Buerki is a Senior Lecturer in Linguistics at the Centre for Language and Communication Research at Cardiff University (Wales) and a Senior Fellow of the Higher Education Academy (UK). His research interests include phraseological discourse analysis, digital humanities and computational linguistics. Andreas studied in London, Basel and Berlin and taught at universities in England, Switzerland, Germany and Korea before joining Cardiff University in 2015.

Website: <https://www.cardiff.ac.uk/people/view/148384-buerki-andreas>

**Towards progressive-reflective digital practices in Higher Education**

The digital is an area of life that in many societies has become so essential that non-participation has significant drawbacks for individuals and organisations. The digital no longer offers merely remediated content and activities, but forms of information and activities that have no clear analogue equivalents – reality as perceived includes digital reality. Against this background, and against increasing calls for Higher Education to do more to support society's move to the digital era, it is important to take a reflective approach to digital practices to ensure that they enable and encourage positive progress of individuals and societies across the globe. In this paper I propose four main areas of importance to consider: 1) equality of access to the digital, 2) critical digital literacy, 3) adaptation of content and pedagogy to digitisation, 4) resisting a re-colonisation of the curriculum, the academy and people. While the first of these is fundamental, in this paper I mainly focus on the latter three. Critical digital literacy takes a step back from technical aspects and looks critically at what happens when students and staff engage in digital practices and the effects of these behaviours, as well as the power structures, interests, pressures and biases that may be inherent in digital practices and tools. An important aspect here is enabling people to become aware of and protect themselves against negative effects while making conscious use of new and exciting opportunities.

While students hopefully come to university with a sensibility for some of these issues, they require re-addressing in the context of the university experience and the academic subjects studied. The adaptation of content and pedagogy to digitization is perhaps the most obvious area to consider, with recent pandemic-induced experiences having served as a crash course for many Higher Education institutions. In terms of pedagogy, the digital medium requires specific pedagogical techniques and perhaps surprisingly, recent experiences appear to suggest that analogue aspects are highly prized by students in HE. On the content side, digital aspects, e.g. the 'Digital Humanities, have been around for a long time in research, but do not appear to have made transformative inroads into undergraduate curricula, particularly in the Humanities. This is an area of subject-specific development where deficiencies appear evident and I take a number of examples from practice to show how progress here is possible. Finally, a number of theorists have discussed current efforts by large (mainly American) corporations at digital colonialism. This colonisation is economic in terms of the privatisation of technological knowledge and the monopolisation of digital infrastructures such as software, services and platforms, but also exploitative, for example in terms of data gathering, and potentially culturally neo-colonial in terms of design and usage assumptions, issuing in exploitation, marginalisation and domination of individuals and communities. The modelling of resistance in this area and the promotion of alternatives is, therefore, an important final aspect of progressive-reflective digital practices in Higher Education across all disciplines.

**Dr Milana Abbasova**

Coordinator (Acting head)

Department of English Language and Literature

Khazar University, Baku, Azerbaijan

**Bio**

Dr Milana Abbasova, currently, is a Coordinator and Acting Head of the Department of English Language and Literature at Khazar University, Baku, Azerbaijan.

Areas of interest include Linguistic changes imposed by Advanced technologies, Sociolinguistics, Language Planning and Policy.

She is the managing editor of the ENGLISHES LLL International Journal and one of the editorial assistants of Khazar Journal of Humanities and Social Sciences.

Besides, she is an assistant editor at the Dictionary and Encyclopedia Center of Khazar University.

She has published some journal articles and monographs on a variety of topics in Sociolinguistics and also presented papers at international conferences.

She has been awarded a Crystal Plaque for the best research work and presentation at the 3rd International Conference on Social sciences in Albena, Bulgaria.

**The Role of Digital Technology in English Language Teaching**

The current study uses qualitative methodology to explore the role that digital technology plays in both second language acquisition and teaching. In-depth interviews were conducted with teachers aged between 23 and 55 who are currently employed by Khazar University, Azerbaijan. Teachers indicate that the use of technology has an important impact on student's second language learning. Although some of the teachers displayed negative effects of modern technologies on getting students' attention, positive feedback is more available. Teachers demonstrated how the use of technology in teaching and learning supports students' engagement in education. Overall, this study provides a reader with a general understanding of both students and teachers' involvement in digital media as well as the effectiveness of second language teaching with technologies at higher educational institutions of Azerbaijan. Future research in the same area of study is needed to compare both teachers' and students' perceptions separately in broader sample and identify the key factors that affect teacher's decision to choose rather traditional methods.

**Dr Patricia Fidalgo**

Associate Professor  
Division Head of Curriculum and Instruction  
Emirates College for Advanced Education (ECAE)  
Emirate of Abu Dhabi

**Bio**

Patricia Fidalgo holds a Ph.D. in Sciences of Education from Nova's University of Lisbon, Portugal. Dr Fidalgo is an expert in Technology, Networks and Multimedia in Education and Training and has developed most of her research agenda in those subjects. She was, for several years, responsible for the Emerging Researchers' Group of the European Educational Research Association. Dr Fidalgo has over 20 years of teaching experience in Europe, Africa and the Middle East. She is currently living in UAE and is an Associate Professor at the Emirates College for Advanced Education (ECAE), where she teaches in the field of educational technology. Dr Fidalgo is also head of the Curriculum and Instruction Division at the ECAE.

**Distance or distant Education? Lessons from the pandemic**

According to the United Nations, the COVID-19 pandemic has created the most considerable disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. More than 90% of the world's student population has been affected by the closure of schools and other learning spaces. The European Union has stated that the pandemic transformed the way teaching took place, accelerating transformation that was already taking place in the form of online learning and teaching.

On the one hand, the past year and a half has proven very challenging for most educational systems that had to transition to a Distance Education Model without warning and without being prepared. On the other hand, essential lessons can be learned from the extraordinary circumstances schools had to operate during the pandemic.

This talk will focus on students' opinions on Distance Education during the pandemic, how those opinions differ from before the pandemic, and what lessons can educational institutions learn to prepare their future in greater harmony with the needs of students.

This presentation will also focus on the unique opportunity that educational systems and institutions have to update their technological resources, upgrade their educational offer and pedagogical practices. According to UNESCO and IESALC, the intensive use of technology during the last two academic years have provided an opportunity to rethink and redesign the educational processes paying particular attention to equity and inclusion.

**Dr Diki**

Lecturer

Department of Biology,  
Faculty of Science and Technology,  
Universitas Terbuka, Indonesia

**Bio**

Diki is a lecturer at Department of Biology, Faculty of Science and Technology, Universitas Terbuka, in Indonesia. He teaches genetics and invertebrate taxonomy. He has a bachelor degree of biology from Padjadjaran University in Indonesia. He did his master in education from University of Sydney, Australia. Meanwhile, he got his doctoral degree from Claremont Graduate University in USA. His focus is developing learning media to support online learning. The learning media is crucial at Universitas Terbuka, which has more than 200.000 students across Indonesia.

**Metaverse in online learning: The need for instructional design**

The Covid 19 pandemic brings about changes in learning. Most students use more online activities than classroom activities. Therefore, online learning platforms becoming more important, as they provide diverse learning experiences. This paper includes a definition of the metaverse, advantages of metaverse for educational purposes, challenges of the metaverse, and the need for proper instructional design for developing

Metaverse combines virtual reality and interconnection. It is a virtual reality environment that includes avatars as the representation of the players. It became popular in 1992. However, the renaming of the Facebook company into Meta is an indicator that this virtual reality environment becomes more prominent. The recent metaverse is unique compared to the previous version. Nowadays, metaverse includes deep learning, availability anytime and anywhere within an online environment, and it is connected to virtual currency.

Metaverse enables interaction among experts and learners, as well as it allows interaction between real and virtual actors. The local hospitals typically have insufficient equipment coverage, insufficient technical competence, and insufficient patient satisfaction. Metaverse allows collaborative learning. For example, the collaborative game can be included in the metaverse. The game includes real-life activities within a multi-user platform. Many players collaborate in the virtual

platform. Another application of metaverse Vortex, virtual learning, multi-user environment. Vortex enables collaboration among its users. It is equipped with artificial intelligence. Students' perception of the virtual learning environment is mostly positive. For example, more than half of students agree that the platform is good for problem activities. Game activities produce a positive effect on learners' motivation

Despite its fame, metaverse should be designed with proper instructional design. Different media needs specific instructional design. For instance, the design of a virtual learning environment should include navigation, objective, content, and quiz. Prior to developing metaverse, requirement analysis should be carried out prior to developing any virtual learning environment.

In the end, the development of metaverse should take into account some problems when using metaverse. Monitoring students in the metaverse is more difficult than in a real classroom. Therefore, instructional design of metaverse should put emphasis on how to develop metaverse activities that allow an instructor to monitor students during the learning session,

## Plenary Address

### **Helaine W. Marshall, Ph.D.**

Professor of Education & Director of Language Education Programs  
Long Island University  
Hudson Graduate Campus,  
Purchase, New York, USA

### **Bio**

Dr. Marshall is Professor of Education and Director of Language Education Programs at LIU Hudson, NY, USA. She teaches courses in linguistics and multicultural education in face-to-face, blended, and synchronous online formats. Her research interests include: culturally responsive-sustaining education, SLIFE (Students with Limited or Interrupted Formal Education), nontraditional teaching of grammar, and instructional technology, especially flipped learning. She has published articles in *ELT Journal* and *TESOL Journal*, among others. Her most recent book, published with University of Michigan Press, is *Meeting the Needs of SLIFE: A Guide for Educators*, 2nd ed., co-authored with Andrea DeCapua and Frank L. Tang. Dr. Marshall has developed a model of online flipped learning, and her most recent article on that topic is "[Fostering Teaching Presence through the Synchronous Online Flipped Learning Approach.](#)" published in *TESL-EJ* and co-authored with Ilka Kostka.

### **Fostering Social Presence with the Synchronous Online Flipped Learning Approach – SOFLA®**

Being socially present while in online or blended classroom contexts can pose a major challenge to both educators and their students. Yet, it is this social presence that most serves the need to engage meaningfully in accessing, developing, and mastering new course concepts and materials. The Synchronous Online Flipped Learning Approach (SOFLA®) is an active learning model that includes structured, interactive, multimodal activities, both asynchronous and synchronous, in an 8-step learning cycle that reframes and re-energizes our approach to instruction in all learning contexts by creating fertile spaces for teaching and learning online. SOFLA® (Marshall, 2017; Marshall & Rodriguez Buitrago, 2017; Marshall & Kostka, 2020) combines two separate learning pathways that, in combination, can result in robust instruction uniquely designed for effective delivery of content and

skills: the Community of Inquiry framework for online teaching (Garrison, Anderson, & Archer, 2000) and flipped learning (Bergmann & Sams, 2012). The presentation takes attendees through the steps of SOFLA: (1) Pre-Work; (2) Sign-In Activity; (3) Whole Group Application; (4) Breakouts; (5) Share-Out; (6) Preview and Discovery; (7) Assignment Instructions; and (8) Reflection. For each step, the parameters, rationale and caveats are highlighted so that attendees learn how to implement the cycle. Both quantitative and qualitative data is included (Marshall & Wallestad, 2021) from recent implementations of the approach to show how social presence is created and maintained in a U. S. university context. Resources are provided for following up with the presenter in ongoing asynchronous learning modules using PlayPosit for video and Perusall for shared readings.

**Prof. Dr Samina Malik (IIUI)**

Vice President (Female Campus)

International Islamic University, Islamabad, Pakistan

**Bio**

Dr. Samina Malik has been working as Professor in the Department of Education at the International Islamic University Islamabad, Pakistan. She possesses diversified experience in administration, research and teaching. She has experience of administration as Vice President (Female Campus), Dean of the Faculty of Social Sciences, Chairperson of the Department of Education, Additional Director, Directorate of Distance Education, IIUI and Director, Female Campus IIUI. She is the winner of the National award (HEC 2014). She has been in the field of education for over 25 years and has dealt with different levels of educational systems from the Secondary to University level. She has been keynote speaker and presenter of papers in many national and international conferences.

**Role of Ed-Tech in Transforming Higher Education Learning**

COVID-19 has rapidly transformed every field of life; especially the educational sector was affected most and has undergone dramatic shifts across the globe. The concept of Ed-Tech has obtained noticeable attention as it deals with the dismissal of traditional methods of learning through the use of technology to democratize education. Ed-Tech tools enable students to have more engaging, effective, comprehensive and personalized learning experiences in the midst of epidemics. The Ed-Tech supports the claim that digital education promotes collaboration, access, and learning. This has confirmed the claim and the higher education institutions have to transform their system to online overnight. Although Ed-Tech is an emerging field, its potential effects are far-reaching for students. In addition to transforming the student (and teacher) experience, Ed-Tech plays a key role in ensuring that students acquire the knowledge and skills to boom in the digital age. For the foreseeable future, we must continue to rely on Ed-Tech to address the challenges posed by COVID-19. The higher educational institutions need to incorporate the best modes of Ed-Tech to ensure the best learning opportunities for students. Navigating in 2021, universities are expected to increase investments in Ed-Tech through usage of technology, training, and flexible curricula that would significantly improve teaching models and promote learning at a higher education level.

**Dr Summaira Sarfraz**

Professor (English)

Dean Faculty of Sciences and Humanities

FAST National University of Computer & Emerging Sciences

**Bio**

Dr. Summaira Sarfraz joined FAST National University of Computer and Emerging Sciences in 1996. Her area of interest is the promotion of a communicative approach to English language teaching with major emphasis on developing e-learning resources for the improvement of English language skills. Her area of specialization is Computer Assisted Language Learning (CALL). She has been working for more than two decades on developing multidisciplinary ICT based teaching resources and established the English Language Communication Labs of the University. She has recently developed a tool for improvement of cohesiveness in emotive writing funded by ICT Research and Development, Ministry of Information Technology. Dr Summaira received the Charles Wallace Research Scholarship in 2015. She completed her research fellowship at Queen Mary University of London followed by the launch of MS in Applied Linguistics which is the first Humanities Graduate program of the University. She has a substantial number of national and international publications to her credit. Currently Dr Summaira is the Dean of Faculty of Sciences and Humanities at FAST National University of Computer and Emerging Sciences.

**Effectiveness of Digital Pedagogy for English Single National Curriculum-Eclectic Model Based Analysis**

The study aims to analyse the effectiveness of digital pedagogy for the English Single National Curriculum (SNC) grade V by using an eclectic model. Digital pedagogy refers to a branch of pedagogical science that deals with the role of 'digitalized' educational processes focusing on personal growth and means of improving their effectiveness (Ilaltdinova et al., 2019). The curriculum provides a framework in which the contents of a particular degree program are determined whereas a pedagogy prescribes the ways through which the contents are taught. Therefore, a curriculum and pedagogy are blended together to set the teaching practices. In today's digital era when education is being digitized to keep pace with the technological advancements, the students must also use technology to learn

content and skills, develop critical thinking, solve problems, use the information and also communicate, innovate and collaborate, (Sailin & Mahmor, 2018). The recently announced English Single National Curriculum (SNC) is claimed to be the best curriculum so far by the Government of Pakistan (Yasir, 2020). It proposes a novel and technological learning resources for effective English language learning. However, exploring the literature shows that there is a gap of analysis regarding the use of digital pedagogy for the implementation of the curriculum's technological goals. Due to multiple phases of the curriculum, the requirements of digital pedagogy are not specific. Therefore, the eclectic curriculum model is used as an instrument to determine the effectiveness of digital pedagogy for SNC. It has been observed that although the English SNC has sufficient content which emphasizes language skills and assessment, however, no clear-cut strategy has been found to incorporate digital pedagogy in classrooms. The results of the study show that digital pedagogy is effective as it supports all the components of the English SNC for meaningful learning and teaching processes.

**Keywords:** Digital Pedagogy, English SNC, Eclectic Model, Content, language learning

**Dr Muhammad Shaban Rafi,**  
Associate Professor,  
Chair Person,  
Department of English  
Riphah International University,  
Islamabad

**Bio**

Dr Muhammad Shaban Rafi is an Associate Professor and Chairperson at the Department of English, Riphah International University, Islamabad-Pakistan. He has also acquired postgraduate research experience from Cardiff University, UK, National University of Singapore, George Mason University, USA. His research interest lies in applied linguistics, language, discourse, and media. Dr. Shaban is an active young researcher. He has over 50 publications and 60 conference/seminar presentations. He has won several research awards and grants. He has been the editor-in-chief of the HEC 'Y' Category Journal Linguistics and Literature Review (ISSN: 2409-109X).

**Strategies for Learners' Engagement for Online Teaching Functional English in a University**

This presentation is based on my lived experience of teaching functional English and monitoring English instructors in a private sector large university in Lahore, Pakistan, during the pandemic lockdown. The spread of coronavirus disease forced institutes of higher education in Pakistan to look for technological means to continue teaching and learning. Almost all the institutes shifted to online teaching without imparting faculty training required to engage learners in the virtual discourse. However, instructors employed several available technological forums, e.g., Zoom, Google Meet, Microsoft Team, among others, to teach functional English. The teaching and learning evolved in a digital discourse while experimenting and reflecting on what instructors had acquired and practised for their whole life in an offline discourse. English instructors employed various dialogic strategies and tools to brush up on learners' English language proficiency. They began to envision the future of higher education, especially of functional English courses in technology. The online forums and tools proved to be very helpful for teaching functional English and eventually to continuing the process of

higher education. This presentation recommends using technology and integrating Coursera as a means to improve native-like English language skills while reflecting on learners' cognitive, affective and psychomotor domains. It is however crucial to brainstorm how Coursera can be embedded with functional English courses to have an excellent result and cut costs for teaching/managing these courses at universities.

**Keywords:** Online teaching, reflective practices, learners' engagement, teaching English through technology

**Prof. Dr. Zia Ahmed**

Principal, Emerson University, Multan

**Bio**

Prof. Dr. Zia Ahmed has been working as Principal, Emerson University, Multan, Pakistan since March 02, 2020. He earned his PhD in 2012. He served as Adjunct Faculty at ISP, Multan, as Visiting Faculty at NUML, and BZU, Multan (for weekend prog.) and Chairman Dept. of English at GEC, Multan till March 2021. He has served BZU, Multan for a period of FIVE years and ran the Dept. of English, as coordinator, under the DDE and successfully supervised 40 MPhil candidates. He is involved with BZ university Multan for PhD supervision as an approved Supervisor and is also rendering his services as subject expert to many universities of Pakistan and abroad, along with PPSC, Lahore He visited University of North Texas, USA in 2015 and conducted his postdoctoral research. He has published more than 26 research articles in National and International HEC recognized Journals. He has given speeches/talks/lectures at local and National and international Level seminars and conferences, video Lecture in IIU Malaysia in Nov. 2017 and La Rochelle University, France on 6th May 2019. He gave recent talk in ICLP 21 in Baku on Sep. 24, 2021. He is member of BoS and SB and BASR of number of Public and Private Universities and is member of editorial boards of Number of reputed Research Journals and has rendered his expert advice as external evaluator at MPhil and PhD. He teaches postcolonial feminist fiction, Pakistani fiction and postmodernist fiction. level to many Universities. He regularly contributes articles to the print media as freelance writer and runs Video blog as YouTube channel with hundreds of video lectures in his field.

**Post-Corona pedagogical solutions in Humanities Classroom**

The new-normal initiated due to Covid 19 popularized online teaching and evaluation with the highest ever scores achieved by students at almost every level. The virtuality of the learning environment has tensed educational environment of the in-person classrooms and poses significant challenges for the teachers as well as learners. This problematizes the shift from online to offline classroom especially in a humanities classroom and calls for investigations into the pedagogical methodologies and to propose a workable class environment, especially for teaching Literature. The learner of today has new demands because of his familiarity

with digital platforms like YouTube, Facebook, Google classroom etc. The availability of information in such a bulk demands a new teaching approach inclusive of Modern technology. The researcher aims to propose workable methodology for teaching literature with reference to the lens provided by Mark Bracher and Paulo Friere in a post Covid-19 in-person class room within the framework of digital world of 21st century. For this purpose, the researcher provides a teaching model in the humanities classroom. The most probable outcome of this descriptive research is to liberate the minds of the young instead of simply making them banks, it may provide a better world view to our students to be more adjustable in the world community instead of getting alienated. The study suggests the need of change impinging on the shift from banking to liberating concept of teaching to help produce liberated minds which has become even feasible because of the digital media and internet connectivity of 21st century.

**Keywords:** Digital classroom, Internet connectivity, online, in-person, post Covid 19 learners

**Dr Ajmal Gulzar**

Chair Department of English,  
Allama Iqbal Open University,  
Islamabad.

**Bio**

I hold a degree of PhD in the disciplines of Applied/Sociolinguistics, and an M.A TEFL and an M.A English literature, and a Diploma in Teaching EFL Using the New Technologies from Brighton University, UK. I am an author of three books and forty-five research articles, besides having on credit a number of books written/developed at AIOU and Taif University. I have 27 years' experience of teaching English as a Foreign/Second Language at the college and university levels. I designed curriculum, syllabus, and teacher development courses for different levels at AIOU and Taif University. My major interest falls in these areas: ELT in Bilingualism/Multilingualism: Issues and Concerns, Error Analysis, Language Change and Shift, Teacher Development, and in the Philosophy of Language acquisition and learning, Discourse Studies, Curriculum Development and Syllabus Design. I have research experience of working on projects concerning the different aspects of the English language teaching. Besides, I am a member of SPELT, Englishers, ELT Forum and a couple of other similar academic societies.

**An Efficacy of Mobile Assisted Language Learning in Pakistan**

The current Research focuses on finding the impact of mobile assisted language learning (here onwards MALL) on the grammar of the EFL students in Pakistan. A group of 100 students of grade 5 was taken as a population; they were selected randomly from the private English medium schools of Lahore. Initially, a pre-test was conducted amongst these students consisting of 30 grammatical items related to present and past indefinite tenses only. Then a month-long study was conducted with the students on a mobile phone in which the students were taught present indefinite and past indefinite tense through a WhatsApp group. Later on, a post-test was conducted and the results of both tests were compared and analyzed. The results reflect a significant difference between the marks of pre-test and post-test. The findings suggest that teaching grammar through a mobile has a positive impact on the learners grammar, motivation, and involvement. It shows that teaching and learning concepts can be changed in Pakistan by using mobile phones. The study has its practical implications.

PARALLEL  
ACADEMIC  
SESSIONS

**Wednesday**  
**Day 1 February 23, 2022**

**Parallel Academic Sessions: 12:15 – 1:15 pm**

**Session # 1**

**The twist in Teaching/Learning: Offline to online**  
**Chair: Dr Rabia Aamir, Assistant Professor, Department of English,**  
**National University of Modern Languages**  
**Moderator: Dr Maria Farooq Maan**

Dr Rabia Aamir  
Assistant Professor, Department of English  
Coordinator Sophy's Forum  
National University of Modern Languages, Islamabad. Pakistan.  
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New York, USA raamir@numl.edu.pk

**'Transécriture and Trans-semioticization'**  
**Digitized Illustrative Narrations and Religious Perceptions**

**Abstract**

Since today digitalization is working on a logic of de-territorialization, the glocal is the new global. In this age of internet connectivity, and especially in the times of Corona virus pandemic, the differences between the local and the global are almost blurred. In the field of religious cognizance likewise, this new means of glocalized connectivity has opened new ways of internalizing some religious concepts. Through a case study of a trilogy of books, also used in their digitized versions, entitled *Granny Nam Tells the Story* (2009), this paper examines the efficacy of a hybrid means of understanding some key concepts of Quran. Taking these three illustrated books as selected texts, this paper, in addition to studying the texts of these books, also studies the symbolic significance of the animated illustrations in the form of pictures in these books. The paper is an exploration of how these illustrations accompanying the texts are used for creating a balanced blend of imbibing religious concepts, not only for young readers but also for the adults and teachers using these books as reading materials in their classes. Further, using digitized environment created by the online versions and narrations of the books, this paper seeks to examine the positive impact digitalization of such books may have on the religious or spiritual ritual practices of future generations of Muslims in particular, and humanity in general. I argue that such interactions between the local and the global is an effective strategy to deal with future challenges and provides new opportunities to contextualize local contexts for a global network.

**Keywords:** Digitization, Transécriture and Trans-semioticization, religious cognizance, glocal

Seerat Iqbal  
M.Phil. Education (Scholar)  
Air University, Islamabad  
Dr. Sohaib Sultan  
Assistant Professor Education  
Air University Islamabad

### **Online Learning and its Effects on Teachers-Student Interaction in Covid-19 at University Level**

#### **Abstract**

In many countries globally, as the effects of the pandemic COVID-19 lockdown, lots of classes and educational institutions within the world had been closed in March 2020. The goal of online interaction is similar to for face-to-face interactions: relationship; changing knowledge; they were learned and comprehended. The purpose of this study is to examine the interaction among teachers and students in online learning. The objectives of the study were (1) to determine the difficulties that students face in on-line learning during covid-19 (2) To examine the online learning and its outcome on learners' participation also their capacity level as a whole. Anderson online learning model and Moore's online learning model was used in this research as a theoretical framework. Methodology of this study was descriptive and Quantitative analysis of Online Learning and Its Effects on Teachers-Student Interaction in Covid-19 at University Level. Convenient sampling technique were used to select the participants of the study. Analysis done by using SPSS (Statistical Package for Social Sciences) version 20. It was proved that during covid-19 online learning students face difficulties while interaction with their teachers during online learning.

**Keywords:** Student-Teacher Interaction, Covid-19, online learning

Fatima Ikram  
Research Scholar  
University of Central Punjab Lahore, Pakistan  
Farhat Abdullah  
Senior Lecturer  
University of Central Punjab Lahore, Pakistan

**Effect of Online Learning on ESL Learning Styles and Learning Outcomes in Context of Pakistan**

**Abstract**

The situation of COVID-19 has bred major conversion in education system compelling teachers and students to adapt to online learning. This study aims to investigate effect of online learning on learning styles and learning outcomes for ESL in context of Pakistan. Quantitative methodology was used and the participants were selected through random sampling. The data was collected by using an online Likert scale questionnaire. Statistical analysis of collected data reported that auditory learning style was most preferred by the students followed by the tactile, visual and kinesthetic respectively. The findings revealed that students were more inclined to learn better in physical classroom as compared to online classroom in their opinion. The findings reported that online learning neither completely failed nor completely succeeded to facilitate students because ½ % of the participants asserted that the online environment matched their learning styles and, similarly, ½ /half of the participants disagreed. The students were able to tailor their learning styles according to contextual demands but it decreased their language learning outcomes. It is interpreted from the results that online learning in context of Pakistan needs to improve and the teachers and course designers should consider individual preferences to enhance online learning of English.

**Keywords:** Online learning, learning styles, learning outcomes, ESL

Dr. Muhammad Naseer Kayani  
Assistant Professor  
FSS&H, University of Kotli  
Azad Jammu and Kashmir, Pakistan  
Dr. Makhdoom Ali Syed  
Chairman  
Department of Education,  
FSS&H, University of Kotli  
Azad Jammu and Kashmir, Pakistan

### **Impact Of Instructional Technology on the Learning of the Prospective Teachers**

#### **Abstract**

The main aim of this research was to study the impact of Instructional technology on the learning of prospective teachers. This experimental research was conducted in the Department of Education University of Kotli, Azad Jammu, and Kashmir. Sixty prospective teachers who were doing their B. Ed randomly divided into two equal groups. The controlled group was trained by using the ordinary lecture method while the experimental group was trained by using instructional technology. Pre and post-tests of both controlled and experimental groups were conducted. The data obtained from both tests were analyzed and compared. It was found that the performance of the experimental group was better than the performance of the controlled group. It was found that the use of Instructional technology affected the learning of the prospective teachers positively. The performance of the participants of the experimental group in the actual classroom was better and they were more confident. They planned and delivered their lessons more effectively and they were well-motivated and confident. It is concluded that the use of instructional technology is more effective than the ordinary lecture method. It is recommended that multimedia, computer, and videos may be employed for the training of the prospective teachers.

**Keywords:** Prospective teachers, training, experiment, teaching Practice, project method, activity-based teaching, and learning, lecture method, instructional technology.

**Session # 2**  
**Technologies in Teaching and Learning**  
**Chair: Dr. Ayyaz Qadeer, Assistant Professor (English)**  
**COMSATS University, Wah Campus**  
**Moderator: Dr Uzma Anjum**

**Shayan Aqdas**

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**The Impact of Online Classes on Students' Learning in the Context of COVID-19**

**Abstract**

The growing rate of Covid-19 cases led the countries to adopt escalated preventive measures, working and studying through online platforms became the new normal. The purpose of this research paper was to investigate the impact of online classes on students' learning in the context of a pandemic and to explore the problems preventing effective education in Pakistan. A survey was conducted to gather data, students of National University of Modern Languages (NUML) were selected as a sample. Carl Rogers theory of Facilitative Learning served as model for formulating survey questions, according to which a facilitative environment encourages learning and motivates the students to fulfil their potential. The survey was constituted of both, open and close ended questions. The data analysis revealed the poor conditions of the online education system, it was gathered that the online teaching failed to meet the standards of traditional on campus teaching. The students were also asked about their suggestions, and the answers to this open-ended question were analyzed through thematic analysis by establishing patterns and themes in the text. The results also offered several strategies to improve the learning process and to prevent future problems, the main suggestion was to improve the interactive element in the lectures. By incorporating the suggestions gathered through this paper in the teaching methodology, online education system can be significantly improved.

**Keywords:** COVID-19, online teaching, Pakistan, survey

Dr. Afa Kanwal, Assistant Professor  
Miss. Sana Jahangir, Lecturer  
Miss. Afroz Ilyas, Lecturer  
Department of English  
Air University Islamabad

### **IMPACT OF CORRECTIVE FEEDBACK ON LANGUAGE PERFORMANCE IN DIGITAL EDUCATION:**

#### **Abstract**

Digital learning involves the use of technology to develop learning experiences for learners. Effective digital experience requires teacher and learners' complete interaction. Learners can benefit from teacher's regular feedback which is known to have a great impact on performance and therefore achievement and success in language classes. This study is designed to investigate the kind of feedback learners receive in a digital mode. It will also inquire the type of corrective feedback individuals receive and determine its influence on language performance. This study uses a mixed method approach to gather data from students in higher education on the experience of corrective feedback they received on written and spoken performances. Data is gathered through questionnaires. The results show a relationship between achievement and corrective feedback.

**Keywords:** Academic Achievement, Digital Learning, Corrective Feedback, Learning Experience

Ammara Kulsoom  
M.Phil. Linguistics Scholar  
Air University, Islamabad  
Sadia Malik  
M.Phil. Linguistics Scholar  
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Dr Sadia Irshad  
Assistant Professor  
Air University, Islamabad

### **Acceptance and Use of GCR by Language Teachers at Tertiary Level**

#### **Abstract**

The world emerging after COVID-19 has proven a fact that only relying on face-to-face teaching is not advisable anymore. During the pandemic, the face-to-face mode of instruction in the classroom had to be phased out in place of online learning platforms such as Google Classroom (GCR) and Microsoft Teams. This research paper aimed to investigate the GCR acceptance and use among language teachers at tertiary institutions. The research paper was modeled on a similar research study on GCR conducted in Turkey. In this study, the researchers focused on the five factors influencing teachers to use GCR namely; Perceived Ease of Use, Actual Use, Attitude towards Use, Behavioural Intention to Use and Perceived Usefulness of GCR based on TAM model. 50 language teachers from 4 higher education institutions of Islamabad were given a questionnaire based on the above mentioned five categories. The findings revealed that GCR had a high acceptance level among the language teachers. Language teachers found it contributing to their efficiency and productivity. Usefulness and purposefulness are two great factors that contributed to the acceptance and adoption of GCR by the language teachers in higher institutions of learning.

**Keywords:** Google Classroom, GCR, LMS, TAM Model, acceptance, ease of use

Baneen Asghar  
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Fatima Hafeez  
MPhil Scholar  
University of Sargodha  
Dr Azhar Pervaiz  
Assistant Professor  
University of Sargodha

### **A Comparative Study of Extent of Speaking Anxiety between Flipped Classroom and Traditional ESL Classroom**

#### **Abstract**

This present study aims at investigating the extent of speaking anxiety in a Flipped and Traditional ESL Classroom to reveal that which method of teaching causes more anxiety. The objective of the present research is to provide an in depth analysis of extent of speaking anxiety in relation to language teaching methods so that better instructional design can be chosen by instructors to reduce the extent of anxiety in order to get the maximum outcome and increase the potential of learners. The instrument FLCAS, developed by Horwitz et al. (1986) has been used for data collection. The questionnaire is administered in Flipped and traditional ESL classrooms. Further the obtained results have been compared to obtain the research objectives. The anxiety provoking factors and the extent of their effect in both specified classrooms have been measured. The findings suggest that Flipped method acted as an anxiety inhibitor along with several dimensions which can be attributed to its feature of providing learning materials to learners prior to class and enhance their command over it. The research concludes that Flipped method is more favourable than traditional approach as learners do the lower cognitive tasks in the classroom without any prior preparation of material while the higher cognitive tasks are to be done at home without any assistance and feedback while the Flipped method reverses this, strengthens student-teacher and student-student relation and diminish the anxiety of learners. The research will be helpful in determining better language teaching method.

**Keywords:** Instructional design, SLA, FLCAS, Flipped classroom, language anxiety

**Session # 3**

**Assessment of What & How in Era of Digitalization**

**Chair: Dr Bushra Naz, Assistant Professor,**

**The Islamia University of Bahawalpur**

**Moderator: Mr Ahmad Umar Ayaz**

Shahida Riaz  
University of Wah  
Saima Murtaza  
University of Wah

**Revised Role of Teachers in Developing Critical Thinking and Practical Orientation of Knowledge during and after Covid-19**

**Abstract**

Covid-19 has impacted a great deal of our existence, behavior, values and daily dealings. The rapid and vast shift from offline to online and again offline has affected the comprehension, critical thinking and practical orientation of the students. Students were not able to interact and remain as proactive during online lecture sessions as they were in physical classrooms. In this scenario, pedagogical adaptations by teachers are a significant facet to be explored in Pakistani context. The present research aims to investigate the effects of the shift in teaching and learning practices, focusing specifically on critical thinking and practical knowledge acquisition. It will illuminate the part teachers played and the difficulties the students faced during these continuous transitions, by means of the designed questionnaires filled from both students and teachers and focused group tasks involving students of University of Wah, Faculty of Engineering (WEC). The research will be a significant reflection on the recent problems the students have encountered and the challenges teachers faced during and after Covid-19 and provide substantial implications towards their realization and possible solutions.

**Keywords:** Critical thinking, practical orientation, role of teachers

Saiqa Ishrat  
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Hamdard University

**Exploring Teachers' Perceptions about the Contribution of ICT in English Teaching and Learning Process for Enriching Students' Learning Outcomes and Motivation**

**Abstract**

The purpose of this study was to determine teachers' perceptions of technology integration as a instruction in the English classroom. This research study also investigate the uses of ICT and motivation level of students. The study was designed to explore how teachers were currently using and integrating technology for teaching and learning in the classroom teaching. This study explored the perceptions of thirty (30) participants in Karachi about the integration of ICT for classroom activities to enhance the quality teaching and learning process. To achieve the intention of the study Technology is a growing part of any society today. Educational technology has become a cornerstone for any country's efforts to improve students' performance at classroom level. However, research studies investigating technology integration, particularly at the context of Pakistan, focus on quantitative data collection methodology. This study investigated technology integration at schools using a quantitative method of data collection consisting of questionnaire. Study sample consisted of 20 female and 10 male teachers from three schools in Karachi. Study results showed that teachers at all schools are integrating technology in their classes' activities and they perceived that ICT can enhance students learning and motivate them towards learning. They use a variety of technologies to promote students' learning.

**Keywords:** Technology, integration, motivation

Saima Siddiqui  
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Institute of Space Technology  
Nadeem Kureshi  
Associate Professor  
Sir Syed CASE Institute of Technology

**Key Factors Influencing Student Satisfaction with Online Education in Higher Education Institutes: A Developing Country's Perspective**

**Abstract**

In the current outbreak of COVID-19, the importance of online education has increased. To improve the quality of online learning system, it is very important to identify the factors that have a positive influence on satisfaction level of students. The idea behind the current study is to gain insight into the students' perception regarding online learning in developing countries. To highlight the components that positively influence student satisfaction level, feedback was collected from students of two higher education institutes in Islamabad, Pakistan. Data collection was performed at the initial stage of this pandemic in Islamabad and statistical analysis was performed. Findings from the study highlighted that the factor of interaction with the course made a strong impact on student satisfaction while other two factors; interaction with the classmates and technology were found to be less significant. However, the interaction with the instructor did not impact student satisfaction. Graduate students were found to be more satisfied as compared to undergraduate students. Higher satisfaction level was observed in students at University-Y having past experience of distance learning program as compared to the students at University-X who were relatively new to the system. Moreover, there wasn't any major difference between the satisfaction level of male and female students. However, students with age less than 25 years were found to be less satisfied as compared to the other two age groups.

**Keywords:** Online education, student satisfaction, learning outcome, learning management system, higher education

Sajid Ali, Mphil Scholar  
Dr Sohaib Sultan, Assistant Professor  
Dr Sadaf Zamir, Assistant Professor  
Department of Humanities Education & Psychology  
Air University, Islamabad

**Exploring the Ways and Challenges of Online Teaching Practices at University Level in Baltistan, Pakistan**

**Abstract**

The COVID-19 pandemic seriously affected every field of life throughout the world. In the year of 2020, due to rapid extension of Covid-19 educational institutions were closed. Educational institutions had to move from traditional to online teaching practices to continue academic activities. The transition in the mode of teaching practices created challenges for administration, teachers, students and parents. The purpose of this study to explore the ways and challenges of online teaching practices at university level in Baltistan, Pakistan. The qualitative research method was employed and conducted semi structured interviews of 10 university teachers (5 male teachers & 5 female teachers) by adopting purposive sampling technique. Thematic approach of qualitative data analysis was used for data analysis purpose. The study revealed that teachers used LMS software, WhatsApp (group) and Zoom Meeting as means of delivering and providing lectures to students. This study further explored the challenges of online teaching practices at university level in Baltistan that is poor internet connection, lack of communication with students, lack of proper online forum, time management, lack of student's behavior and poor assessment.

**Keywords:** Online education, teaching Practice, university level

**Session # 4**  
**Pedagogies and Curriculum in Digital Era**  
**Chair: Dr Tamsila Naeem (Assistant Professor-English,**  
**UMT, Lahore, Pakistan)**  
**Moderator: Ms Khadija**

Dr. Tamsila Naeem  
Assistant Professor  
Faiqa Khaliq  
PhD Scholar  
Dr. Amna Arif  
University of Management  
and Technology Lahore

**Replacement of Printed Books with Electronic Books in Pakistan:  
Challenges Faced by University Students and Book Publishers**

**Abstract**

The aim of this survey based quantitative research is to examine the reluctant attitude of university students and books publishers towards a shift to electronic course books in Pakistan. The research is significant for the academic institutions, university students, Education Ministry of Pakistan and book publishers, since it will help in devising the effective strategies for shift to electronic course books. A questionnaire was designed on five rickets scale from strongly agree to strongly disagree. The data were collected from two types of surveys; firstly from 300 (male and female) students in University of Management and Technology, Lahore, and secondly from ten course books publishers, working in Lahore. The questionnaire designed for the students comprised 25 questions about students' reading habits, accessibility of books, affordability of books and storage of books, etc. On the other hand, another questionnaire was used to get opinion from book publishers about the challenges, they face in replacement of printed books with digital books. The collected data were analyzed by using SPSS. The findings of this study showed that it will take subsequent years for replacement of printed course books with electronic textbooks. On the part of the students there are issues of their reading habits in library and at institutions the printed text books in a traditional manner. On the other hand, the text book publishers feel threat to their business of publication by replacement of electronic books. Moreover, the students and the book publishers presently face multiple types of obstacles in acquiring electronic books, since most of the recommended books are not available in digital form. In the light of the findings, it is examined that there are certain problems faced by the students as well as for book publishers at present, yet the study recommends that it is important to cope up with the technological

advancements in the world of digital flux; hence for the students at university level, the electronic books are better than the printed books.

**Keywords:** Electronic books, printed books, challenges, university students, book publishers

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Dr Sadaf Zamir  
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Air University Islamabad

### **The Behavior of Students and Teachers towards Interactive Teaching Approach at University Level**

#### **Abstract**

The Interactive Teaching Approach always influence on the teacher-students and student-student interaction. As well as it also refines the teaching skills of teachers by using many other teachings approaching along with interactive approach while teaching in classroom. The research conducted was descriptive and quantitative in nature. Data was collected using close ended questionnaire generated in Google Form. A questionnaire was developed on five points of Likert Scale (Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree). The questionnaire contains 10 items relevant to the students-teachers interaction and also another questionnaire contains 10 items relevant to student-student interaction. Convenient Sampling technique was used for sample selection. The sample size of 59 students from the universities of Punjab and 30 teachers from universities were including. After collected data it was statistically analyzed by Statistical Package for Social Sciences (SPSS).The goal of the study was to look at the impact of interactive teaching and learning on students at the university level, including the use of audio-visual aids, hands-on demonstrations, and activities. It was statistically proved that Organizing collaborative sessions with teachers to emphasize the value of interactive instruction.

**Keywords:** Interactive teaching, teacher-student Interaction, interactive learning skills, interactive teaching skills

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### **The Teaching Challenges of IELTS Test Preparation; Speaking Section: An Exploratory Research**

#### **Abstract**

The primary focus of this study is to explore some of the teaching challenges of Pakistani IELTS instructors in teaching students specifically for the speaking section of the International English Language Testing System. This study employs a qualitative approach with face-to-face semi-structured interviews of 10 participants who are IELTS teachers. The instructors involved in this study have belonged to different IELTS preparation institutes of Lahore, Pakistan. Several types of research have been done on the difficulties faced by IELTS preparers but seldom have been conducted on the challenges experienced by IELTS teachers (Soatova, 2021). The focus of this study is to extract the major obstacles during teaching IELTS speaking and look for possible solutions to cope with those difficulties. Data is collected through semi structure interviews which are analysed using NVivo software. The major findings of this study are some of the challenges of the instructors in getting students prepared for the IELTS speaking section. 1) Lack of intrinsic efforts from the learners. (Roza, 2019). 2) IELTS teachers' teaching experiences. Moreover, teachers have also devised some strategies to motivate them and overcoming the difficulties in teaching IELTS. 1) Engaging and interesting communicative tasks, encouraging them by sharing the opportunities of passing IELTS.

**Keywords:** Teaching challenges, IELTS teaching, strategies, IELTS speaking, teachers.

Umm-e-Amen, M.Phil. Scholar  
Dr. Sohaib Sultan, Assistant Professor  
Dr. Sadaf Zamir Ahmed, Assistant Professor  
Department of Education & Psychology  
Air University Islamabad

### **Chemistry Teachers' Attitude towards Technology at Secondary Level in Pakistan**

#### **Abstract**

Chemistry teaching unravels challenges focusing the most recent value for enhancing quality education, individual growth, and barriers of the tutoring tactics will arouse the curiosity and devotion of the learners to the natural sciences. Significant changes were seen in the sphere of science teaching thanks to the technological advances. Students have socially customized world of smart-phones in which they can download an application for exercising chemistry skill, sketching, rotating molecules, and making structures etc. Ultimately the attitudes of Chemistry teachers to technology are significant. These may well define the degree to which and how new technologies are being employed in teaching chemistry. The study was quantitative in nature concerning chemistry teachers' attitude towards technology at secondary level in Pakistan. The sample consisted of 100 chemistry teachers from 10 secondary schools of Islamabad capital territory using convenient sampling technique. Data was collected via questionnaire. ANOVA was used to analyze mean differences in attitudes based on age, teaching level, and Tenure. T-test was used to analyze mean differences in attitudes based on gender. It was proved that there was statistically significant effect of demographic factors on chemistry teachers' attitude towards technology at secondary level in Pakistan.

**Keywords:** Chemistry teacher, attitude, technology

**Parallel Academic Sessions: 2:30 – 3:45 pm**

**Session # 1**

**Network-Based Education and Training**

**Chair: Dr Fazal ur Rehman, Associate Professor Education, AIOU**

**Moderator: Dr Afia Kanwal**

Abdul Ghaffar Ikram  
MPhil Scholar International Islamic University, Islamabad  
Dr. Azhar Pervaiz  
Assistant Prof. Department of English  
University of Sargodha  
Attiqua Riaz  
Visiting Lecturer, Department of English  
University of Sargodha

**Teaching English for Specific Purposes through Technology in Higher Education: Perceptions of Computer Technology Use in ELT**

**Abstract**

Technology is our sole need and our lives would be rough and tough without the optimum use of it. This research explores the applicability of English language courses that are taught at the tertiary level of higher education to learners. It analyzes the importance of technology and specially designed software for teaching and learning English as a second language for specific purposes. It also examines how language software are changing the traditional practice of learning and teaching by leading us towards more flexible and professional learning culture. Video conferencing, MOOCS, E-mail communication, Corpora, CALL, Podcasts, Quicktime and Hypertext facilities are used by ESP specialists in native English-speaking countries for touchstone ELT to foreigners. So, this research analyzes how technology is taken up by ESP teachers and learners of Pakistan by finding out the percentage of the efficacy of learning and teaching language through computer mediated language teaching software. For this purpose, a quantitative study is designed and separate questionnaires were developed for students and teachers. The findings of this research show that teachers and students like to use technology and ESP teachers take its help for creating flipped environment and teaching contextualized use of English grammar, frequencies, collocations, KWIC to students. They use them to learn not only simple English but also the jargons of their field. But the researchers have also found the percentage and the diversity of the usage of these softwares very less, which makes language learning tough for the students. Suggestions and implications at the end explain how we can increase the use of computer mediated tools for effective and persuasive teaching and language learning.

**Keywords:** ESP, ELT, Corpora, Call, ESL, Teaching and Learning and Technology.

Fatima Hafeez Visiting lecturer  
Baneen Asghar lecturer  
University of Sargodha

**Investigation of Learners' Attitude towards Mobile Assisted Language Learning in Pre Covid-19 and Post Covid-19 Times**

**Abstract**

In this technological era where the world is highly dependent on the gadgets particularly the outbreak of covid-19 pandemic made the people depend more on mobile phones. The aim of this research paper is to highlight the use of Mobile Assisted Language Learning in pre and post covid-19 pandemic time period. It also brings into prominence the use of mobile phones by the learners of English as a second language. A review of publications reporting mobile-assisted language learning (MALL) was undertaken to discover how far mobile devices are being used to support social contact and collaborative learning. This research paper is based on quantitative study and to carry out this research, a questionnaire has been designed to collect data. Moreover, the conducted research revealed that the students used their mobile phones for language learning more after the outbreak of covid-19. The findings show that studies of mobile technology use in different aspects of language learning, support the hypothesis that mobile technology can enhance learners' second language acquisition. It is concluded that the students use the notion of the digital resident and a newly emerging educational theory of connectivity.

**Keywords:** Mobile Assisted Language Learning, Covid-19 pandemic, mobile technology, second language acquisition

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Islamabad

**Web-Based Software and Language Teaching: An Action Research of Transparent Language Online (TLO) Implementation At NUML, Islamabad**

**Abstract**

Transparent Language Online (TLO) is one of the best web based language software that empowers students and teachers to engage with language in classroom or at home, anytime and anywhere for any language goal. It includes all language skills, vocabulary and grammar lessons that are designed according to the different levels of the students. It also allows the instructors to design/customize their own lessons including vocabulary lists, grammar lessons, text based comprehension assignments. Furthermore it allows instructors to create courses, enroll students in them and assign different tasks such as assignments. Lastly it also generates an automated formative and summative assessment that unburdens teacher's job of checking the student's work/assignments. (Fisher, 2021) Physical language learning requires a good amount of time, energy and hard work on the part of the teacher. Transparent Language Online (TLO) on the other hand has made teachers/instructors life easier than before. Whether its lesson preparation, introduction of the new vocabulary items, grammar checking and even teaching/learning language skills TLO is easy to handle, saves time and energy of the teachers and is extremely effective and authentic as far as the student's learning is concerned. Transparent Language Online (TLO) includes 100+ language including Oriental languages (Arabic, Persian, Turkish, Hindi, Bengali, Chinese, Japanese & Korean), Occidental languages (French, German, Russian & Spanish) and Pakistani Languages (Urdu). One of the benefits of TLO is that any person can chose to learn a language at any place. (Language, 2021) The researcher will select 30 participants randomly as a sample from 6 Language Departments i.e English, Urdu, French, Russian, Spanish, and Chinese in National University of Modern Languages, (NUML) in Islamabad. The study will be quantitative and research method will be survey because researcher intends to implement Transparent Language Online for the first time in NUML, Islamabad. The researcher will collect data through test based questionnaire that will be taken from the students of the 6 language Departments mentioned above. The collected data will then be analyzed statistically.

**Keywords:** Transparent Language Online (TLO), Web-based software, oriental, occidental

Dr. Zafar Iqbal Bhatti  
Anila Khan  
University of Management and Technology  
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**Investigating the effectiveness of CALL (Generic software) in teaching English grammar at graduation level in Pakistan**

**Abstract**

The aim for the study is to look for the use of CALL (Generic software) in teaching English grammar tense structure at graduation level. This is the comparative study between traditional method of teaching vs CALL (Generic software) for teaching English grammar to the students of 2 different universities of Lahore simultaneously. Purposive sampling is done in the study. It is an experimental study in which two groups were formed of the sample population i.e., one was controlled group and other was experimental and posttest of both groups were also conducted to check the effectiveness of CALL (Generic software) in teaching English grammar at graduation level. The mixed approach quantitative cum qualitative is used to check English grammatical proficiency of the students. It is noticed that the group which was taught by CALL (Generic software) secures higher scores than other and their grammatical approach was improved.

Muhammad Adnan Akbar  
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Dr. Sadia Irshad  
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**Cognitive Dissonance of Movie (The Metamorphosis) as a Trap for Literature Students: A Case Study of Absurd Literature**

**Abstract**

Teaching literature is a difficult task as it involves an in-depth understanding of philosophical underpinnings. It demands some theorization on the part of learners and teachers to comprehend the whole narrative (Chambers and Gregory, 2006). Absurd literature makes this process more laborious and difficult. To cater to this difficulty, movies have been used as a source to provide a visual aid to the learners as it is considered a good strategy to overcome the obstructions that hamper learning. "Using movies in teaching is an effective way to reach people's affective domain, promote reflective attitudes, and link learning to experiences" (Blasco et al., 2015). Just like books, movies let students vision the lives of characters and their perspectives. Current research is an experimental case study design in which there are sixteen (16) participants. The controlled group listened to the audio group yet the experimental group watched the movie. After a lunch break sponsored by the researcher, 2 hours lecture is delivered by the researcher to both groups. The next day, the responses of the participants are recorded through the interview method. A pre-test is not possible as students have not studied "The Metamorphosis" before so a one-shot case study method is adopted. Constructive coding of the response is done and the theme identification model of Gery Tyan and Russel Bernard is used to observe recurring and overlapping patterns prevalent throughout the responses of the participants. Repetitive and similar patterns that have a linguistic connection with the phenomenon under study have been figured out to assess them with a designed theoretical framework (2003, p.90-95). Movies encompass lived experience and the visualization process also involves lived experience; phenomenology is a standpoint from where lived experiences are interpreted properly so interpretive phenomenology is adopted for this project. This project also is a continuation of ongoing cognitive stylistics endeavors in the realm of film studies and this project unearths the relationship between movies (adaptations of literary texts) and learners' perceptions. This research further evaluates the inefficiency of movies in the case of absurd literature. In this way, this research will add to the existing plethora of knowledge in the realm of film studies, cognitive stylistics, and literature teaching methodologies. This research is also significant as movies have been used more often in an academic setting. Movies are adaptations of literary texts but these don't encompass the core value of philosophical texts that are emotionally, and psychologically laden. Absurd literature is more empathetic rather than expressive

so it becomes too difficult to visualize and inculcate desired effect in the learners. At times, these adaptations curb and restrict the learner to close quarters so they are not able to think beyond those set visual barricades. This research is an investigation of cognitive dissonance that is induced by movies in the students and they are unable to imagine beyond visual conundrum encapsulated their minds. Movie becomes a trap that delimits student potential to assimilate themselves with absurd literature and register its impact on cognitive level for proper comprehension of absurd trauma.

**Keywords:** Cognitive Dissonance, movies, absurd literature, interpretive phenomenology

**Session # 2**  
**Technologies in Teaching and Learning**  
**Chair: Dr Azhar Mahmood, Associate Professor, IIUI**  
**Moderator: Dr Sham Haider**

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Dr Bushra Naz  
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**Teacher's Perceptions Regarding Online Instructional Technology for English Language Teaching and Learning in Covid-19 Pandemic**

**Abstract**

During these immediate and unprecedented challenges faced in education due to COVID-19, the mode of instruction is suddenly shifted from face-to-face (FTF) to online. The new pandemic has created an opportunity for English language teachers and learners to explore new digital tools and resources in teaching and learning English. The focus of the present study, therefore, is to document English language teachers' perceptions about Online instructional technology (OIT) generally and specifically during the pandemic. A Google form-based survey questionnaire was distributed randomly to English language teachers through social media networks because of lockdown during the pandemic. Descriptive statistics were used to further analyze the data quantitatively. The results indicate that majority of the teachers have positive perceptions toward OIT. Results also indicate that the use of OIT is effective for English language teachers and learners. Findings reveal that even though teachers are quite motivated in using technology in English language teaching, their intentions and perceptions toward the use of OIT are restricted to handle the present circumstances of COVID-19. It also shows that professional training programs also play important role in enhancing teachers' skills in using technology.

**Keywords:** Use of OIT, English language teaching and learning, COVID-19, technology

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Saima Maqbool  
Ph.D student  
University of Science Malaysia

**Impact of Technology upon Communication Competence of Gen z  
Language Learners in Pakistan**

**Abstract**

The purpose of this research was to find out the impact of technology upon English language learners' pragmatic and grammatical awareness. Descriptive research design was employed for the purpose, whereas survey method was used to collect data from the participants for descriptive as well as inferential statistics. Two predesigned scales were employed, to acquire the objectives of the study. Quantitative study was selected because it has the advantage of result generalization. One instrument was a multi choice task and the second was a digital technology self-reported questionnaire. Participants of the study consisted of 40 (Bachelors) English language learners. These participants were randomly selected from two universities of Pakistan. Data gathered about the use of technological tool was analyzed for descriptive statistics whereas for the data measurement about grammatical and pragmatic awareness t-test was administered. On the basis of data collected participants were divided into three categories i.e. minimum technology usage learners, moderate technology usage learners and maximum technology usage learners. The result indicated that digital technology has significant impact on both pragmatic as well as grammatical awareness upon all the three categories of learners.

**Keywords:** Pragmatic, grammatical, digital technology, ESL, communicative competence

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Women University Multan  
Syeda Fizza Shahwar  
M.Phil English Scholar  
The Times Institute Multan  
Dr Deeba Shahwar  
Lecturer  
Women University Multan

### **Impact of Social Media on ESL Learner's Vocabulary Enhancement: A Survey Study**

#### **Abstract**

Development in technology has resulted in an increase in internet uses among students of all educational level. According to many recent studies, youth spends a significant fraction of daily life interacting through social media. This study has analyzed the impact of the use of social networking sites on the vocabulary of English language ESL learners at graduate level. The purpose of this study is to probe whether social networking sites affect their English vocabulary negatively or positively. This study based on the hypothesis that is: it is more likely that the ESL students who learn vocabulary through social media will be more inclined to improve their vocabulary knowledge. The survey method has been adopted by conducting questionnaire research for collecting opinion regarding the impact of social media on the development of vocabulary of ESL learners at graduate level. A questionnaire based on closed ended questions has adopted for this study. The researcher has collected data from 100 students including 50 males 50 females from Govt. Emerson University Multan and The Woman University Multan. The sample is drawn by following the techniques of purposive sampling. Data has been analyzed through mean score value. The results have shown that social networking sites are being used as an additional tool for vocabulary enhancement and the effects are positive when we talk about the adoption and correction of the vocabulary. This study is beneficial for both ESL learners and teachers since it guides about vocabulary and language enhancement through social media.

**Keywords:** Vocabulary, social networks, students, language skills, ESL learners. Social networking sites

Dr Attiq ur Rehman  
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### **Digitalization of the Society in the Post-Corona World and the Scope of Higher**

#### **Abstract**

The digitalization of society has become an undeniable reality and an irrefutable truth in the post-corona world because the impacts of the global health crisis have changed the fate of humanity through creating an international digital world order. The worldwide spread of viral disease compelled all the states to start relaying on cyberspace with the help of numerous android software applications. As a result, a worldwide culture of smartphone technology encircled the whole international system where Pakistan is not an exception. The government of Pakistan tried to introduce a countrywide digital infrastructure in the education sector for the effective management of multilevel education activities across the country. Instead of taking various practical measures to empower a countrywide digital education system, the leading educational institutions of Pakistan started facing multifaceted problems to continue their regular education activities in cyberspace. The problems in the digital education infrastructure emerged from both domains of teaching and learning. Thus, the quest for ensuring an effective education management system remained a desired goal of the government in the absence of a high-speed internet connection across the country, along with the availability of various digital devices to the enrolled students in the society. Moreover, an adequate awareness of the digitally advanced infrastructure in the education sector became another problem in Pakistan despite an unprecedented growth of smartphone users in society. Therefore, the paper's central theme tries to address the mainstream problems of digital education infrastructure in Pakistan parallel to rationalizing the actual problems of digital education at teaching and learning levels.

**Keywords:** Education in Pakistan, Digital Education, Post-Corona, Smartphone Culture, Android Software Applications

Rehana Yasmin Anjum PHD Scholar, UMT Lahore  
Hammad Kamran M.Phil. Scholar, UMT Lahore  
Um-e- Ammara Qayyum Lecturer, GC Women University, Sialkot

### **Technology in Teaching and Learning: Effectiveness of ICT Integration at Tertiary Level**

#### **Abstract**

Integration of Information, Communication, and Technology (ICT) referred to the use of computer-based communication which incorporates into the process of classroom instruction. ICT assists the teachers to replace traditional methods of teaching with technology-based teaching and learning tools. Integration of technology has brought innovations and transformed the education system in a reputable way. Technology is of mere importance in every field of life including education. It brings reforms and innovation in teaching and learning in the present era. It is of tremendous importance in the development of societies. It has completely changed the way people think, work, and live. In this regard, educational institutions need to concern about the integration of ICT in the syllabi. The teachers are seen as the key players to prepare students for the digital era by using ICT in classrooms. ICT has capability in providing a proactive and dynamic teaching-learning environment. The current study aims to analyse teachers' perceptions on the effectiveness of ICT integration to support teaching and learning process in classrooms at tertiary level. The main purpose of the research is to promote ICT integration in the English language classrooms for teaching and learning Literature. The research dwells on the corpus-based analysis of language with the implementation of the digital tool known as UAM corpus tool. Corpus included a short story entitled "The Story of an Hour" by Kate Chopin (1894). The results revealed that the corpus included 709 segments, 3616 words in segments, 3855 tokens in segments. The result of the research was significant. The findings indicated that ICT integration has a great effect on the teachers and the learners. Thus, ICT integration is beneficial to improve the accessibility, quality, and efficiency of the teaching-learning process in classrooms. ICT is considered as one of the main elements for the transformation of the country to future development. The Ministry of Education should also insight into the importance of technology-based teaching and learning in the educational national curriculum.

**Keywords:** ICT, teaching and learning, technology, digital tools, corpus tools, English language and literature

**Session # 3**

**Digital Classroom and Social Integration**

**Chair: Chair: Dr Muhammad Imran Yousuf,  
Associate Professor (Education), Pir Mehr Ali Shah,  
Arid Agriculture University, Rawalpindi  
Moderator: Ms Mehwish Haider**

Rehana Yasmin Anjum  
Principal  
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**Communicative Strategies in a Digital Classroom for Better Social Integration**

**Abstract**

Technology and Learning have become part and parcel in this era of educational digitalization. In recent times, language instructions and studying has been shifted to communicative mode as learners share their viewpoints in interactive session during Digital Classrooms and their social integration in such classrooms enhances their learning. The transmission of knowledge has been shifted to modern methods in which learners have central roles to play. In Post-Covid era Pakistani classrooms have been shifted to digital a classroom which is the new experience for teachers and students. That's why they don't have prior experience of E-learning. Psychological problems have been witnessed as physical room's strategies are completely different from digital classroom's environment. In order to overcome such gaps the Model of Politeness Strategies by Brown & Levinson (1987) has been instructed to selected classroom. Communication-oriented classroom enhanced learning and autonomy ability of the students. Learners show their readiness to accept other's point of views and flexibility to learn language. In Digital classrooms the appropriate use of speech acts is encouraged to have successful imparting of knowledge. The present research investigates the Politeness Strategies (1987) in the development of effective interactions in digital classrooms. The model of Politeness strategies (1987) has been adopted as the background of the study. The experimental design has been used as participant observer with two classroom consisted of 30 students each at graduate level. One classroom has been trained according to the above mentioned model of politeness strategies. The trained class has been compared to the untrained one and observes

their participation and usage of politeness markers. It is observed that and noticed that the trained class performed skillfully than the untrained one. Their social integration and interaction in digital classrooms is flawless and accurate. Such strategies must be taught and used in digital classrooms for better social integration and conducive environment and learning.

**Keywords:** Digital classroom, politeness strategies, learning approaches, social integration

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### **Use of Mobile Phones for Teaching Reading Skills**

#### **Abstract**

This research study was designed to evaluate the use of mobile phones for enhancement of reading skills. The mobile phones have become an integral part of everyone's life from poor to rich globally. The purpose of this study is to enhance the reading skills of the students of English language. This research was based on three objectives. First objective is to enhance the reading skills of the students through mobile phones, second objective is to improve the pronunciation and third objective is to improve the accuracy in reading. This research was based on three research questions: "Can mobile phones help in improving reading skills?", "Can mobile phones improve Pronunciation?" and "Can mobile phones improve accuracy in reading? A classroom with a multi model approach is always a source of creativity for both students and teachers. (Marchetti&Cullen, n.d). Both quantitative and qualitative methods were used to conduct this study. 50 students of grade 6th of Govt. Guru Nanak Higher Secondary School were participants of this study. Pre-test and post-test results of the study were used to collect the quantitative data, to evaluate the effectiveness of technology Shapiro wilk test is used on both variables i.e. mobile phones and the enhancement of reading skills. The qualitative data is collected from focus group discussions to achieve knowledge into students' perception about the usefulness of technology techniques and use of activities for teaching of reading skills. The result showed sufficient enhancement in the reading skills of the students after the application of mobile phones.

**Keywords:** English language, enhancement, reading skills, mobile phones

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### **Challenges of Research based Teaching Approach during Online Classes at University Level**

#### **Abstract**

Education sector has been exploring new dimensions, ways and strategies to make teaching learning process effective. Online classes are one of the means to combat challenges of physical learning. Research Based Teaching Approach draws into students' interests by allowing them to investigate comprehensively. Students enjoy being taught by active researchers(Ramsden,2000).Research based teaching approach during online classes requires teachers to have strong collaboration with students and to provide full length of guidance and structured curriculum. This purely qualitative research, through purposive sampling of 10 university faculty members explores the challenges of Research Based Teaching Approach . Humboldt's ideal university which blends research and teaching, provides the framework to the study. Semi structured interview protocols were based on Humboldtian model and interviews were conducted via zoom and emails. Through purposive sampling 10 university faculty members of 45 were interviewed who had been teaching through it. The paper discusses numerous challenges and different conceptions of research based teaching approach during online classes and brings forth ideas about the nature of research based activities. It is analyzed through this study that developing plans, testing plans, and reflecting on them is essential to create research based effective teaching and learning process in online classes. The paper suggests that structured curriculum, teachers' strong collaboration with students on every step and autonomy of students with flexibility of time can enhance research based teaching approach during online classes.

**Keywords:** Online classes, RBT, collaboration, structured curriculum, critical thinking

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### **A Qualitative Study of Institutional Support for Successful Implementation of Technological Transition**

#### **Abstract**

Home-based teaching is growing widespread at higher education institutions during the Pandemic. For this online transition, institutional support is critical in implementing this technological change during the COVID-19 Pandemic. Faculty who teach online are at the forefront of implementation and play a crucial role in online student success. In this scoping review, this study aims to analyze the institution's support for Home-based teaching in the context of COVID-19. To attain this objective, a qualitative method was adopted for this study. The sample of the study was 20 faculty members who had experience in online teaching from different Universities. Semi structure interviews are conducted face to face. The thematic analysis technique was used to validate themes extracted from transcribed interviews. Major themes, Data coding, and treemaps are generated to analyze the relevant data. Findings of the study were shown that No internet was provided for home-based teaching during the COVID-19 Pandemic. Few institutions trained their teacher for online education, teaching tools were not provided like laptops, I-PAD, No pedagogical support was found in many Universities. Supportive Environment found in Universities. Based on findings, it is recommended that universities should provide technical and pedagogical support and teachers should be trained and motivated toward online education.

**Keywords:** Home-based teaching, institutional support

Fouzia Ali  
English Teacher  
St. Patrick's High School

### **Role of Teachers in Digital Learning**

#### **Abstract**

Virtual learning has shifted the paradigm of traditional class room from face-to-face to asynchronous learning. This paper will examine the Asynchronous learning; a pedagogical technique of learning and teaching through internet. The present study will be a qualitative study that will be done on 10 faculty members and 10 students through in-depth semi-structured interviews. The data analysis will be done by thematic analysis. The changed role of the teacher in online learning will include cognitive role; affective role; and the managerial role. Both students and teachers will give their views in the interview session from the point of view of success rate on the continuum of learning in any online/virtual classroom. The implications of the study will include the success level or otherwise, of online learning in the sight of both students and teachers. Furthermore, this study will examine the advantages or disadvantages of asynchronous/online learning, and how can we work on the disadvantages, and try to make virtual learning even more productive and useful both for the faculty members and students.

**Keywords:** Asynchronous learning, paradigm shift, affective role, managerial role, cognitive role

**Session # 4**

**LTC 118**

**Zoom Link: [will be provided soon]**

**Human Resources In Educational Technology**

**Chair: Dr Sohaib Sultan, Assistant Professor Air University Islamabad.**

**Moderator: Ms Afroz Ilyas**

Hader Ahmed Butt  
MPhil Scholar  
Air University, Islamabad  
Prof. Dr Munawar Iqbal Ahmed  
Dean, Faculty of Social Sciences  
Air University, Islamabad

**Covid-19 Pandemic: Offline and Online Education at Secondary Level in Pakistani Schools**

**Abstract**

The impact of Covid-19 on the education system of Pakistan had been severe. It has inculcated new technologies and mediums for teaching. It has somehow shifted Pakistan's secondary-level education sector to an online mode. The study analyses the pandemic's effects on Pakistan's education sector, which changed the physical classroom environment to an online digital classroom. It also provides an insight how various software's and computer programs such as Go Meeting, Zoom, Microsoft Teams etc. helped in continuation of education at Secondary Level. The research provides insight into the change in conventional teaching methods and their transformation to a digital one. The data collected for the study is qualitative based. This study used indirect interviews, which means giving unstructured questions to teachers and students of secondary level education and asking their views about the technology. In addition, the author has conducted literature review which was taken from three research articles belonging to different educational and technological journals. The result of this study reveals divergent views on use of technologies in Teaching and learning. The study analyses the mediums, digital platforms, and technologies through which online education was conducted at the secondary level in Pakistani Schools. The result of study shows that importance of technology can't be denied at all. It was technology that helped in sustaining education in Pakistan. The study would pave path for future researchers to carry out their researches on digital education and role of technology in Pakistan. It would also help them outline the impact of Covid-19 on Education sector of Pakistan.

**Keywords:** Covid-19, secondary level education, technology, teaching, digital platform

Saba Zahid, Hamid Ikram  
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### **Future Teachers' Training in Maker Education with Low-tech and No-tech**

#### **Abstract**

Maker education allows learners to shape their ideas by creating things physically with the help of technology. The maker movement is transforming the field of education by increasing the interest and motivation of both teachers and students to utilize makerinspired learning activities in and out of the classrooms. Making in education is based on Piaget's theory of constructivism and Papert's theory of constructionism. The present qualitative phenomenological designed study was conducted to train five student teachers in maker education. Moreover, this study identified the low-cost and no-cost technological tools that helped less-resourced student teachers to make 20 projects. The prospective teachers were enrolled in 4-year undergraduate program in a public sector university of Pakistan. The participants were engaged in 8-weeks professional development maker workshops during the summer 2021. The focus group discussion moderated by the researchers was conducted with the participants at the end of the professional development program. The findings concluded that participants learned various making skills in maker workshops that would be beneficial for their future teaching. Moreover, the participants were motivated, engaged, and enjoyed the maker-centered learning environment. The study recommended to establish formal makerspaces in Pakistani schools and train teachers to implement the maker education.

**Keywords:** Making, technology, training, teaching, learning

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Air University, Islamabad

**Student Perception, Attitude and Awareness regarding Cyber Security Risk in E- learning at University level**

**Abstract**

Internet-based attacks as increase as technology universality increases. Therefore, cyber security has turned up as an essential concept in everyday life. This study aimed to examine the student's perception, attitude, and awareness towards cyber security in E-learning at Islamabad universities. The study followed an exploratory approach; data were collected via a questionnaire in terms of three variables, self-perception, attitude, and awareness from a sample of 100 BS level students from different universities in Islamabad. The attester disclosed various misalignments including an example of cognitive discordance between variables. Those make the students potentially vulnerable to cyber-attack. The research performance emphasized the significant gap between the students' perception, attitude, awareness, and reality. The findings show the need for cyber security awareness campaigns which address the specific weaknesses of the population. Future research suggested that validating social media and awareness risk.

**Keywords:** Cyber security, E-learning, students perception, attitude and awareness

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Faculty of Social Sciences  
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**A Systematic Review on Issues and Challenges due to Digitalization in Education at Higher level**

**Abstract**

Almost every aspect of life is now affected by the evolution of the digital learning environment and the worldwide network. As a result, special emphasis is placed on providing appropriate teaching aids and curricula for the educational process so that the schools, higher educational institutions, teachers, and professional development of educators can meet modern national and global challenges and offer support in the field of digital technologies, developing and shaping modern digital competencies. Though, the digitalization in education has much improved the accessibility, quality and competency of higher education but there are still some issues and challenges that can be addressed. To address these issues and challenges, a review study was conducted. A total of 35 published articles from 2010-2021 were selected after inclusion and exclusion criteria. The review of the previous studies indicated that major issues and challenges due to digitization in education were inadequate resources and internet access, a scarcity of skilled teachers, language and content-related issues, inadequate digital equipment maintenance and upgrade, and insufficient funding.

**Keywords:** Digitization, challenges, higher education level, systematic review

Ms. Humera Faraz, Lecturer  
Air University Islamabad

**Covid-19 is impolite: Deciphering impoliteness strategies used by University students in online classes**

**Abstract**

Due to the advent of Covid-19 as pandemic and its spread throughout the entire world, it also crept into educational system, turning the on-site classes into online mode. Although the process of teaching and learning was taking place on one hand but on the other hand students started using impolite and uncivil strategies to disrupt the whole essence of the class. This research deciphers impoliteness strategies used by university undergraduate students in online classes in Pakistan. Culpeper's Impoliteness model (2005) has been used as theoretical basis. Using this model, discourse analysis of 20 recorded one- hour classes was done to analyze different linguistic and prosodic features found in the observations of the data. The findings indicated a number of realizations where students made use of impoliteness strategies such as use of annotations, disinterest and least bothering attitude, cameras as turned off even if the instructor asks to switch on it, joining the classes late, reiterating for attendance marking, lame excuses of being ill, use of obscure language, disagreement to linger on the class timings, ridiculing, use of taboos and hand raising for the answers when not even required.

**Keywords:** online classes, impoliteness, strategies, Covid-19, university students

**TUESDAY**

**Day 2 February 24, 2022**

**Parallel Academic Sessions: 11:15 – 12:45 pm**

**Session # 1**

**Simulations in Education**

**Chair: Mr Muntazir Mehdi, National University  
of Modern Languages, Islamabad**

**Moderator: Mr. Hamza Rehman**

**How can teachers incorporate simulations in their classes?**

**Muntazir Mehdi**

**11:15 - 11:45 am**

Muntazir Mehdi

**The Use of Simulations and Games in the ESL Classroom Interactions  
A review Analysis**

**Abstract**

The study focuses on the classroom interaction for the conceptualization of the course content being communicated to the students in the ESL classrooms. Classroom processes take place for the communication and completion of the course content. One of the primary purposes is to make the knowledge long lasting and usable in society. Teachers devise multiple activities for the perpetuating effect of the knowledge transferred to the students and the knowledge learned by the students. Coulthard's three tier to Ellis's approach of communication and Breen's two dimensional approach to learning have been very effective; however, the use of simulation and games have introduced new strategies in language learning. The study found out that the simulations provide dynamic framework techniques that help students learn the ideas in the ESL classroom more effectively by bridging the gap between the real and the unreal. It further removes the teacher-student polarization and the learners and teachers can easily make decision upon the future framework of academic activities. However, it is imperative for the teachers to be well-equipped with activities and need to have understanding of the tools being used during the activities in order to save time and for greater efficacy of the simulated activities.

Sarah Ahsan  
Senior Research Fellow  
Quaid-i-Azam University Islamabad

### **E- Learning: The New Normal**

#### **Abstract**

The emergence of Covid-19 in the year 2020 in Pakistan brought the integration of E-learning/distant learning in our education system. Though its practice is not an innovative idea, but its critical application has raised several concerns for the future of academia. Though it is the new normal and efforts are being made to make it the vital mode of learning in near future; nevertheless, it has its own shortcomings. A few of the factors include: lack of sources, in expertise in technology, English Language, power outage, no standard guidelines from the HEC, no uniform patterns followed by the universities, deception on students' part is also a significant contributor, etc. This research will attempt to probe E-learning in the new era with its pros and cons; and how it is still a challenge in Pakistan to normalize E-learning for future reference. To discuss the presented argument M.Phil. students and faculty of Area Study Centre for Africa, North and South America, Quaid-i-Azam University, Islamabad will be interviewed. It will be followed by a brief study of Higher Education Commission's role in creating effective strategies for normalizing e-learning. In the light of this research we shall be able to suggest an outcome for the betterment of e-learning.

**Keywords:** E-learning, pros and cons, higher education, M.Phil level, Quaid-i-Azam University

Tayyaba Ahmed  
Mishal Ashraf  
Shehla Frat  
Wardah Sahar

**Abrupt Shift from Offline to Online: Exploring the Digital Divide in the Adoption of Online Education during COVID-19**

**Abstract**

The paper explores the digital divide in the adoption of online education during COVID-19 pandemic at middle level of public schools in Islamabad. In 2020, the closure of educational institutions due to the ongoing COVID-19 epidemic in Pakistan led to an unplanned shift from traditional learning to a setup that exclusively includes digital education and learning. This sudden change underlined the digital divide as a main barrier in online teaching and learning process. The authors investigated the digital divide with a variety of indicators to look for patterns (i.e., internet access, digital devices access and socio-economic barriers) and explored the different national characteristics that contribute to the level of IT connectivity. In this paper, we adopted the qualitative study. A convenient sampling technique was used to select the participants of the study. The sample for the semi-structured interviews consisted of 15 teachers and 30 students from public school and we also observed 7 online classes (via WhatsApp) consisting of 40-45 students each. It took almost 18 months to work on this study. Observations and semi-structured interviews were conducted ethically with obtaining the prior permission from teachers at public school. A conceptual framework based on Van Dijk' digital divide theory, was used to collect and analyze the data. It is concluded that the sudden change in learning amid the Corona virus crisis has posed a lot of digital challenges to the system as the majority of students do not have their own computer or internet access.

**Keywords:** COVID-19, Online Classes, Digital Divide, Student's Access

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Air University, Islamabad

Aliza Arif  
M.phil. Education, Scholar  
Air university, Islamabad

### **Role of Blended learning model on Students' Academic Achievement in Pakistan**

#### **Abstract**

The education system at present need to meet the education challenges of expansion and for catering individuals need, Education system are inculcating new technologies and finding new paths to reach the goal of equal access and opportunities of educational for all. The aim of this research is to find out the role of blended learning model on students' academic achievement in subject of English at secondary level. A sample of 80 students of 7th Grade was selected randomly from Learning nest school Rawalpindi. For data collection, pre-test and post-test equivalent groups design was used. Experimental group was subjected to blended learning approach while control group was treated through traditional teaching method. Data was analyzed through mean, standard deviation, independent samples t-test and Pearson's product moment correlation. The results of the study revealed that blending learning approach effects students' academic achievement in subject of English positively. Furthermore, it has substantial positive effect on each level of cognitive domain. Therefore, blended learning approach may be practiced by the English science teachers instead of traditional teaching method for stimulating and improving students' academic achievement at secondary level.

**Keywords:** Blended learning model, students' academic achievement, secondary school level

**Session # 2**

**Data-Driven Learning and Teaching**

**Chair: Dr Tahseen Zahra, Assistant Professor**

**Air University, Islamabad**

**Moderators: Dr Tehseen Zahra**

Gulnaz Begum

Lecturer

National University of Modern Languages, Islamabad,

Dr. Lubna Farah

Assistant Professor

National University of Modern Languages, Islamabad,

Ahsan Afzaal Ahmed

Lecturer

National University of Modern Languages,

**Data-Driven-Machine Translation of Quran: A Survey**

**Abstract**

Translators put all possible efforts to convey the intended meaning in a written text from the source language to the target language without subjectivity or bringing any minor change to its meaning(Waldorf: 2013). Information technology along with other fields brought an ease in translation also. Although, different MT soft wares save our time and economy, but it is a fact that machine Translation (MT) cannot replace the human efficiency in this field. Moreover, the problems that a translator incurs inevitable and sometimes grave mistakes, especially when the matter of Quranic Translation is there. These mistakes may involve linguistic, grammatical or pragmatic problems in the target text. This study is qualitative in nature and focuses on mistakes and ambiguities caused by automatic Quranic translation from the source (Arabic) language to the target (English) language. The data is analysed using a dominant framework of Corpus-based approach: SMT (Statistical Machine Translation). SMT theory deals with matching of one sample with multiple possible translations and selects the most appropriate translation. The findings indicate the serious mistakes done in Quranic Translation due to the use of automatic Machine translation (MT). This study concludes the problems of translation using only machines and suggesting some possible solutions that will be helpful for the upcoming researchers as well as the Machine Translation software designers to minimise these problems in future.

**Keywords:** Data Driven Machine Translation, corpus-based approach, Statistical Machine Translation (SMT); Quranic translation mistakes

Sidra Haroon  
Shumaila Ahmad  
Sadiah Ashraf

### **Using Interactive Videos in Teaching English Vocabulary to the Primary School English learners**

#### **Abstract**

This study aims at analyzing the impact of interactive videos on learning of English vocabulary by primary school ESL learners. Learning English vocabulary at an early age helps to learn new English words easily by the ESL learners. In Pakistani education system, teachers use flash cards and realia while teaching English vocabulary to the young ESL learners, which makes the memorization, cognition and retrieval of the English vocabulary difficult for the learners. Sufficient research is not available on the impact of interactive videos on teaching concrete and abstract English vocabulary to the primary school ESL learners, hence this study will be helpful for the researchers in the field of CALL and the teachers who are teaching young ESL learners. This is a quantitative experimental research carried out over a period of 12 weeks. Non-equivalent controlled group design with time series was used for this research. Primary school ESL learners of 'Adbistan e Soofiya School' were the participants of the experiment. Achievement test was used as research tool for data collection. Pretest-post tests were conducted for the data collection. The research revealed that the primary school ESL learners scored higher on abstract vocabulary test. A small number of primary school ESL learners produced higher test scores in the first test. Majority of the primary school ESL learners showed higher score in the test of 9th week.

**Keywords:** Primary school ESL learners, interactive videos, English vocabulary; abstract vocabulary, concrete vocabulary

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GDC Haji Pura, Sialkot

### **Digitalization in Language Learning and Teaching: A Corpus-Based Perspective**

#### **Abstract**

Digitalization is reshaping education system in unprecedented way. The role of a teacher is important for introducing innovations and new technologies in language teaching. The present study was based on corpus-based transitivity analysis. The field of Corpus Linguistics is particularly concentrating on computer-aided analysis of large databases. It also determines hypothetical assumptions about how a language function in daily usage (Hunston, 2002). The research was confined to explore narrative writing to construe style, experiential meanings, and stylistic choices integrated into the language of fiction through digital tool known as UAM corpus tool developed by O' Donnell (2008). Corpus involved Virginia Woolf's novel 'To the Lighthouse' (1927). The tool analysed that the corpus is composed of 70,443 number of words and 3,329 number of sentences. The total number of segments in the corpus are 33966, tokens in segments are 172715 in number, and words in segments are 156416 in number. The tool revealed general statistics about the length of corpora, text complexity, lexical density, subjectivity, and pronominal reference density which specifies stylistic choices. While feature statistics of transitivity elements specify internal or external world experiences and expression of the world view of personas encoded in the language of fiction. The study will support ESL learners to understand fiction by giving reflections and considerations to the writer's stylistic or linguistic choices. The research is an initiative for language teachers, learners, researchers and stylisticians who are interested to explore genres of literature. The research is substantial for English language teachers and learners to comprehend the language of fiction through digital tools. It is quite beneficial for them to construe hidden meanings of narrative writings through digitalization. The institutions should progressively offer support so that language teachers could incorporate innovations and new technologies into their syllabi in an effective way.

**Keywords:** Digitalization, language teaching, corpus-based transitivity analysis, UAM Corpus Tool, Corpus Stylistics, Corpus Linguistics

Muhammad Saleem  
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**On-Line Learning and Learners' Chat During Covid Pandemic: A Corpus Based Analysis**

**Abstract**

The universities switched over classroom learning to on-line learning through the use of technology like, learning management system (LMS) during Covid-19. In online teaching workshops, the students used chat room for several purposes however, the researcher aimed to analyze the use of students' language in lecture time. The researcher collected data from students of BS English program session (2020-21) of a selected university. The written messages of 200 students were collected from the online chat box and saved in a txt file. The data was analyzed through AntConc 3.5.9 (Anthony, 2020). The analysis was made quantitatively and qualitatively, as the frequency of words is shown in graphs and the words which denote distraction in class are discussed qualitatively. Findings suggest that students used irrelevant chatting material more than relevant chatting material. They used such words and sentences which made distractions during class like, how are you, where are you from, I am tired, your city name, add me in whatsapp group, etc. The occurrences of irrelevant words were recorded 40% of total words of the lecture. However, the use of words other than topic or lecturer related has badly impacted the learning of students.

**Keywords:** Covid-19, corpus analysis, chat box, LMS, online learning

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**Action Research on the Role of an Instructor in Teaching English Language Receptive Skills through Mobile Assisted Language Learning (MALL) at the Undergraduate level**

**Abstract**

The integration and the use of technology are significantly pertinent in contemporary pedagogical practices at different academic levels (Johnson, et al., 2016). The assimilation of the use of technology such as computers and mobile gadgets can serve as effective tools for teaching practices. However, for the efficient and successful inculcation of the lesson using technology, the role of the instructor is eminent in its nature (Qureshi, 2013). This study is teacher action research that investigated the role of an instructor teaching English language receptive skill through mobile-assisted language learning (MALL) at the undergraduate level. Mobile-assisted language learning primarily deals with the use of mobile technology in language learning. It identifies the assistance and usage of mobile technology in language learning activities. The qualitative data is collected for this research. The research tools for this teacher action research are analytical memoing and observations. The researcher has taught the research participants English language receptive skills through incorporating the teaching methodology of blended learning. The research participants are taught English language listening and reading skills through various mobile applications, video lectures, mp3 files, and online tests. The findings revealed that supervision by the instructor is inevitable. The instructor needs to evaluate that the online teaching material is relevant in context and appropriate for the learners. Likewise, the teachers that want to implement mobile-assisted language learning in their English language teaching methodology ought to be cognizant of the technicalities and usage of the various mobile phone applications.

**Keywords:** Mobile Assisted Language Learning, technology in education, the role of teachers

**Session # 3**

**Virtual Classroom, Virtual University**

**Chair: Dr Farkhanda Rasheed Choudhary, Assistant Professor, AIOU**

**Moderator: Dr Sadaf Zamir Ahmed**

Jamil Ahmad Khan  
MPhil scholar  
IER University of Peshawar  
Muhammad Naeem Butt  
Assistant professor  
IER University of Peshawar

**Students' Perspective on the Quality of Online Learning in AIOU Regional Center in District Chitral**

**Abstract**

After the outbreak of COVID-19 pandemic, most of the world universities moved their traditional classroom to a fully online learning management system. In this abrupt changing situation, it is pertinent to examine the students' perspective and experiences about the quality of online education. This study aimed to investigate the perspective of students from one of the leading universities in Islamabad, which offers distance mode of education about the quality of online learning based on their own online learning experiences. For the present study the qualitative method has been adopted; wherein, interview and observation were conducted with 50 students by utilizing convenience sampling. All the participants were enrolled with the university in different disciplines at graduate level. Positive and negative experiences of respondents were thematically analyzed. The result of the study revealed that ease of time management for classes; cost-effectiveness and availability of material from resource person in soft form were positive experience of students. Lack of high speed internet facility in rural areas, delayed feedback from resource persons, passiveness of students due to audio lecture, load on LMS portal during joining session and lack of self-regulation to attend online session on time were the negative experience of students. The study recommends that ensuring the quality of online learning is the utmost prerequisite of the digital era, and just to introduce online classes in institutions is not enough and will affect the quality of education.

**Keywords:** Online learning quality, AIOU, distance education, COVID-19

Lubna Farhan Ali  
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Karachi Campus

### **The SWOC Analysis of Online Education in the Post-Pandemic Pakistan**

#### **Abstract**

After being declared a worldwide pandemic in March, 2020 (WHO, 2020), COVID-19 deeply affected, challenged and at the same time revealed the vulnerability of the economical, educational and medical systems of various nations around the world. Just like all other nations, Pakistan too braced itself to mitigate the disruptive impact of the pandemic by quickly responding to it at multiple levels. Day to day life came to a halt, economy shattered and a quick lockdown led to the closure of educational institutions. These steps caused the fear of a huge academic loss of students at all levels and strata of society and culminated in an abrupt shift to online learning. Ribeiro (2020) discussed that this sudden transformation of global educational systems caused several "logistical challenges and attitudinal modifications". This thematic paper aims to explore the sudden transition (from physical to virtual) of Pakistan's higher education institutions and analyzes the strengths, weaknesses, opportunities and challenges that emerged consequently. The study is based on the secondary data; the sources of which include (a) research papers, (b) reports, (c) search engines, (d) company websites (e) scholarly articles and other academic publications. Being descriptive in nature, the study explores the significance of online education, the problems faced by students and teachers in the virtual classrooms, the short-term and long term impacts of this haphazard shift, the opportunities to change the educational system forever, for better. The study concludes by raising some important questions regarding the disdain towards online education at all levels and displayed by all stakeholders: policymakers, management, educationists and students. Since unprecedented challenges require unprecedented responses, the paper suggests some noteworthy paths and procedures for a flexible realignment and an efficient transition.

**Keywords:** SWOC analysis, COVID-19, online education, Pakistan

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Air University, Islamabad  
Dr Maria Farooq Maan  
Assistant Professor  
Air University, Islamabad

**Learning Literature In Virtual Classrooms: An Analysis of University Students' Views Regarding E-Learning Problems and Counteracting Pedagogies**

**Abstract**

Several empirical and theoretical studies conducted in the past support interaction-based classroom strategies for efficient learning of literature-based subjects. However, the current shift to virtual classrooms has changed everyone's engagement with the learning materials. The obstacle of a screen and the absence of a conventional classroom setup hinders the interactions that otherwise enrich literature-based learning. With this in view, this study analyzes the virtual learning experience of English literature students enrolled in graduate and post-graduate level programs in some of the leading Pakistani Universities. To gauge the effectiveness and challenges of studying literature virtually, a questionnaire and semi-structured interviews have been used as means to collect the data. Following a purposive random approach, 20 literature students from Air University and NUML University were selected as participants for the study. The focus of both the questionnaire and the semi-structured interview was to evaluate students' experience of learning literature in an e-classroom, the challenges faced, and the mitigating strategies used by the teachers to promote better learning. The interview primarily focused on probing the students to share what they think were the most responsive pedagogies and their suggestions on enhancing their learning in e-classrooms. Quantitatively analyzing the responses from the questionnaires and assessing the common themes in the interviews, the study reveals the students' inability to focus as their major concern in literature e-classrooms. Students referred to the teacher's use of the share-screen feature and continuous questioning as the most useful teaching strategies to enhance focus and better learning. Further, the responses reveal discussions and turn-by-turn teaching methods as promising pedagogies that minimized the hindrance caused by the screen gap between the students and the teacher. Since e-learning is increasingly being adopted, the results and suggestions derived from this research will help curriculum designers and teachers in formulating better learning material and pedagogies for literature e-classrooms, thereby promoting seamless learning even in the absence of a conventional, interaction-based environment.

**Keywords:** virtual classroom, literature students, online learning, virtual pedagogies, discussion-based learning, university students

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### **University Students' Perceptions About the Use of Transformative Technologies as Alternative Pedagogies**

#### **Abstract**

The use of transformative technological tools is not common in the education sector of developing countries. Besides other reasons, one of them is lack of teachers' knowledge and training in using modern technology while teaching. The present study aimed to explore the perceptions of students regarding the use of smart technologies (virtual reality, augmented reality, and artificial intelligence) and alternative pedagogies (flipped classroom and maker education) at the higher education level. 288 students from four cities of Pakistan responded to the online survey developed by the researcher. The survey included 35 items and 6 demographic questions. The data was statistically analyzed to compare the opinions of selected sample based on their demographics. The findings showed that, regardless of participants' varied demographics, all the participants agreed to the use of transformative technologies as alternative pedagogies. The study concluded that higher education institutes should use smart technologies in the teaching and learning process and the transformative technologies can be adopted as alternative teaching methods. It is recommended that schools and colleges should use transformative learning technologies for better achievement of students and there is a need to arrange training programs about technology use for teachers.

**Keywords:** Transformative technology, alternative pedagogy, higher education

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**Digital Classroom and Social Integration**  
**Impact of Digital Learning on Employability of University Graduates:**  
**A Case Study of a Public Sector University of Islamabad**

**Abstract**

After COVID-19, a developing country like Pakistan has seen a drastic change in their classroom settings, and immediately shifting from actual to the virtual classroom has changed the social fabric of our learning institutes. Traditionally, universities have not been updated/ trained to use the ICTs (Information Communication Technology) or LMS (Learning Management System) in the education system. After the COVID-19 lockdown, the mode of the teaching-learning process was changed to an online teaching medium. Therefore, Students despite resistance to the method of online teaching had to complete their degree requirements i-e final projects or final year courses online. This study explores the acceptability of these graduates in the workplace for example salary negotiation & other online skills acquired during the COVID-19 emergency. This study identifies the impact of digital learning on the employability of university graduates and the challenges they faced in integrating their skills in the marketplace during the COVID-19 period. A questionnaire survey is employed to get the responses of university graduates in terms of their challenges and employment prospect. This paper especially considers the case study of the University of Islamabad.

**Keywords:** COVID-19, Digital Classroom, Employment Prospect, Graduate Employability, Challenges,

**Session # 4**

**Pedagogies and Curriculum in Digital Era**  
**Chair: Dr Shehzad Karim, Assistant Professor,**  
**The Islamia University of Bahawalpur**  
**Moderator: Dr Naveed ur Rehman Khattak**

Sadia Arshad  
PhD Scholar  
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**Digital Enactment and Movement of Conceptualization in ESL Teaching and Learning: A CL- Based Flipped Classroom Model**

**Abstract**

Many linguists believe that traditional modes of teaching make language learners passive. Holmes (2009 p. 108) mentioned that meaning is conceptualized not perceived and is thus shared among the individuals of society and cultures to support communication. Vygotskian sociocultural theory (SCT) consonant with the key tenets of CL approach. This study employs the blend of CL and flipped classroom instructional models to examine the effect of attainment of CL principles in digital virtual environment created for language learners. The analysis of English language learning addressing the learning of vocabulary, comprehension of the texts, grammar constructions, oral skills of English language learners will be developed within the above-mentioned Cognitive linguistic (CL) and flipped classroom framework, which focus on embodied learning, conceptualization, and the usage of linguistic features on lexico-grammatical continuum through social interaction. Combined principles of both the theories were thus applied to develop a module for teaching English language skills in an experimental ESL class of engineers. Scores of the tests were compared using Analysis of Covariance (ANCOVA). Results show that both cognitive classes outperformed the control class. However, cognitive plus flipped classroom showed significant gains over both cognitive and control group. Findings point towards the consolidation of older methods of instruction and the adoption of new ways of teaching and learning English lexis and grammar.

**Keywords:** Cognitive linguistics, flipped classroom, sociocultural theory, embodiment

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**Analyzing the Impact of Computer Assisted Language Learning (CALL) on Grammatical Category (Verbs) at the Undergraduate level**

**Abstract**

Desperate times call for desperate measures, during the pandemic, technology and computer emerged as a tool to facilitate the academic need of students as well as teachers. Generic software such as CALL has revolutionized the process of Language Acquisition not only for the teachers but also for the students. Robert (2002) pointed out that the use of computers to assist learners in their language studies has increased phenomenally over the past decade. The present study will investigate the role of CALL in teaching student "Verb" within the framework of Syntax while teaching English as a foreign language. To administrate this research, the quantitative approach was adopted. A group of 92 undergrad students was randomly selected from a private university of Lahore; the selected participants were divided into Control and experimented groups (45 and 47 respectively). The results of analysis of variance (ANOVA) confirmed and highlighted a significant rise in understanding and comprehension of the function of the verb within the framework of Syntax among the CALL user (the experiment group) in comparison to non-users (control group) ( $p$  less than  $< .05$ ). Furthermore, the Likert Scale was also administrated to consolidate the findings. The analysis of the collected data showed that the students had a positive bend towards CALL as Students in the experimental group had a positive attitude toward CALL, perceived its utility for helping them learn EFL especially about learning verbs within the syntactic framework, and had a strong intention to use it in the future as it has duly facilitated them while learning verb within the syntax in particular and grammar in general while learning English as a Foreign Language.

**Keywords:** CALL, language acquisition, EFL, variance, language studies

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### **Practice of Digital Technology for Accountability (DTA) in Educational Organizations**

#### **Abstract**

In the education system, accountability is one of the most important mechanisms implemented to meet organizational goals and ensure the delivery of quality services to society. Educational organization including universities are responsible for establishing and maintaining them self's in order to achieve certain set goals. Integration of technology in education had changed entire educational system specially during last two years. The administrator recognizes that technological accountability in education is an essential ingredient that is intertwined with subordinates within the organizational framework. Digitalization is become a tool in the education department in context of administration and academics. Digital resources offered various methods of designing, collecting, and sharing information to provide a basis for improving the system and results. The research is aimed to study the explore practice of digital technology for accountability of educational organizations. The research will be delimited educational organization to the university. The researchers will utilize the descriptive survey method for research. The researchers will develop the questionnaire according to framework of the research. The faculty, management and audit committee will be the sample size of the research. The data will be collected personal visit to the universities of Islamabad. The data will be analyzing through inferential and descriptive analysis to draw the conclusion of the study.

**Keywords:** Digital Technology for Accountability (DTA), Digital Technology, Universities

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### **The Application of Flipped Classroom Approach on the Academic Performance of Pakistani ESL Learners**

#### **Abstract**

This examination pointed toward exploring the impact of flipped classroom approach on the academic performance in the subject of English as a Second Language among 5th grade learners in Pakistan. The examination populace comprises of all 5th grade learners in the vicinity of Lahore, Pakistan. The examination test comprises of 44 male and female learners who were picked intentionally as a sample of the research population. The examination test was circulated into two gatherings: the test group that comprised of 22 learners, who has concentrated by flipped classroom technique, and the benchmark group that comprised of 22 learners, who has concentrated in the standard strategy. To accomplish the destinations of the investigation, an achievement test was readied and its reliability and validity were checked. ANCOVA, Means, and Standard Deviations were utilized to examine the collected outcomes. The examination concluded the accompanying outcomes: 1) There are genuinely critical contrasts in the Means on the achievement test credited to the showing technique, for the individuals from the experimental group learners, and 2) there are no measurably huge contrasts in the Means on the performance of test ascribed to gender. Considering the discoveries, the investigation prescribed urging ESL teachers to encourage learners in utilizing training methodologies radiated from the utilization of present day innovations, especially the flipped classroom technique. Likewise, the investigation proposed that universities of instruction should prepare imminent educators on the utilization of training procedures coming from present day instructive speculations and methodologies, for example, the flipped classroom technique during the time of setting them up to instruct. Besides, the examination suggested re-applying this experience and recognizing its viability at different schools stages and different subjects in other substance zones

**Keywords:** Flipped classroom strategy, academic performance, ESL learners, Pakistan

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### **Examining Teachers' Roles In Online Learning**

#### **Abstract**

In the literature, the term "online learning" has been applied to a variety of learning contexts, including blended learning, distance learning, virtual learning, and web-enhanced learning. Many aspects of online learning have become the focuses of research and teacher roles are one of them. The present study, therefore, intends to examine how 153 College students perceived the roles of their teachers in online learning of a blended English course by using a 27-item and 5-Likert-scale questionnaire (the STRI). Results of statistical analyses showed that the Cronbach's Alpha value of the entire questionnaire was 0.945 and those of the three sub-roles were all above 0.881, indicating that both the questionnaire and the three factors of sub-roles were reliable and valid. Further analyses revealed that the three sub-roles of teachers, i.e., the cognitive role, the affective role and the managerial role, were significantly different from each other. Among them, the means of the managerial role was significantly higher than that of the cognitive role while the means of the affective role was the lowest. Results of descriptive statistics also revealed that keeping a record of students' learning in the managerial role was quite notable for students. The findings suggest that the roles of teachers in online learning as a whole were reduced. However, the managerial role was more notable than the other two roles and the affective role was the least impactful in the online learning context in this study. These findings, according to the researcher may offer some insights to classroom implications and provide the basis for future studies of comparing teacher roles across different educational contexts.

**Keywords:** Teacher roles, online learning, cognitive role, affective role, managerial role

CONCLUSION  
&  
RECOMMENDATIONS  
FROM THE  
CONFERENCE

## **Conclusion and Recommendations from the Conference**

### **TechHighEd Pakistan 2022**

#### **Smart Higher Education: Trainings, Transformations, Traps**

##### **Introduction**

The following conclusions and recommendations are agreed upon by the participants at the conference TechHighEd Pakistan 2022 (Online) hosted by the Faculty of Social Sciences, Air University, Islamabad, Pakistan. The conference was attended by the academicians from United States of America, United Kingdom, United Arab Emirates, Indonesia, Pakistan and Azerbaijan. The speakers discussed how Higher Education practices are represented and transformed in the digital world of today (see, for example, Achrazoglou, 2022; Marshall, 2022). The presenters offered research-driven solutions to the challenges and issues of utilizing technology for pedagogy (see, for example, Abbasova, 2022; Buerki, 2022). The participants of the conference benefited from the research, teaching and professional experiences of national and international researchers and scholars from across a myriad of disciplines. The main findings are listed below:

##### **Smart Higher Education: Trainings**

The participants recognize that teacher training is not common in higher education systems and this needs to change. Teaching is a skill and training to improve that skill is important—the government and the HEC need to play a role. Teacher training sessions need to be frequent to progress from basic to advanced pedagogy using technology and the training sessions should be tailored to the needs of the faculty. Training of a multifaceted nature is needed for education related to technology at regular intervals. There are still barriers to technology acceptance such as tech-phobia, surveillance insecurities etc. Faculty members are found resistant to training because they are under the pressure of other academic tasks. To improve it, faculty members may be given incentives or rewards for attending training. Further emphasis has been placed on technology-related pedagogical knowledge as faculty members are more concerned about content knowledge (Iqbal et.al., 2022).

##### **Smart Higher Education: Transformations and Traps**

The participants emphasized that important measures should be taken to effectively redesign the campus experience through a digital lens since Higher education is no longer immune from students' high expectations and preferences for digital service. Moreover, the pandemic has forced academicians to transform pedagogical practices from face to face to online mode to continue helping learners. This era, further, has introduced numerous ideas like virtual reality, augmented reality, zoom fatigue etc. Therefore, a consortium needs to be formed to create awareness about the use of technology in education and to train teachers. The curriculum, too, needs to be revamped to tailor to the needs of the online mode of teaching and assessments. Teachers' responsibilities have been multiplied and they need to train the learners to make good use of technology, devise a

code of conduct and also the need to make them aware of what is academic dishonesty. There is a need for strong infrastructure, like higher education, and IT departments are either understaffed or underfunded (Shehzad et. al., 2022).

### **Universal Design for Learning Facilitates Pedagogy**

Universal Design for Learning offers a neuropsychology research-based framework to facilitate pedagogical processes by including diverse materials (e.g. assistive technologies), techniques and strategies for engaging learners (focusing on learners' learning preferences) and assessing their performance (Achrazoglou, 2022). The digital medium requires specific pedagogical techniques and perhaps surprisingly, recent experiences appear to suggest that analogue aspects are highly priced by University students.

### **Social Presence Helps in Online Learning**

In online education, social presence helps in meaningful learning, and the Synchronous Online Flipped Learning Approach (SOFLA®) offers a learning model to deliver content and develop learners' skills by creating interactive space in online learning (Marshall, 2022). The presentation provided the resources for follow up with the presenter in asynchronous learning modules using PlayPosit for video and Persuall for shared readings. Diki (2022) emphasized the use of an effectively designed instructional design of metaverse that includes virtual reality and interconnection to allow an instructor to carefully monitor learners on the road to learning.

### **Digital Pedagogy Improves the Teaching/Learning Processes**

The SNC can address educational apartheid which is a serious issue that needs attention (Summaira, 2022). Adding advanced teaching methods, improved assessment and effective evaluation techniques is the way forward. The multiple levels of the curriculum have the potential to incorporate digital pedagogy. It proves effective to keep the learners at pace with technological advancements. The findings show that the digital pedagogy is effective as it supports all the components of the English SNC for meaningful learning and teaching processes. The students of different disciplines in higher educational institutes need transformative technologies in teaching and learning processes (Farooq, 2022).

### **Integration of ICT Helps in TechnologyBased Teaching**

The participants recognize the utilization of corpus tools to analyze language is quite beneficial for teaching and learning purposes. The tool enables the learners to analyze the language of the short story empirically. Thus, it promotes better comprehension of the literature. The results of this evince that technology-based teaching and learning are more effective as compared to a traditional classroom (Anjum & Qayyum, 2022). This is because using ICT tools and equipment will prepare an active learning environment that is more interesting and effective for both teachers and students. Also, the ICT integration has a great effect to promote effective teaching and learning. At the teaching level, the teachers are facing challenging situations because of a lack of online sources, limited access to helping material and the grading mechanism. The students are also facing obstacles to accessing the required digital devices and they are also incognizant of the digital infrastructure. Moreover, the connectivity issues that persist throughout the country are also

counterproductive (Rehman, 2022). Technology enhances the teacher-student learning experiences as compared to traditional classrooms as ICT tools or equipment build an active learning environment that is interesting and effective for teachers as well as for students (Qayyum, 2022).

#### **Efficacy of Digitalization/ELearning and Learning Model**

The presenters consider with rising requests for Higher Education to do more to aid society's transition to the digital era, it is critical to adopt a thoughtful approach to digital activities to guarantee that they permit and encourage good individual and societal advancement. Students are more successful when given clear direction via video clips from the teacher that students watched and re-watched at their own pace and as per their own needs during the rotation model of blended learning (Zamir et al., 2022). It was also found through the student interest surveys that the students enjoyed these instructional clips from the teacher, especially in comparison to direct instruction, because of how each catered to their specific needs and how they were able to pause and apply certain elements of the lesson to their writing practice as they viewed the video content (Zamir et al., 2022). The usage of instructional technology in the teacher training program has a favourable impact on the learning of future teachers (Kiyani & Syed, 2022).

#### **Technology-Rich Instructional Design Enhances Learner Motivation**

The participants identify using multiple digital resources for enhancing their learning capabilities and improving the concentration of the students which helps in improving the learning percentage of students. Moreover, the inclusion of challenging activities to engage the students in accomplishing certain tasks was found to be more successful than conducting routine based quizzes or tests as a traditional approach (Diki 2022).

#### **Teacher-Student Interaction in Online Learning**

Participants find learning being severely affected due to the minimal interaction between students and teachers. Students show great dissatisfaction with online learning and expressed facing many difficulties during the process. In this connection, students complain about the adverse impact on learning due to the poor internet connection, which affects the student's performance leading to their demotivation (Iqbal & Sultan, 2022). Online learning neither fully failed nor completely succeeded in assisting students as they can adapt their learning approaches to the demands of the situation, but this in some cases resulted in a negative impact on their language learning outcomes (Ikram & Abdullah, 2022). There is also a great impact on teachers' behaviour towards students as it directly affects learning. Moreover, positive teacher-student interaction motivates them in adopting better learning approaches (Nasim et al., 2022).

#### **Use of Technology Hinders Learning**

Participants find the use of technology may hamper learning; for example, using a movie on a novel for the literature students can become a trap, limiting students' ability to appreciate absurd

literature and leading to a lack of empathy, controlled imagination, and limited interpretation (Akbar & Irshad, 2022).

#### **Internet Connectivity Issues for HomeBased Teaching During the Pandemic**

During the COVID-19 Pandemic, no training was provided for home-based instruction. Few institutions offered teacher training for online education, and teaching resources such as laptops and I-PADs were not available. Many universities also lacked pedagogical assistance. Some universities failed to provide a supportive environment for conducting online classes (Zaheer et al., 2022). However, E-learning is not effective for a larger audience despite being used on large scale. The internet and power outage are major problems in Pakistan (Ahsan, 2022)

#### **Digital Learning, Language Barriers, and Improvement in English**

Presenters elaborate that the use of mobile technology can help learners acquire a second language faster (Hafeez & Asghar, 2022). Moreover, digital pedagogy is effective as it supports all the components of the English and SNC can be implemented better for meaningful learning and teaching processes (Summaira, 2022). Moreover, teaching grammar through mobile has a positive **impact on the learner's grammar, motivation, and involvement (Gulzar, 2022).**

### **Recommendations**

- HEC to make policy for online education at HEIs and NAHE to also play its role.
- Ethical training of learners needs to be emphasized to make optimal and professional use of technology for educational purposes.
- Blended learning to be used as an alternative learning model for teachers to support students' learning achievement. Research be conducted to see the long-term effects of blended learning on school students too.
- Teachers to be motivated and aware to take initiatives to develop their computer and internet literacy.
- The educational institutions need to encourage virtual/online teaching/learning and provide necessary support in this regard.
- The training sessions on making use of technology be organized according to modern and global trends by the educational institutions to train the teachers and students vis a vis interaction during online learning and use of technology in an optimized way.
- Keeping in with the needs of online learning, teaching and instructional design considering individual preferences and various learning abilities be developed.
- Future research comparing both teachers' and students' perceptions separately in the broader sample and identifying the key factors that affect teachers' decision to choose rather traditional methods need to be conducted. Moreover, panel meetings to be conducted with experienced teachers and discussions be made on the latest digital trends in teaching and learning.
- A digital network needs to be built including teachers, content developers, administrators and the technology industry.
- Future research to be conducted to compare the satisfaction level by bifurcating gender, age, university and academic discipline.
- Multiple digital learning resources like video, text, and audio be used to analyze their effects on student learning. Learners to be prepared for examination by incorporating challenging activities chalked out of relevant and appropriate content.
- The new approaches to be adopted for better monitoring the students in the metaverse and instructional designs keeping in front the students' behaviour during learning sessions.
- Instructional Technology to be used in the training of prospective teachers to improve lesson planning, collaboration, research and assessment, and pedagogical skills.
- HEC to continue the process of updating the E-learning teaching even after the pandemic (Ahsan, 2022).

- A standard criterion for e-learning to be introduced by HEC.
- E-learning is to be taken as a paradigm shift instead of just a teaching method.
- Technology friendly infrastructure to be built where online teaching becomes a mainstream medium.
- Technological assistance to be available at all times like Software up-gradation, support staff, internet connection etc.
- Electronic communication to be channelized and improved to incorporate the digital pedagogy and technological advancements to be made keeping in view the latest global technological trends.
- The use of Virtual Reality, Augmented Reality, and Artificial Intelligence tools to be ensured and utilized for a better learning experience for the students.
- The digital ethics and the awareness about E-learning be given to the scholars through seminars, conferences etc.
- Domestic digital legislation to be encouraged.
- Utilization of digital tools, especially the corpus tools to teach languages be introduced at University level education from the undergraduate level.
- The digital tools to be utilized to carry out different learning tasks including IQ tests, subject related quizzes etc.
- The teachers to own the copyright to video-recorded lectures to avoid ethical misconduct against faculty members.
- The social and ethical training of learners making the e-learning process should be focused on.
- The higher education system embraces diversity, flexibility and inclusivity to remove digital barriers and resolve issues of the digital divide by developing consortiums.
- In asynchronous learning modules, PlayPosit for video and Persuall for shared readings be used. Moreover, an effectively designed instructional design of metaverse that includes virtual reality and interconnection to allow an instructor to carefully monitor learners on the road to learning be introduced.
- Teacher technology training to be emphasized for incorporating advanced technological methods in language learning, especially.

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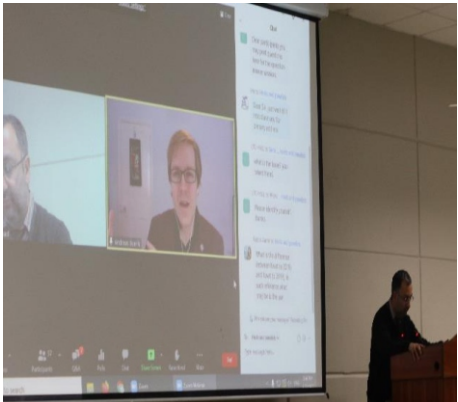
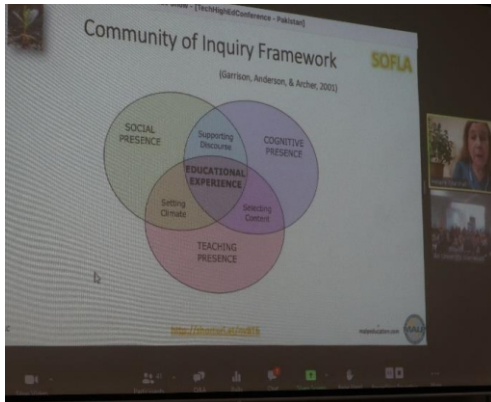
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# PHOTO GALLERY













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## Online International Conference on “TechHighEd Pakistan 2022 Smart Higher Education”

ISLAMABAD (FAIZA KAZMI) Online International Conference on “TechHighEd Pakistan 2022 Smart Higher Education: Trainings, Transformations, Traps” The two-day Online International Conference on “TechHighEd Pakistan 2022 Smart Higher Education: Trainings, Transformations, Traps” resumed proceedings at the Air University, Islamabad. The first agenda item was Plenary Address “Fostering Social Presence with the Synchronous Online Flipped Learning Approach - SOFLA®” by Helaine W. Marshall, Ph.D. Professor of Education, Director of Language Education Programs, Long Island University, Hudson Graduate Campus, Purchase, New York, USA.

This was followed by Keynote Address “Distance or distant Education? Lessons from the pandemic” by Dr Patricia Fidalgo Associate Professor, Division Head of Curriculum and Instruction, Emirates College for

Advanced Education, Emirate of Abu Dhabi.

Two Plenary Addresses were held on the topics: “Post-Corona pedagogical solutions in Humanities Classroom” by Prof. Dr Zia Ahmad Principal, Emerson University, Multan and “Role of Ed-Tech in Transforming Higher Education Learning” by Prof. Dr Samina Malik, Vice President (Female Campus) International Islamic University, Islamabad, Pakistan.

The topics of Parallel Sessions (Plenary Address) were as follows: “Effectiveness of Digital Pedagogy for English, Single National Curriculum-Eclectic Model Based Analysis” by Prof. Dr Sumaira Sarfraz Dean Faculty of Sciences and Humanities, National University of Computer and Emerging



Sciences, FAST, Lahore, Pakistan.

After the break, Keynote Address was delivered on “Metaverse in Online Learning: The Need for Instructional Design” by Dr Diki Lecturer, Department of Biology, Faculty of Science and Technology, Universitas Terbuka, Indonesia.

An interesting and fruitful Panel Discussion on the subject “Smart Higher Education: Transformation and Traps” was Chaired by Prof. Dr Wasima Shehzad (Air University) and the Panelists were: Dr Fauzia Janjua (HUI); Dr Hamad Mushtaq (NUST); Dr Akifa Imtiaz (FJWU); Dr Umar Farooq (CUST).



### ایزیو نیورٹی اسلام آباد میں بین الاقوامی کانفرنس اختتام پذیر

ڈاکٹر فرزانہ سرور نے اختتامی کلمات ادا کیے اور کانفرنس کے شرکاء کا شکریہ ادا کیا گیا

اسلام آباد (پبلک نیوز) ایزیو نیورٹی اسلام آباد میں "ٹیک ہائی ایڈ" کے موضوع پر شیڈول کی صدارت میں سمارٹ ہائر ایجوکیشن کے ہونے والی دو روزہ آن لائن بین الاقوامی کانفرنس اختتام پذیر ہوئی۔ آن لائن بین الاقوامی کانفرنس کے دوسرے روز پہلا مقالہ لائک آئی لینڈ یونیورسٹی نیویارک، امریکا کی پروفیسر ڈاکٹر ہینا مارشل کا تھا۔ مقالہ آن لائن ٹیکنالوجی اسلام آباد سے ڈاکٹر حماد حناقی، جامعہ پنجاب، لاہور سے ڈاکٹر عاصمہ بیگم اور نیورٹی آف سائنس اینڈ ایڈمیٹیشن اسلام آباد سے ڈاکٹر عاصمہ بیگم نے اپنے مقالوں میں شرکت کی۔

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### ایزیو نیورٹی اسلام آباد میں ٹیک ہائی ایڈ کے موضوع پر ہونے والی دو روزہ آن لائن بین الاقوامی کانفرنس اختتام پذیر

اسلام آباد (پبلک نیوز) ایزیو نیورٹی اسلام آباد میں "ٹیک ہائی ایڈ" کے موضوع پر ہونے والی دو روزہ آن لائن بین الاقوامی کانفرنس اختتام پذیر ہوئی۔ آن لائن بین الاقوامی کانفرنس کے دوسرے روز پہلا مقالہ لائک آئی لینڈ یونیورسٹی نیویارک، امریکا کی پروفیسر ڈاکٹر ہینا مارشل کا تھا۔ مقالہ آن لائن ٹیکنالوجی اسلام آباد سے ڈاکٹر حماد حناقی، جامعہ پنجاب، لاہور سے ڈاکٹر عاصمہ بیگم اور نیورٹی آف سائنس اینڈ ایڈمیٹیشن اسلام آباد سے ڈاکٹر عاصمہ بیگم نے اپنے مقالوں میں شرکت کی۔

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### ہائر نیورٹی میں "ٹیک ہائی ایڈ" عالمی آن لائن کانفرنس کا انعقاد

لاہور (پبلک نیوز) ایزیو نیورٹی اسلام آباد میں "ٹیک ہائی ایڈ" کے موضوع پر ہونے والی دو روزہ آن لائن بین الاقوامی کانفرنس اختتام پذیر ہوئی۔ آن لائن بین الاقوامی کانفرنس کے دوسرے روز پہلا مقالہ لائک آئی لینڈ یونیورسٹی نیویارک، امریکا کی پروفیسر ڈاکٹر ہینا مارشل کا تھا۔ مقالہ آن لائن ٹیکنالوجی اسلام آباد سے ڈاکٹر حماد حناقی، جامعہ پنجاب، لاہور سے ڈاکٹر عاصمہ بیگم اور نیورٹی آف سائنس اینڈ ایڈمیٹیشن اسلام آباد سے ڈاکٹر عاصمہ بیگم نے اپنے مقالوں میں شرکت کی۔

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**TechHighEd Pakistan 2022**  
**Smart Higher Education: Trainings, Transformations, Traps**  
**5 th Two-Day FSS International Conference (Online)**  
**February 23 & 24, 2022**

**CONFERENCE RECORDINGS**

Day 1 Conference Proceedings and Session 1

<https://drive.google.com/file/d/1bok2WvEDnaObG3tTJ6618fjFTJWQqgfe/view?usp=sharing>

Day 1. Session 2. 12:15pm

[https://drive.google.com/file/d/1NbuP0NT\\_FAYP0Uba\\_dojCiquHHx3dQB4/view?usp=sharing](https://drive.google.com/file/d/1NbuP0NT_FAYP0Uba_dojCiquHHx3dQB4/view?usp=sharing)

<https://drive.google.com/file/d/1opzu6XBm7Ygnt3Z3SX46dcpAY2yOCAq/view?usp=sharing>

Day 1. Session 3. 12:15 pm

<https://drive.google.com/file/d/1vm42gEhFCoZXYjOEE-PBSOj8YJNcxYuD/view?usp=sharing>

Day 1. Session 4. 12:15pm

[https://drive.google.com/file/d/1gPsp6qNBYpoL4A56SJHBdGijAOYFk\\_Qk/view?usp=sharing](https://drive.google.com/file/d/1gPsp6qNBYpoL4A56SJHBdGijAOYFk_Qk/view?usp=sharing)

Day 1. Session 2. 2:30 pm

<https://drive.google.com/file/d/1xvEx-GAdkkCc7OLtpFzoWTVSq0CbfmEz/view?usp=sharing>

Day 1. Session 3. 2:30 pm

[https://drive.google.com/file/d/1ZwFsl9auD-ohyb33q7VDtu\\_Of4ntBDEx/view?usp=sharing](https://drive.google.com/file/d/1ZwFsl9auD-ohyb33q7VDtu_Of4ntBDEx/view?usp=sharing)

Day 1. Session 4. 2:30pm

<https://drive.google.com/file/d/1FB7hdXcGCwRA9kmxeLXvA3WbMVkj1m4X/view?usp=sharing>

Day 2. Conference Proceedings and Session 1

[https://drive.google.com/file/d/1\\_YKuEJ\\_ETGOR3qlvSihcS0tvYNwWoqp1/view?usp=sharing](https://drive.google.com/file/d/1_YKuEJ_ETGOR3qlvSihcS0tvYNwWoqp1/view?usp=sharing)

<https://drive.google.com/file/d/1kxbd3DEza37UI98vZchQ0SmNWMIsd53x/view?usp=sharing>

Day 2. Session 2

<https://drive.google.com/file/d/1ZDFfuq12Y8qPzn8neLptkjddBh1g3kDd/view?usp=sharing>

Day 2. Session 3.

<https://drive.google.com/file/d/1O8ukDnFSuuuh2eKjwqr6Ey0WPfhlp6cy/view?usp=sharing>

Day 2 Session 4

[https://drive.google.com/file/d/1PKSxoeN8eg7xOrry4EKuDr0i4xXsqX5\\_/view?usp=sharing](https://drive.google.com/file/d/1PKSxoeN8eg7xOrry4EKuDr0i4xXsqX5_/view?usp=sharing)

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