

AFRICA ELTA 6TH ANNUAL INTERNATIONAL CONFERENCE

VIRTUAL 12-13 AUG



**SERVING ENGLISH LANGUAGE TEACHERS
AND TEACHER ASSOCIATIONS IN AFRICA**

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Conference Program

Session Descriptions



DAY 1 - FRIDAY, AUGUST 12

12:00 - 12:15
PM GMT

Opening Remarks by the President & Announcements

12:20 - 1.20 PM GMT

KEYNOTE SPEECH - DAY 1

Title	For Who and for What? Motivations and Pedagogical Implications for English language Teaching in Multilingual Africa
Abstract	This presentation offers a critical account of English language teaching (ELT) in Africa, noting how it perpetually strives through misplaced motivations and pedagogies that nurture the language's extra-territorial and imperial roots. The New Englishes and World Englishes perspectives offered foundational steps of liberating ELT approaches. By embracing communicative repertoires derived from linguistic and cultural diversities, translanguaging pedagogies offer further opportunities. The critical approach offered in this presentation recognises the role of English as a major lingua-franca in Africa and globally. However, it cautions ELT to the pitfalls of individuating languages, noting that such privileging of English continues to alienate Africans from their own linguistic ecosystems. A question is posed for ELT to ponder: for who* and for what?
Presenter	Dion Nkomo NRF SARChI Chair: Intellectualisation of African Languages, Multilingualism and Education School of Languages & Literatures: African Language Studies Rhodes University

CONCURRENT SESSIONS



[NEXT PAGE ---->](#)



CONCURRENT 1 A

1:30 - 2:15 PM GMT	1:30 - 2:00 PM GMT	1:30 - 2:00 PM GMT
Featured, 45 mins	Concurrent, 30 mins	Concurrent, 30 mins
Leading in Low Resource Contexts: Africa ELTA Leadership Model	Promoting Oral Skills through Performance-Based Assessment in L2 Instruction	World Englishes and Language Assessment (2022)
This presentation will highlight examples of teacher development efforts initiated by Africa ELTA in collaboration with international and local organizations to professionally support and mentor African teachers using low and limited resources. National capacity building initiatives run by Africa ELTA will be shared. The presentation is intended for affiliate leaders in Africa and any other international teacher association leaders who work in similar contexts.	From self-experience and literature have proved that Performance-Based Assessment (PBA) is an effective strategy to promote speaking skills in the EFL classroom. This talk aims to equip EFL teachers with practical strategies to implement PBA in their classrooms.	This presentation focuses on assessing the different varieties of English. It presents results from the co-edited book 'World Englishes and Language Assessment', including assessment tools in the Context of WE.
Presenter: Amira Salama , Nile University, Egypt, Africa ELTA President	Presenter: Abdul Mutashobya , Michigan State University	Presenters: Aicha Rahal & Chokri Smaoui , Tunisia



WhatsApp Session ONE: 2:20 - 3:20 PM GMT (Schedule on Page 11)

CONCURRENT 2A

2:20 - 2:50 PM GMT	2:20 - 3:05 PM GMT	2:20 - 2:50 PM GMT
Concurrent, 30 mins	Featured, 45 min	Concurrent, 30 mins
Teaching EFL Speaking to Young Adults	Suggested Classroom Activities for the Promotion of Multilingualism	Gender Issues in Class: Burkina Faso, Guinea Bissau, and UK
The session highlights the importance of teaching speaking as a communicative skill in the EFL context. Participants are given strategies to guide young adult learners to attain fluency. Other tools and student based tasks that promote speaking skills are x-rayed.	In order to meet the challenges of the 21st century, teachers and learners need to engage with practices that bridge the gap between the target and the home languages. In this presentation, I highlight some pedagogical strategies that can be used to prepare our learners for the realities of their multilingual contexts. I share specific pedagogical practices that I have experimented with in my own classes which involve the transformation of reading and writing assignments in order to tap into the students' full linguistic and semiotic repertoires.	How do teachers in Africa and other countries bring gender issues into English classes? This session is a report on a project by a mentor / mentee pair from the AfricaELTA / EVE leadership mentoring. Come and hear which issues interest their students, and how they bring them into class.
Presenter: Sheila Njemanze , Alvan Ikoku Federal College of Education, Owerri, Nigeria	Presenter: Aymen Elsheikh , Africa ELTA Past President, Texas A&M University at Qatar	Presenters: Marie Clémence BANCE , Lycée Provincial de Manga, Burkina Faso, & Linda Ruas , IATEFL Global Issues SIG, UK



WhatsApp Session TWO: 3:10 - 4:10 PM GMT (Schedule on Page 11)

CONCURRENT 3A

3:10 - 3:40 PM GMT	3:10 - 3:40 PM GMT	3:10 - 3:40 PM GMT
Concurrent, 30 mins	Concurrent, 30 mins	Concurrent, 30 mins
Figurative Expression: A Tool to Build Speaking Skill in ESL	Engaging Learners Online and On-Site With Instructional Technologies	Multilingual Pedagogies in the Cameroonian EFL Classroom: Attitudes and Practices
This session will give insight into how to discover the importance of figurative expressions to ESL, in developing skills for communication.	This session will be looking at using apps to develop speaking and writing skills, improve classroom participation, evaluate learners, and just make learning engaging. The webinar will include some hands-on practice, and there will be opportunities for questions and discussion.	This study surveyed students' and teachers' attitudes towards using other languages to help teach English. It equally examined how teachers implement multilingual English instruction. Results show that attitudes towards multilingual English pedagogy are positive overall, and that teachers use a wide range of multilingual activities to teach different language skills.
Presenter: Adebimpe Akintola, Baptist Girls' College Senior, Abeokuta Ogun State, Nigeria	Presenter: Robert Kenfack, Government Bilingual Practising High School Yaounde, Cameroon	Presenter: Patrick Rodrigue Belibi Enama, Ecole Normale Supérieure Yaounde, Cameroon

CONCURRENT 4A

3:50 - 4:20 PM GMT	3:50 - 4:20 PM GMT	3:50 - 4:20 PM GMT
Concurrent, 30 mins	Concurrent, 30 mins	Concurrent, 30 mins
Using Padlet for an Effective Flipped Classroom	Fostering Justice in Language Education Policy in the Tunisian Higher Education Context	Developing Peer Assessment and Team Collaboration While Teaching Remotely
Participants will learn about how to successfully use Padlet utilizing face to face (F2F) lessons with Virtual Learning. The presenter will show them how to use a Padlet in a Flipped Classroom, and will share practical tips to overcome challenges of Flipped Classroom in a low-resource context such as Senegal.	This study aims to investigate language education policy in the Tunisian higher education context in particular and the African context in general to point out to the mismatch between local needs and central decisions. It also aims to call for fostering inclusion and justice to find a compromise between top-down and bottom-up policies.	Due to the need to teach remotely, English teachers have to find online tools to promote collaboration and peer assessment. In this session, participants will learn how to use Kaizena to give and receive feedback, the challenges that may arise in the process, and the benefits for students.
Presenter: Djiby Diaw, CRFPE Thies, Senegal	Presenter: Aicha Rahal, PPKU, Hongrie	Presenter: Beatriz Erazo, Higher University of San Andres & Bolivian Catholic University, Bolivia



WhatsApp Session THREE: 4:20 - 5:20 PM GMT (Schedule on Page 11)

CONCURRENT 5A

4:30 - 5:00 PM GMT	4:30 - 5:00 PM GMT	4:30 - 5:00 PM GMT
Concurrent, 30 mins	Concurrent, 30 mins	Concurrent, 30 mins
Learning your Roots: Consolidating Your Cultural Identity Through English	5 Things that Happened after Environmental Lessons	Leveraging Active Learning in the EFL Classroom Through Translanguaging Practices
Allowing Bolivian students to exchange videos of cultural content with international students in the US has improved their English level and helped them reinforce their identity. Participants in this presentation will learn how this project worked and get ideas on implementing it in their teaching environments.	In Mali, teaching environmental lessons in a language classroom remains a problem at secondary school, because the syllabuses don't include environmental content and teachers are not trained on this area. I embarked in a project of writing my own materials focused on environmental content I shared with colleagues. This presentation is a classroom based-practice that suits teachers in similar contexts.	This session reflects on the necessity to acknowledge and use the EFL students' full language repertoire to spark active learning and deep thinking. The multilingual Senegalese EFL classroom is used as a case study. The presentation also provides some hands-on translanguaging practices that help learners process meaning and facilitate their access to knowledge.
Presenter: Beatriz Erazo, Higher University of San Andres & Bolivian Catholic University, Bolivia	Presenter: Patrice Kane, Malian Association of Teachers of English, Mali	Presenter: Mouhsinatou Toure, Khar Kane High School, Gossas, Fatick, Senegal

END OF DAY 1

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STARTING AT 10:00 AM GMT

10.00 - 10.10: Announcements

CONCURRENT SESSIONS

CONCURRENT 1B

10:20 - 10:50 AM GMT	10:20 - 10:50 AM GMT	10:20 - 10:50 AM GMT
Concurrent, 30 mins	Concurrent, 30 mins	Concurrent, 30 mins
Teachers' Perspectives on Online Teaching	Ubuntu: From the Heart of Africa to Your Classroom	Notetaking Performance: Accounting for Influential Factors in Teaching
The presentation reports on a study the teachers' perspectives on online teaching. 80 teachers were selected randomly for the study. Findings showed that the majority of the teachers had their positive perspectives regarding online teaching; however, it has numerous challenges on the side of both teachers and students.	This presentation discusses the African Ubuntu philosophy which promotes the values and principles of solidarity, kindness, cooperation, respect, and compassion. Attendees will leave with practical ideas to use Ubuntu in schools and in the language classroom with a positive impact on school culture, student behavior, and academic results.	This presentation sheds light upon some teaching practices that have been either overlooked or not known at all by English teachers locally or even globally. Together we will explore some effective teaching insights and practical tips on how to teach creatively so as to enhance teachers' existing skills and inspire them to employ some innovative tips, tools and strategies.
Presenter: Betendra Dahal, Sainik Awasiya Mahavidyalaya Surkhet, Nepal	Presenter: Ghada Abou El Hassan, The American University in Cairo, Egypt	Presenter: Joseph Siegel, Stockholm University, Örebro University, Sweden

CONCURRENT 2B

11:00 - 11:30 AM GMT	11:00 - 11:30 AM GMT	11:00 - 11:30 AM GMT
Concurrent, 30 mins	Concurrent, 30 mins	Concurrent, 30 mins
Project-Based Learning in Teaching English to Young Learners	The Technology of Vocabulary Building	Teach, Reflect and Develop
Theoretical foundations for project-based learning are presented and applied in the teaching of English as a Foreign Language in Tanzania's context, difficulties encountered are discussed, and help resulting from student participation in project work is suggested. The proposal provides practitioners with a tool for effectively carrying out project-based learning in foreign language contexts.	This session offers strategies to teachers on vocabulary building using technology and its importance. It also provides practical ways to improve engagement and active learning in the EFL classroom using games and songs.	Language teaching is reflective; teacher reflection helps to develop quality teaching and learning. Teacher reflection should be deliberate, purposeful, and structured. It goes through different steps of reflective cycle. There are individual and collaborative approaches for teacher reflection in face-to-face, blended or virtual contexts.
Presenters: Kessia Kiwia, TELTA, Tanzania & Irene J Maganga, TELTA/ Africa ELTA	Presenter: A+ Educators, Nigeria	Presenter: Samir Omara, Shebin El-Kom IDGL School, Egypt



CONCURRENT 3B

11:40 - 12:10 PM GMT	11:40 - 12:10 PM GMT	11:40 - 12:10 PM GMT
Concurrent, 30 mins	Concurrent, 30 mins	Concurrent, 30 mins
Approaches to Employ in Teaching Language in a Multilingual Class	Collaborative Multilingual Feedback for Teaching Composition at Teacher Training	Flipped Classroom Approach to Teaching English in Low Resourced Schools
Teaching English Language in a multilingual classroom has been a challenge to both teachers and learners. This article intends to recommend the use of multiple approaches during teaching and learning process to help multilingual learners in classroom. These approaches will contribute positive effects on learners' performance.	Literature reveals feedback as an invaluable strategy for improvement of students' composition. The paper investigates the effect of CMF on students' composition in multilingual classrooms. The researcher collected data from an all-female institution in Zamfara-Nigeria. The paper recommends collaborative multilingual feedback to suit the multilingual nature of the country.	The session offers guidance to teachers to understand the concept of the flipped classroom approach as an active teaching and learning strategy, the theoretical underpinning, how to implement the flipped classroom approach, and finally a discussion on the benefits and challenges of the flipped classroom approach in the teaching of English.
Presenter: Andrew Saimon Mbawambo, TELTA Kilimanjaro, Tanzania	Presenter: Muhammad Anka, Federal College of Education (Technical), Zamfara-Nigeria	Presenters: Nyarango, O., & Rarieya, J., Institute for Educational Development, East Africa, Aga Khan University, Tanzania

CONCURRENT 4B

12:20 - 1:05 PM GMT	12:20 - 12:50 PM GMT	12:20 - 12:50 PM GMT
Featured, 45 mins	Concurrent, 30 mins	Concurrent, 30 mins
Essential Tools for the 21st Century African Student	Socio-Economic Development and Learning English as a Foreign Language	Towards Inquiry-Led Practice in Teacher Development in Dabou, Côte d'Ivoire
According to the Institute for the Future, "85% of the jobs that will exist in 2030 have not been created yet." African cultural heritage, identity and entrepreneurship are critical tools to inspire students' interest, self-confidence and innate awareness of their abilities to excel while navigating the most complex challenges of today.	This session will look at how socio-economic development can affect English language learning in a classroom positively or negatively. It includes tips on how teachers can be assisted to make teaching an enjoyable experience. It will also look at the role played by other languages and how that can assist learners from disadvantaged communities to learn English using different language acquisition skills.	This presentation reports on a two-year project that explored the potential role of inquiry-led practice in a number of schools in the small town of Dabou in Côte d'Ivoire. It will present the model of practice, examples of the teacher projects, teacher views on their experiences and a toolkit which models practice for others to use.
Presenter: Brioné LaThrop, IUGB Grand Bassam, Côte d'Ivoire	Presenter: Keageletse Sechogela, Professional Educator Development Services, South Africa	Presenters: Gary Motteram, University of Manchester, UK & Appia Kouadio, Ministry of Education, Cote d'Ivoire

NEXT PAGE ---->

CONCURRENT 5B

01:15 - 02:00 PM GMT	01:15 - 01:45 PM GMT	01:15 - 01:55 PM GMT
TransformELT Panel, 45 mins	Concurrent, 30 mins	Concurrent, 30 mins
Multilingualism and Education in Africa. Has Anything Happened in the Last Ten Years ?	Secondary Teacher Training Using the Telegram App in Venezuela.	Using the Jigsaw Technique to Improve Reading and Communication Skills
In 2012 and 2013 conferences in Juba and Cape Town set out policy recommendations for the use of local and regional African languages and English and other European languages in education and wider society in Africa. This session revisits the principles and explores the relevance of these issues for English teachers in Africa. Members of the audience are invited to participate with questions and comments.	In this presentation, a teacher training programme for public secondary school teachers in Venezuela using the Telegram app will be described. The main findings of the M&EL research and ways that the app could be adapted for teaching Secondary students will be shared.	This session showcases a simple, yet effective strategy called the Jigsaw technique that helps students better read and understand the text, and collaborate with their classmates while enjoying learning. Since the passage is content related, it's applicable with any age group and will make them better readers and speakers.
Panelists: Sarita Monjane Henriksen, Angelina Kioko, John Knagg, Harry Kuchah Kuchah, Francisco Sozinho Matsinhe	Presenters: Wendy Arnold, ELT-Consultants (c), United Kingdom & Juana Sagaray	Presenter: Sanaa Makhoulouf, The American University in Cairo, Egypt



WhatsApp Session FIVE: 2:00 - 3:00 PM GMT (Schedule on Page 11)

CONCURRENT 6B

2:10 - 2:40 PM GMT	2:10 - 2:40 PM GMT	2:10 - 2:40 PM GMT
Africa ELTA Event	Concurrent, 30 mins	Concurrent, 30 mins
Meeting with Africa ELTA Affiliates	The Toastmasters Class: From Language Users to Proficient Communicators	Community-Based Approaches to English Language Teaching in Multilingual Tanzanian Classrooms
Every year, Africa ELTA gives an opportunity to affiliates to showcase and discuss their local activities during the conference. This year, Africa ELTA is inviting affiliates to get together in a virtual meeting with the Africa ELTA President and board. This session is open to African affiliate leaders and any international teacher association leaders who are interested in joining the discussion.	Today's globalised, media-driven world requires EFL teachers to prepare proficient communicators in the target language. The Toastmasters class will help EFL teachers bring fun to their classes while establishing a social and secure learning environment for their learners, where they can grow skills beyond speaking the target language.	Developing practical and academic skills in multilingual contexts by embedding life skills into practical projects, students work with the community to improve the school facilities, build confidence and encourage English usage. Participants will come away with inspirations for practical projects that provide a natural setting to improve language proficiency while transforming the educational system.
Facilitator: Amira Salama	Presenter: Amira Elsayed, College of Education, Ain Shams University, Cairo, Egypt	Presenters: Catherine Njau, TELTA, Tanzania & Jane Petring

CONCURRENT 7B

2:50 - 3:35 PM GMT	2:50 - 3:20 PM GMT	2:50 - 3:20 PM GMT
Featured, 45 mins	Concurrent, 30 mins	Concurrent, 30 mins
Developing the Right Balance: Using L1 and L2 in the Classroom	Fostering Learners' Engagement Through the Flipped Classroom	Lessons Learnt from Online Pedagogical Training
Methodologies related to the use of first language (L1) in language acquisition classrooms have developed considerably, moving from a staunch monolingual approach to models where the use of L1 have gained currency. We'll consider some modernized yet balanced approaches to the issue of using L1 to L2 in language acquisition.	The advent of the new technologies has contributed a distracting them. Given the countless benefits one can get from the wise use of the new digital tools at our disposal, I think the teacher's resourcefulness and initiative can make the difference. Among the various ways teachers can resort to, we propose the Flipped Classroom.	Reading to Learn South Africa is a teacher training organization that has recently embarked on a journey with the Western Cape Education Department to train every English teacher in Grade 7-9 to use its methodology by 2024. This presentation is an exploration of the lessons learnt during the pilot course.
Presenter: Kirk Chapman, Atlanta Public Schools	Presenter: Ibrahima Ciss, Ates Senegal	Presenter: Urshula Saindon, Reading to Learn, South Africa



WhatsApp Session SIX: 3:40 - 4:40 PM GMT (Schedule on Page 11)

CONCURRENT 8B

3:45 - 4:00 PM GMT	3:45 - 4:00 PM GMT	3:45 - 4:00 PM GMT
ELT Shopping, 15 mins	ELT Shopping, 15 mins	ELT Shopping, 15 mins
Making Learners Use Vocabulary Communicatively	Voices from the Global South: Storytelling in EFL Classrooms	Investigating Gender Bias in Nigerian Junior School ESL Textbook.
This session is intended to provide teachers with reliable notions on appropriate methods to apply in order to teach vocabulary more communicatively. They will get to know not only steps to use in applying the methods CLT and TBL, but also their benefit.	This presentation provides EFL teachers with practical tools to use in their classroom. It offers examples of culturally relevant stories that could be included in storytelling as an approach to improve students' fluency.	Literature indicate that functional linguistics has not been effectively used in the investigation of gender bias in Nigeria Junior school English textbook. This paper investigated whether Nigeria Junior school textbook discriminate between sexes. Data was collected from textbooks for junior college students. Findings reveal more males in communicative positions.
Presenter: David Hategekimana, MUUNGANO Secondary School, Democratic Republic of the Congo	Presenter: Ahmed Ahmed, Georgia Institute of Technology, United states	Presenter: Chinedu Obinwogou, University of Port Harcourt, Nigeria

CONCURRENT 9B

4:10 - 4:40 PM GMT	4:10 - 4:40 PM GMT	4:10 - 4:40 PM GMT
Africa ELTA Event, 30 mins	Concurrent, 30 mins	Concurrent, 30 mins
Africa ELTA Research Group Get-Together	Harnessing Multilingual Learners Potential through Gamification	Intercultural Communicative Competence in ELT: Teachers' Perspectives from East Africa
This session is for Africa ELTA Research Group mentees, past and new, to exchange experiences and share ideas about their participation in the program. The session is open to the public and anyone is welcome to join us to learn about this mentoring program at Africa ELTA and get to hear from the mentees about their experiences in a group conversation setting.	Gamification is taking over almost all sectors and education is not spared. Classroom teachers are all for approaches that actually work. This presentation gives an insight on this new approach to English language teachers in Africa so as to develop a fresh perspective while adding value to the variety of already existing approaches.	The intercultural nature of English as a Lingua Franca must be reflected in the classroom if English teachers aim at fostering better communicative competence among learners. This session will present findings from an online questionnaire for teachers in Tanzania and Kenya and discuss the implications for English language teaching practices.
Facilitators: Harry Kuchah, Amira Salama	Presenter: Rokhaya Ndoeye, Fadel Kane high school, Senegal	Presenter: Jean Antunes, University of Lisbon, Portugal

CONCURRENT 10B

4:50 - 5:20 PM GMT	4:50 - 5:20 PM GMT
Featured, 30 mins	Concurrent, 30 mins
Writing Strategies Using Multiple Approaches in Low Resourced Contexts.	Using Technology to Teach Listening in an EFL classroom
This session aims at equipping teachers in low resource contexts with strategies and techniques that could be used for various ESL/EFL contexts. The session is focusing on activities ranging from the basics of writing to encouraging students in writing activities with enthusiasm in order to build confidence.	Listening is one of the four English language skills that is less practiced in Niger EFL classrooms despite the crucial role it plays in communication. In this presentation, we are going to discuss with English teachers how they can use technology for a listening activity in the English classroom.
Presenter: Mawa Samb, Ecole Superieure Polytechnique, Sénégal	Presenter: Hadizatou Amou, Secondary School of CES/ RD1 DDEN Niamey 5, Niger





WhatsApp Session Schedule

DAY 1 - AUGUST 12

WHATSAPP DAY 1

2:20 - 3:20 PM GMT	3:10 - 4:10 PM GMT	
WhatsApp, 60 mins	WhatsApp, 60 mins	WhatsApp, 60 mins
Reorientating English Club Activities; Seing Beyond Just an Extracurricular Activity	Developing Narrative Writing Through Adventure on Realia in School Environment	Assessing Students' Summary Writing Skills Through WhatsApp: A Grammatical Metaphor Approach
In this presentation, we will share the experiences we have had in moderating an English club in a local school with activities that fostered entrepreneurship and professional orientation. We will show the usefulness of designing contextually appropriate, authentic, realistic, and engaging activities to secondary school English clubs.	The session provides pragmatic imaginations to improve teachers' horizon and motivation in teaching and learning of narrative writing. It gives clear strategies to engage students in collaboration to develop tasks in writing narratives from real life observations in their immediate environment.	The session discusses the use of WhatsApp as a technological tool in developing L2/EFL learners' summary writing skills through Interpersonal Grammatical Metaphor (IGM). IGM is a systemic resource for achieving brevity in summary writing. Then a summary writing activity is chosen and the various steps in delivering the lesson are described.
Presenter: Ekangouo A. Abigail, GHS NKOLNDA	Presenter: Akintola Adebimpe, Teacher Trainer, Nigeria	Presenter: Festus Moses Onipede, Federal Polytechnic, Nigeria

DAY 2 - AUGUST 13

WHATSAPP DAY 2

11:30 - 12:30 AM GMT	2:00 - 3:00 PM GMT	3:40 - 4:40 PM GMT
WhatsApp, 60 mins	WhatsApp, 60 mins	WhatsApp, 60 mins
Rules and Routines in an ELT Classroom	Using WhatsApp to Enhance Speaking in EFL Learners	Assessing the Efficacy of English Clubs in Benin Secondary Schools
Rules and routines could be very helpful in the teaching learning process if established and implemented from the first day of the academic year. This session identifies and shows how some of the rules and routines teachers attempt to implement could be used as to teach language for action.	The session discusses the importance of using WhastsApp as technological tool in developing EFL learners' speaking and listening skills in a large multi-leveled and under resourced classroom context where mobile phones are not allowed in class. Then a speaking activity is chosen and the various steps in delivering the lesson are described.	The motive behind this presentation is to gauge the efficacy of English clubs in the secondary schools of Benin Republic. I will first of all present the advantages of an English club, then explore the strengths and weaknesses of the English clubs in the secondary schools of Benin and finally suggest some practical ideas so as to make these clubs more operational and successful.
Presenters: Mispa Mua Mbi, Teacher and Teacher Trainer CAMELTA	Presenter: Yiviri Rasifatu Tombir, Teacher, CAMELTA	Presenter: Sika Donatien Manté, EFL Teacher Benin, BNTEA

5:30 - 6.30 PM GMT

KEYNOTE SPEECH - DAY 2

Title	Language Teaching in Multilingualism Model: Talking Cultures via Student-Centered Approach
Description	Highlights of finding of a study of a purposeful sampling of the participants in a correlational study will be demonstrated. And a discussion of the generated qualitative data on the perspectives, attitudes, and experiences of the study population will be shared. This sample was used in order to include participants who reflect a broad range of life experiences, socio-economic status, and cultural back-grounds; with special focus on the female's experiences while providing comparison data from male participants.
Presenter	Elham Yahia, St. John's University-School of Education Specialties and Counseling City University of New York- Department of Humanities at New York - Borough of Manhattan Community College.

6.30 - 6.40 PM GMT





Virtual

Africa ELTA

2022 International Annual Conference

12-13 AUGUST 2022

**ELT in Multicultural Africa:
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