



IATEFL RESEARCH SIG

TEACHERS RESEARCH!

Online, 2023

17-18 March, 2023

Featuring poster presentations and Q&A with
teacher-researchers from around the world



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Welcome message

Dear friends and colleagues,

It is my pleasure to welcome you to the 2023 edition of the Teachers Research! Online conference, organized by [IATEFL's Research SIG](#). This year marks the ninth edition of this conference series, which has become a valued platform for promoting teacher research in ELT.

The Teachers Research! conferences are built on the premise that teachers can and should be active agents in generating knowledge about teaching and learning, and that teacher-research is a powerful way of improving classroom practice (See the [book](#) arising from the first, 2014 event entitled 'Teachers Research!'). The [last conference](#) was held online within the scope of the [International Festival of Teacher-research in ELT 2021](#). This year's conference continues in this spirit, bringing together educators from around the world to share their experiences and insights.

As with the last conference, we will be using an online format to make this event accessible to as many teachers as possible. Teachers Research! is focused on giving teachers a central role — the conferences prioritize teacher participation and view them as active contributors to knowledge construction rather than just passive recipients of expert knowledge. They achieve this through interactive sessions where presenters give brief poster presentations of studies, followed by ample discussion time for feedback and idea-sharing. The aim is to encourage teachers to communicate their own ideas and to freely give and receive feedback.

This year the conference includes a wide range of topics and perspectives. Throughout the conference, we will be featuring a diverse range of sessions, including presentations, posters, interaction in breakout rooms and roundtable discussions. We encourage you to engage with the presenters and other participants through our break-out rooms and other online platforms, and to share your own experiences and insights.

We would like to extend our sincere thanks to the committed teacher educators who have mentored presenters and contributed to the success of this conference. The conference presenters have received guidance from these mentors whose names are emphasized in the program. These educators have been actively involved in [a support group](#) that met on a monthly basis from May to November to encourage conference participation. We would also like to express our gratitude to the A.S. Hornby Educational Trust's Decentring ELT initiative for their support of this year's event.

We hope that this year's conference will inspire you to continue exploring the potential of teacher-research, and to develop innovative and sustainable practices that can make a positive difference in your classrooms and beyond. Thank you for joining us, and we look forward to your active participation!

Best regards,

Asli Lidice Gokturk Saglam

Conference Chair

Conference programme quick overview

Friday 17th March

9:45-10:00	Plenary Session: Welcome		
Time (GMT)	Room 1	Room 2	Room 3
Session 1 10:10-11:30	Teachers from India mentored by Ravinarayan Chakrakodi (5)	Teachers from Pakistan mentored by Fauzia Shamim and Richard Smith (5)	Teachers from Bangladesh mentored by Sayeedur Rahman and Mian Md. Naushaad Kabir (2) Teachers from Argentina mentored by Ruben Mazzei (2)
Session 2 11:40-13:00	Teachers from Turkey mentored by Seden Eraldemir Tuyan (4) A teacher from Cote d'Ivoire mentored by Amira Salama (1)	Teachers from Pakistan mentored by Fauzia Shamim and Richard Smith (2) Teachers from China mentored by Zening Yang (2) A teacher from China mentored by Meifang Zhuo (1)	Teachers from India mentored by Manjusha Shamrao Sagrokikar (5)
13:10 – 13:50	Plenary Round table: Mentors Share Their Experiences of Facilitating Teacher-research Chair: Ernesto Vargas Gil		
Session 3 14:00 – 15:20	Teachers from Iraq mentored by Mayamin Altae (3) Teachers from Thailand mentored by Vanita Chopra (3)		

Saturday 18th March

Times (GMT)	Room 1	Room 2	Room 3
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Session 1 10:10-11:30	Teachers from India mentored by Ekta Goel and Rama Mathew (India) (5)	Teachers from China mentored by Meifang Zhuo (5)	Teachers from Thailand mentored by Vanita Chopra (3) A teacher from Iraq mentored by Ana García Stone and Mariana Serra (1)
Session 2 11:40-13:00	Teachers from Nepal mentored by Janak Singh Negi (4)	Teachers from Israel mentored by Nahla Nassar (5)	Teachers from Bangladesh mentored by Tasnima Aktar and Hamidul Haque (4) Teachers from Argentina mentored by Mariana Serra (2)
13:10 – 13:50	Plenary Round Table: Teachers Reflect! Chair: Asli Saglam		
Session 3 14:00 – 15:20	Teachers from Thailand mentored by Gyanu Dahal (4) A teacher from Cameroon mentored by Harry Kuchah (1)	Teachers from Cameroon mentored by Eric Ekembe (7)	
15:30 – 16:00	Plenary Session: Final Reflections and Round-up		

How to participate in conference sessions

We will begin with the Plenary Welcome Session at 9.45am GMT on Friday. Following the Welcome Session, there will be the first session of presentations from teacher-researchers. You can choose one of three different parallel sessions, in Room 1, Room 2 or Room

3. You can find the link for the Zoom session you choose below. We suggest you don't move between the different rooms but stay in the same room for the entire 80-minute session – this will give you a more in-depth experience of the event.

There will be a main plenary room and three concurrent session rooms. **Registration closes on 15 March 2023** with joining instructions being sent via email to all registered participants on the 16th March.

Here is the registration link: <https://www.iatefl.org/events/431>

- If you do not receive the email, please check your spam folder before contacting sig@iatefl.org

Each parallel session features presentations by a group of teacher-researchers supported by a particular mentor (or sometimes two or three different mentors) – the mentor(s) named in the programme.

Each of these presentation sessions (there are three each on both Day 1 and Day 2) will last for 80 minutes. These 80 minutes are structured as follows:

1) **Presentations [up to 25 minutes total]:** Five or six teachers will each give a brief introduction to their research for 3–4 minutes each, referring to a poster; each one has a link in the programme below. Just click on the title of the presentation to view the poster.

2) **Interaction in breakout rooms [30–40 minutes total]**: You will be given a choice of breakout rooms to go to, in order to ask questions to / share reflections with the presenters you have just heard. You can choose which room you go to freely, and you can leave a room to go to talk to another presenter at any time. Please don't expect to be given another presentation – you can and should ask questions or make comments so that this is an interactive encounter, viewing the poster by clicking on the title of the presentation in this programme.

This interaction is at the heart of the conference. We would like to suggest the following to make your participation interactive:

- Ask questions to presenters like “*What was your motivation for focusing on this topic?*”, “*What did you learn most?*”, “*What would you do differently if you did this again?*”?
- Mute your microphone when not speaking; however, open your camera to make interaction more friendly
- Don't expect the presenter to share their screen during this interactive part. You should look at the poster and various things connected with speakers' research by clicking on the presentation title in this programme (below)
- The moderator will usually be in the main room – you can come back there and the moderator can tell you how to navigate / can help you move to a particular room if you need help

Here is some extra information for you if you are worried about [how to navigate into and between break-out rooms](#). It may seem complicated at first but we are sure you will get used to it quite quickly and hope you will enjoy the interactions with teacher-researcher presenters.

3) **Wrap-up, all together again [15 minutes]**. Finally, the chair of the session will invite presenters and participants to share what they have learned from the interaction.

Each parallel session will be structured as above. There will also be two or three plenary sessions when everybody can come together – two in the middle of the day on Days 1 and 2, and one to round off the conference overall, at the end of Day 2. In these we are putting mentors and teachers at centre stage, rather than inviting external experts, in order to reflect the overall participant-centred ethos of the conference.

Each parallel session will be structured as above. There will also be two or three plenary sessions when everybody can come together – two in the middle of the day on Days 1 and 2, and one to round off the conference overall, at the end of Day 2. In these we are putting mentors and teachers at centre stage, rather than inviting external experts, in order to reflect the overall participant-centred ethos of the conference.

Finally, here are some ...

[Special instructions for mentors](#)

[Special instructions for presenters](#)

All presenters will receive a certificate automatically. Other participants will need to apply for one using a link which will be provided by Session chairs at the end of each session. Certificates will be sent to delegates and presenters during the week beginning 20 March.

Conference session details

Day 1 – Friday 17th March

Plenary Session: Welcome (9:45-10:00 GMT)

Session 1. 10:10-11:30 (GMT)

Room 1

Mentor: Ravinarayan Chakrakodi (India)

Strategies Adopted to Develop Reading Comprehension: Creating and Recreating texts

**Waheeda Bano, Assistant Mistress
Government Higher Primary school,
Shindabhoganahally, Kanivekoppalu,
Pandavapura Taluk, Mandya, India**

Comprehension is an indispensable part of Reading. Comprehension cannot be separated from Reading. They both go hand-in-hand. Children in Govt schools have long been accustomed to reading with very little or no comprehension. In this context, this exploratory classroom-based research intervenes to find out the probable causes of this problem and adopts a new teaching strategy where creating and recreating texts through innovative activities can help develop reading comprehension.

[URL of the poster](#)

Why do Students Copy English Homework from Others?

**Pavithra S, English Teacher
GHS Dinka Pandavapura taluk, Mandya
district, India**

Room 2

Mentors: Fauzia Shamim (Pakistan) and
Richard Smith (UK)
Mentoring teachers from Pakistan

Exploring the Role of Language of Instruction in Mathematics Education

**Muhammad Umair Khan, Senior Lecturer,
Government Elementary College of Education
(GECE), Hussainabad, Karachi, Pakistan**

This research investigates the use of English vis-à-vis Urdu in the teaching of mathematics to final-year students of a four-year B.Ed. program. It employs data collection techniques such as audio-recordings, questionnaires, and interviews to understand the language practices and perceptions of both the instructor and the students.

[URL of the poster.](#)

Using Exploratory Action Research to Develop Student Teachers' Integrated Language Skills Lesson Planning and Delivery

Room 3

Mentors: Sayeedur Rahman and Mian Md.
Naushaad Kabir (Bangladesh)

Improving Learner Motivation Through Activities in an English Literature Class: An Action Research Project

**Maria Mollah, Lecturer, Department of English
Studies, State University of Bangladesh**

This action research study aimed to improve learner motivation through classroom activities in an English literature course. The objectives of this research were to examine to what extent activity-based English Literature classes (in addition to lectures) improved learner motivation at the tertiary level and identify some of the challenges that learners face in an activity-based classroom. Compared to English Language courses, Literature courses tend to be more conventional, with a focus on lectures as opposed to classroom activities. Using the collected qualitative and quantitative data, the researcher found that implementing classroom activities when teaching English Literature will improve learner motivation and increase student engagement, and learners found it preferable to lecture-based classes. It also showed that a higher degree of learner autonomy is required in the classroom to enhance learner motivation. It is hoped that this action research can help other teachers/practitioners create more engaging and meaningful learning experiences for learners.

[URL of the poster](#)

Increasing Classroom Interaction through Collaborative Activities

**Nushrat Ara, Lecturer
Department of English Studies
State University of Bangladesh.**

Homework has been an important issue for primary and secondary schools for more than a decade. The purpose of this action research is to explore innovative strategies to make students complete their homework without copying from others. This action research is conducted by involving twenty students of grade 9 (age group of 13-14) who are encouraged to develop their writing skills and complete their homework without copying from other students. This research study presents the rationale for exploratory research, methodology used in the study, the homework writing strategies used in the action plan and concludes with the major findings, what the researcher learnt from the study and the challenges faced.

[URL of the poster](#)

Developing the Reading Skills of Primary Level students through Team Teaching

Mrs R Mythili, Senior Lecturer

Nighat Shaheen, Senior Lecturer, Government Elementary College of Education (GECE), Hussainabad, Karachi, Pakistan

This Exploratory Action Research study explored student teachers' problems with developing integrated language skills lesson plans in their Urdu pedagogy course at a Teacher Education College in Karachi, Pakistan. The study was conducted in two cycles, with the action focusing on enhancing (a) students' conceptual understanding and (b) practical skills of developing and delivering integrated skills lesson plans. Student teachers' enhanced conceptual understanding was evident in their responses to a post-intervention survey.

[URL of the poster](#)

Teaching How to Teach Controversial Issues to Student Teachers in a Social Studies Course

Zenab Moiz, Senior Lecturer

It is observed that some students are reluctant to participate with one classmate or a particular group of classmates and the teachers play a significant role in engaging these students in classroom activities. From that observation, this study highlights the impact of collaborative classroom activities on the student-student and teacher-student interaction. Utilising a qualitative method, this paper has found that teachers' intervention during collaborative activities, to a great extent, contributes to improving the interaction between teachers and students, and also among the students themselves. This study has also found that collaborative activities, especially those that require body movement and problem solving during the activities grow more interaction than mere group presentations. The study also reveals that the interest of the students in knowledge sharing and peer feedback are some key reasons behind collaborative activities improving their interaction. This study is further expected to help language teachers and practitioners plan different collaborative activities for building an interactive classroom.

[URL of the poster](#)

Mentor: Ruben Mazzei (Argentina)

**District Institute of Educational Training
(DIET), Perundurai, Erode district,
Tamilnadu, India**

The objectives of the study are to identify the teaching reading practices of the teachers at primary level, and to develop reading skills of students at primary level by adopting appropriate reading strategies through a team teaching method. From the results of the study, it is interpreted that the teachers can strengthen students' English reading by adopting a variety of methods and techniques such as Phonic method, Peer assisted learning strategies, Scaffolding or Guided reading and Voluntary and recreational reading using appropriate TLM through multiple modalities rather than using only the textbook as a resource of teaching reading. It is also inferred that team teaching promotes student interest in reading English because of the scope of learning from the team of teachers

[URL of the poster](#)

**Government Elementary College of Education
(GECE), Hussainabad, Karachi, Pakistan**

Exploratory action research was conducted to study student teachers' perceptions about teaching controversial issues. Almost all the student teachers resisted at first and believed that these should not be discussed in class. I then gathered feedback as I conducted a model class and engage student-teachers in researching an issue and both planning and leading discussion of the issue in a microteaching situation. Student's reflections at the end of the two Action Research cycles revealed a change in student teachers' perceptions about teaching of controversial issues in their classroom. They felt more confident and well-equipped to handle 'sensitive' issues without hurting students' cultural, social or religious beliefs.

[URL of the poster](#)

**The Impact of Divergent Definitions
of Language on an ESP Course at
University**

**Agostina Spinella Trapani, Professor
David Rossell, Professor
School of Psychology, University de
Buenos Aires, Argentina**

In our research we explored the relationship between students' representations of English and English learning in an ESAP course at the University of Buenos Aires and their possible implications for the performance in this course framed within SFL. We will share some strategies we devised to anticipate and deal with students' linguistic difficulties more accurately and some preliminary findings of the implementation.

[URL of the poster](#)

**Multimodal Strategies for my Students
to Stay Motivated**

Chandrakala B M

**How to Develop Curiosity and Wonder in
Student Teachers About the Natural
World?**

Sayyeda Numrah Bokhari

**Transfer of Students' Reading
Strategies to the Listening of Academic
Spoken Genres in a University EASP
Course**

**Assistant Teacher in English, Bengaluru,
India**

The purpose of this study is to determine the effect of using multimodal strategies that include visuals, auditory, reading, writing and kinesthetic learning to motivate students of class IX studying in a vernacular medium of a government school. Initial observations and data suggest students' disinterest towards and passive response to classroom activities. But positive changes were observed when implementing various techniques to motivate them. When students were exposed to simple songs in English, riddles, stories, conversations, language games, etc., gradually they started receiving information and responding to activities. They sang, performed role plays, read, narrated and enjoyed learning by doing. This showed student's active participation in the classroom.

[URL of the poster](#)

**Why Don't My Students Read English
with Proper Pronunciation?**

**Parashuram Bavi, Assistant Teacher
GHPS, Halebandi, Harlapur, Koppal, India**

**Science Curriculum Consultant, Government
Elementary College of Education (GECE),
Hussainabad, Karachi, Pakistan**

Children have lots of questions about the world around them but as they grow older, they stop asking questions and finding answers to their wonders. Questioning being a significant skill in science, I worked with student teachers to revive their curiosity about the natural world.

[URL of the poster](#)

**Enhancing Engagement of 'Passive'
Students in a Teacher Education Course**

**Afaq Ahmed, Lecturer
Government Elementary College of Education
(GECE), Hussainabad, Karachi, Pakistan**

**Patricia Insirillo, Professor
Cynthia Quinteros, School of Psychology,
University de Buenos Aires, Argentina**

We explored the possibility of transferring reading strategies to the development of listening skills applied to authentic academic aural texts. In this presentation, we will share our preliminary findings on the transfer between mutual skills -in reading and listening- as students become aware of the importance / usefulness of certain strategies in both skills.

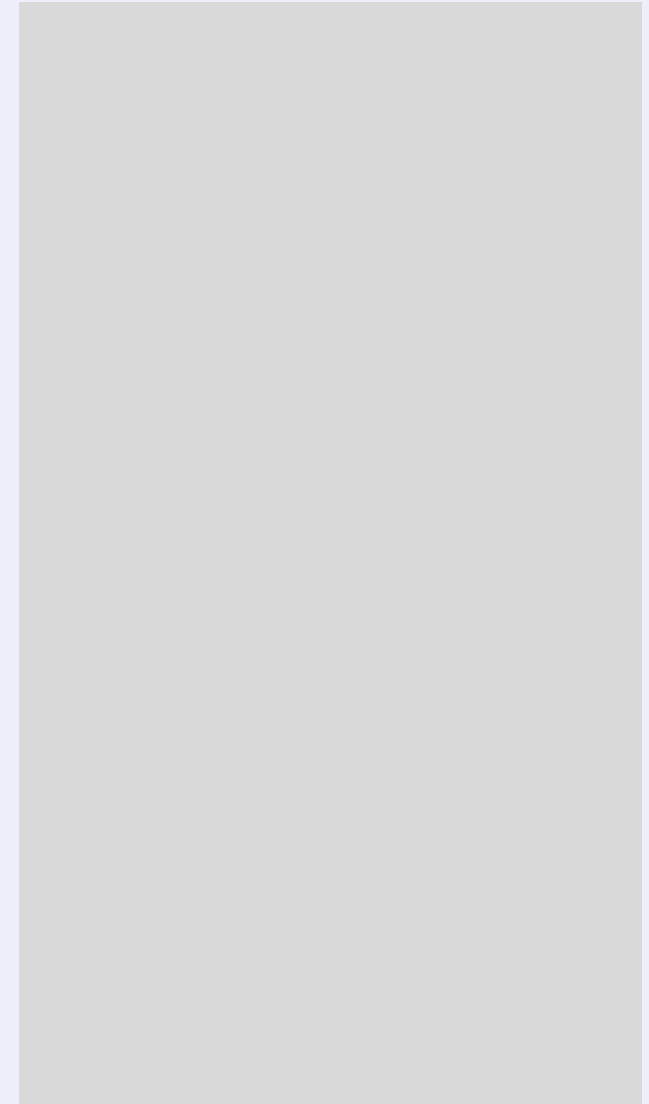
[URL of the poster](#)

The purpose of this experiment was to improve the English pronunciation of my students. Reading English with proper pronunciation is very important because we are going to learn English as a second language (target language) that is why we need to pronounce English properly. I taught my children through alphabetical words, short vowel sounding words, long vowel sounding words, consonant blends, digraphs, silent letters words, words with vowel + r letters, etc. My research findings indicate that students learn the correct pronunciation of words and it directly impacts on their reading style. We can switch our students to a better reading style.

[URL of the poster](#)

The teaching of a research methods course to a cohort divided into two sections revealed vastly different behaviours among the students, as confirmed by student data such as their attendance record and grades. Section-B was active and responsive, while Section-A seemed passive and unresponsive, with more absentees and diversified learning levels. Tailored images, videos and questioning embedded in lessons resulted in developing greater interest among students according to student feedback.

[URL of the poster](#)



Session 2. 11:40-13:00 (GMT)

Room 1

Room 2

Room 3

Mentor: Seden Eraldemir Tuyan (Turkey)

Making Your Paths Straight through KARDS Model: An Action Research Project on English Language Teacher Education

Zekeriya DURMAZ

**EFL Instructor, Hasan Kalyoncu University
PhD student in ELT, ÇağUniversity, Turkey**

Modern teacher education programmes are vital for training the well-equipped prospective teachers. My first-person action research as a lecturer and assistant-manager at Hasan Kalyoncu University aims to dig into my understanding of pedagogic formation education process in the practicum and its reflection on my professional transformation throughout in-service practice of English language teaching. This action research adopted the KARDS Model (Kumaravadivelu, 2012) through applying exploratory projects.

[URL of the poster](#)

Empowering Teachers and Students Through The KARDS Model Action Research

Mentors: Fauzia Shamim (Pakistan) and
Richard Smith (UK)
Mentoring teachers from Pakistan

Enhancing Integration of Language Skills in Teaching English

**Ahmereen Rasheed & Aisha Ahmed, Lecturers,
Government Elementary College of Education
(GECE), Hussainabad, Karachi, Pakistan**

This research investigates the challenges faced by student-teachers in designing integrated skills lesson plans for teaching of English language to primary grade levels. It employs data collection techniques such as focused group discussion, student written reflections and observations of microteaching to understand the challenges and to provide interventions to address them.

[URL of the poster](#)

Students Reading Academic Texts: Challenges and Successes

Mentor: Manjusha Shamrao Sagrolikar
(India)

How Can I Use Knowledge of Sounds of Regional/Vernacular Language to Facilitate Learning of English Language Focussing on Similarities and Differences and Mastering Differences in Sounds?

**Sandip Ranjanrao Jadhav, Assistant
teacher, ZPPS Gangapur, Jahangir, India**

While learning English, language students/adult learners face problems uttering 44 sounds of English. There are familiar and unfamiliar sounds which need to be mastered. How can I enable learners to differentiate and master unfamiliar sounds and exploit knowledge of familiar sounds while learning English?

[URL of the poster](#)

How I Motivated My Students to Speak in English

Prof. Shweta Arun Patil,

**Tuğçe BİLGİ, PhD student, Çağ University,
Turkey**

This study is an attempt to empower teachers and students using the KARDS model (Kumaravadivelu, 2012) to raise critical agents who take transformative actions rather than being mere theory appliers. Designed as first-person action research, the study gives emphasis to the importance of having a shared endeavour and joint authority between students and teachers.

[URL of the poster](#)

**A First-person Action Research:
Unearthing the Quality of a Tertiary**

**Javeriya Ahmed Hussain, Lecturer & Saira
Mahmood, Instructional Lead, Academic
Writing Center, GECE, Hussainabad, Karachi,
Pakistan**

This research investigates the challenges faced by undergraduate students at GECE in the reading of English-language academic texts assigned as homework, through a questionnaire for students and a focus group discussion with teachers. The research forms a basis for going on to introduce some reading strategies to help students overcome the challenges, and to study their effectiveness.

[URL of the poster](#)

Mentor: Zening Yang (China)

**Government Ashram School and Junior
college, KalamDevi Dahanu District
Palghar, India**

My students belong to the Tribal region and reside in remote areas. The school is residential and they don't get enough exposure to language. They are shy, less confident to communicate even in their own language. It was a challenge to motivate them to speak in English. So I thought of conducting classroom based action research. I thought of ways to overcome the barriers in speaking English so I planned some informal situations related to their surroundings and introduced various activities which provided opportunities to communicate in English.

[URL of the poster](#)

**How Can I Use Blended Teaching
for Teaching English Grammar to**

Language Teaching Curriculum through KARDS Model

Ceyda ÖRÜK
EFL Instructor, Adana Alparslan Türkeş
Science and Technology University
PhD candidate in ELT, Çağ University,
Turkey

In the 21st-century language teaching and learning necessitates the implementation of an effective glocalized language teaching curriculum. This study aims at digging into the compatibility of a language teaching program with global perspectives and identifies substantial factors that inhibit its implementation through applying exploratory projects of the KARDS Model (Kumaravadivelu, 2012).

[URL of the poster](#)

How Can I Boost Students' Confidence in Continuation Writing (CW)?

Ziyan Zhang
Secondary School English Teacher
Suzhou Industrial Park Xinghai Experimental
Middle School, China

Most of my students consider continuing writing (CW) as a big obstacle. Through classroom observation, reflective writing by students and myself, and online information gathering, I developed my knowledge framework of CW, and had a better understanding of my students' difficulties. Actions were developed accordingly to boost students' confidence in CW.

[URL of the poster](#)

Rural Area Students After Pandemic Situation?

**Yogita Chandrakant Patil, Assistant
teacher,
Late D. G. Naik Vidyalaya Badlapur,
Thane, India**

Blended Learning is a very useful resource for teaching. Though during pandemic situations students became accustomed to online learning, 100% online learning or 100% offline learning is not effective, so the researcher did action research with her learners using blended teaching learning for English Grammar of 8th A grade students.

[URL of the poster](#)

A Critical Look at the Educational Context of a State University in Turkiye Using Kumaravadivelu's Language Teacher Education Modular Model (KARDS)

**Ecem Eker Uka, EFL Instructor, Tarsus University
PhD candidate in ELT, Çağ University, Turkey**

The field of English language teaching and learning is changing continuously. In this ever changing process, many different situations emerge expectedly or unexpectedly in a language teaching context. In order to see the whole picture, language teachers should be able to know, analyse, recognize, do and see things in their educational contexts when it is necessary. The purpose of this study was to identify the situations in the light of Kumaravadivelu's (2012) KARDS (knowing, analysing, recognizing, doing and seeing) model and develop possible solutions and suggestions in an educational context of a state university in Turkiye.

[URL of the poster](#)

How Can I Better Support my Students' Vocabulary Learning?

**Liu Xu
College English teacher
The Hunan University of Medicine, China**

Most of my students don't seem to actively participate in vocabulary learning in class and lack the motivation to continue vocabulary learning after class. Through casual conversation with other teachers, focus group interviews, and questionnaires from students. I explored and chose the suitable vocabulary learning methods to support my students.

[URL of the poster](#)

How Can I Use Collaborative Learning for Improving the English Writing Skills of 9th Grade Students?

**Rajalaxmi Vaibhav Kulkarni,
Bhauasaheb Firodiya High school,
Ahmednagar, India**

The purpose of the study is to examine the impact of collaborative writing on the achievement and fluency in writing skills among students of 8th standard. A quantitative method was applied by using pre- and post- tests to measure the improvement of students. The participants were 40 students of Bhauasaheb Firodia High school, Ahmednagar, Maharashtra .The participants were divided into two groups with 20 students . A group was of 20 students and 20 students for an experimental group to find out the achievement of students and the differences between those producing written texts individually and others working in pairs. A semi-structured questionnaire was also administered to measure students' attitude towards using collaborative writing in practising writing English texts.

The findings reveal that the experimental group members' achievement in writing has been found to be better than that of the A group students on the writing composition post test.

The findings of the collaborative writing questionnaire showed that the experimental group students had positive attitudes towards the collaborative writing approach .

The study concluded that the collaborative partner writing has several positive implications for writing ,for fluency and in organisations also.

[URL of the poster](#)

Mentor: Amira Salama (Egypt)
Mentoring a teacher from Côte D'Ivoire

Why Do Students Not Perform Well in English Exams?

Yao Emile Symphor
English teacher
Champagnat Bouake School, Côte d'Ivoire

For many years, I have noted in my school that many grade 8 and 9 students do not perform well in English written exams. Therefore I decided to research the causes in order to improve their scores.

[URL of the poster](#)

Mentor: Meifang Zhuo (China)

My Exploratory Practice : Understanding Students' Puzzles in Reading Comprehension

Jasmine Wei
A Senior Teacher from Xiamen Haicang
Experimental High School
Fujian, China

With the guidance of EP principles, I investigated the difficulties my EFL students are having in reading comprehension. Using normal pedagogical activities and working on the puzzles collaboratively led both my students and me to a mutual understanding of it in depth, which is critically helpful for students' improvements in reading comprehension and my professional development.

[URL of the poster](#)

How Can I Develop Reading skills in Class 7th?

Hemalta Trimbakrao Salunkhe Shri
Chhatrapati Shivaji Secondary School,
Deolali Pravara, Tal-Rahuri, India

After the pandemic period, some 7th standard students lagged behind in reading. They could not even read easy short words. They were facing difficulties in the pronunciation of familiar words too. I interviewed these students and discussed with their parents and her colleagues about this situation. EMAR has provided techniques to solve this problem scientifically via Action Research.

[URL of the poster](#)

Plenary Round Table (13:10-13:50 GMT)

Mentors Share Their Experiences of Facilitating Teacher-research

Chair: Ernesto Vargas Gil

Session 3. 14:00-15:20 (GMT)

Room 1

Mentor: Mayamin Altae (Qatar)
Mentoring teachers from Iraq

Why is Group Work Important in Teaching

**Nawar Faxdhil, Thabit Al-Dawoody
School Safad Primary School for Boys, Hilla,
Iraq**

The concept of teamwork is new in Iraq, especially in my school. I have been trying this out this in my class and found it the best solution for students to work together.

[URL of the poster](#)

Speaking is a challenge in ESL classes in Iraq

**Haider Katham. Al Tahreer Intermediate
School for Boys, Baghdad, Iraq**

Speaking is a challenge for the ESL learners in Iraq. My class are 14 year old boys. They are in Year 9 at Al Tahreer Intermediate School for Boys. They are not from wealthy families. All of them want to continue their education to get good jobs and part of the job is they need to speak English.

[URL of the poster](#)

Motivating Boys to Learn English

**Younis Mawih Abdullah, Al Mosul
Intermediate School for Boys, Mosul, Iraq**

Motivating boys to learn English is hard in my class after 2003. MoE giving students marks and having private teachers at home students come to class not wanting to learn. Here is what I did to I try to motivate my students to learn.

[URL of the poster](#)

Mentor: Vanita Chopra (India)
Mentoring teachers from Thailand

How to Improve My Students' New Vocabulary Retention?

**Jessie James Ramirez Dagunan,
English Teacher,
Mathayom Taksin Rayong School, Thailand**

The new language vocabulary retention plays a vital role in text and non-text comprehension. The aim of this research was to improve the students' new language vocabulary retention. The students need an enormous vocabulary bank to converse, listen, read and write. Students need long term memory in terms

of vocabulary acquisition and retention. The activities like describing vocabulary using pictures and real objects and approaches like “show and tell and 60 seconds talk about the picture contribute towards students’ lifelong learning and rich learning experience. I taught the new language vocabulary to my students using visual aids such as realia, images, and video clips following the question: How do I teach new vocabulary language? This brought enormous change to the student’s vocabulary retention which was visible in the classroom during and after teaching and discussion. My research findings indicate that students learn and retain the new language vocabulary after implementing the action plan during pre and post-teaching activities. We can help the students’ vocabulary retention by using pictures, video clips and, realia for better English language retention and application in general.

[URL of the poster](#)

How to Enhance Students’ Comprehension Skills?

**Nattanan Lengluan, English Teacher
Saparachinee Trang School, Thailand**

This study aims to enhance students’ reading comprehension ability which is mainly focused on promoting students’ ability in identifying key information of the reading texts which resulted in effectiveness of text summarization. During the study, pre-while-post reading was intensively applied to ensure students clearly understood how to engage in each reading process. SIP was instructed during the pre-reading stage in which students were encouraged to set the purpose for reading, integrate with their prior knowledge and predict main concepts of the selection. In addition, My Keywords games were used to help

students identify important words and information during and annotating key concepts of the reading text. After reading, students were enabled to summarise key information of the selection using their keywords and graphic organisers from the while reading process. The results of this study show that after applying the model, there is a significant difference in students' reading comprehension ability. Students were able to comprehend key information and summarise it effectively. Additionally, students' respondents' response at the end of the study showed that the learning models used strengthened their reading strategies as well as enhanced their reading comprehension ability.

[URL of the poster](#)

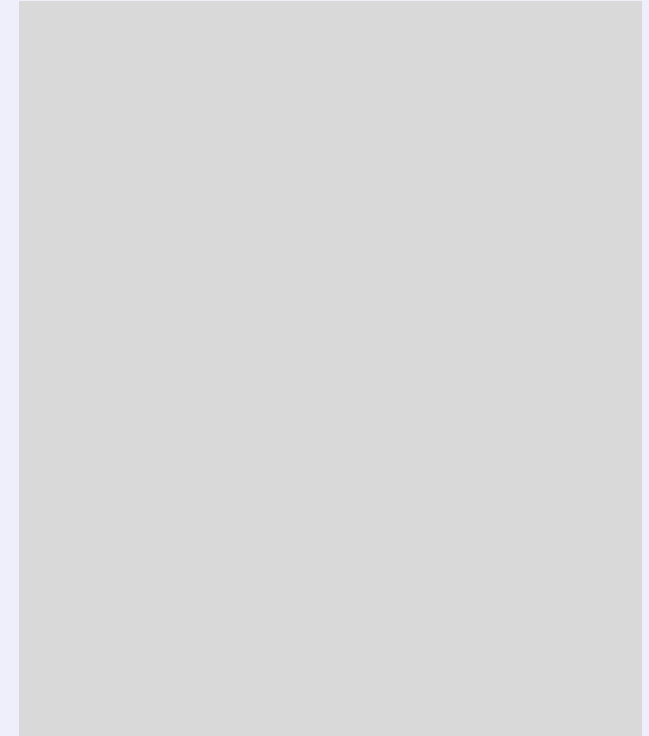
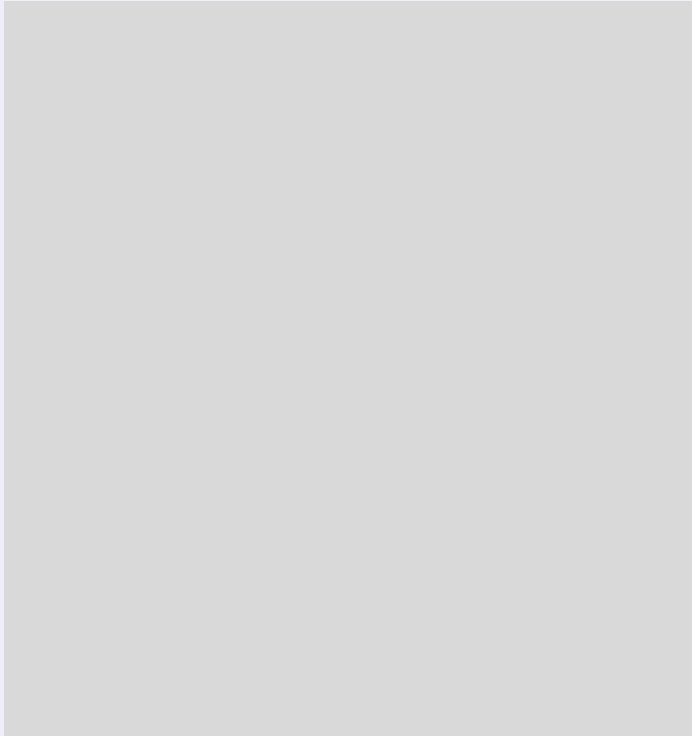
How to Increase Students' Pronunciation Skills?

**Pheerapol Muprasert, English Teacher
Wat Pho-Jae (Maliratbumrung School),
Thailand**

This exploratory action research was designed to help my students in bettering their English pronunciation. Since my students have difficulty pronouncing English sounds accurately, due to the barriers of their mother tongue and the complex spelling system of English. Reading English with proper pronunciation is essential because English is taught as the second language where proper pronunciation is required to speak with those who are not native speakers. Initial and final consonants, short and long monophthong vowels, diphthong vowels, clusters and blended sounds are all examples of English pronunciation

teaching platforms. The students were taught how to pronounce English alphabets correctly for sound blending, among other things. According to the results of the alphabets' pronunciation worksheets designed, they were recorded in reflective journals and through peer observation. The experiment was conducted by using flash cards and minimal pair platforms which could make students be able to differentiate and recognise each sound of English alphabet. 66.67% of the students could identify the sounds of the alphabets and 66.67% could pronounce the jumbled alphabets on the written whiteboard loudly and accurately. They are able to recognize and pronounce English sounds more accurately when using the focus group data collection methods, so the students were quite satisfied and ready to improve themselves by 93.34%.

[URL of the poster](#)



Day 2 – Saturday 18th March

Session 1. 10:10-11:30 (GMT)

Room 1

Mentor: Ekta Goel and Rama Mathew (India)

Assessment Can be Fun Too: A Study to Identify Effective Assessment Techniques

Manisha Pavi

TGT Maths, SKV Adarsh Nagar, Department of Education, Delhi

My study seeks to understand the reason why students avoid assessments. I tried to introduce cooperative learning techniques to assess the students' understanding of concepts. I made an attempt to create a conducive classroom environment for group assessment where each student gets feedback.

[URL of the poster](#)

Room 2

Mentor: Meifang Zhuo (China)

My Exploratory Practice: Students' Creative Learning and Speaking with Web 2.0

Hongyan Tang

Senior teacher at Jinjiang Yuying Middle School, Fujian, China

This study introduces an innovation in a high school in China, prompted by a teacher's puzzle regarding students' English speaking difficulties, developed by the principles of EP with Web 2.0, to boost students' confidence in speaking English, ultimately contributing to mutual development and a better classroom life.

[URL of the poster](#)

Room 3

Mentor: Vanita Chopra (India)
Mentoring teachers from Thailand

How to Enhance My Student's Writing Skills?

**Menada Juiboonmee, English Teacher
Mathayomwatsing School**

The purpose of this finding was to improve my students' writing skills. Writing English is the most important skill to expose an English grammar competency to communicate effectively because communication competency requires written communication skills. Besides, English is an international language which Thai students learn as a second language. Thus, the students were taught to trigger their competency to write correctly through the process writing approach having 1. Pre-writing stage 2. Draft stage 3. Revision and editing stage and 4. Final draft and sharing stage. My result found that the

A Study of the Need and Ways of Improving Map Skills in Students of Grade 8

Kirti Lamba
TGT Social Sciences, SKV Adarsh Nagar,
Department of Education, Delhi

My research seeks to understand the reason why maps are not taken seriously in Social Sciences by Grade 8 students. Map-reading, analysis, interpretation and sketching skills are crucial not only from the examination point of view, but have major utility in real lives too. My work tries to identify some effective ways of integrating map practice in teaching-learning to develop interest of students in maps. I explored the issue through self-reflection and discussion with colleagues and students. Practice of map activities that relate to daily lives and immediate environment of students were given. I took my study into the parallel world of digital maps, using technology as a tool to transact map skills. I tried to decode the connections between map activities and the interest level of students. The findings provide valuable insights about how students could be made to understand maps, rather than memorize them.

[URL of the poster](#)

My Exploratory Practice in Understanding Students' Difficulties with Reading Comprehension

Ling Li
Senior high English teacher, Rongcheng Middle
School of Fuqian, Fujian, China

In my Exploratory Practice, I try to find out what factors lead to students' obstacles in reading comprehension both during reading classes and exams so as to better understand students' situations, which will help me improve my teaching practice more precisely - this is good for both teachers and students and eventually enhances quality of life in classroom as EP principles advocate.

[URL of the poster](#)

students; 1. are able to write confidently by using vocabularies learned in the class, 2. are motivated to write better during peer checking, 3. peer support and teacher ' s feedback make students feel confident to share their work, and 4. all students express themselves without hesitation.

[URL of the poster](#)

A Study of Students' Difficulties in Learning Vocabulary in Reading and Writing English Subject

Kanchanokchon Woodeson
English Teacher
Ammartpanichnukul School

Vocabulary is an important language element for second language (ESL) or foreign language (EFL) learners because it supports the four skills of speaking, listening, reading, and writing. Vocabulary appears to be undervalued in Asian countries especially in Thailand. Vocabulary instruction is largely incidental in several classrooms. This study was created to support the learners' solving their problems in learning vocabulary and to help lessen their time for understanding the meaning of the difficult words. To raise the problem , I used the tools; "Focus Group Interview" and realized that the learners needed to improve their vocabulary learning skills. I instructed them how to learn vocabulary from the context clues, matching the pictures with the words, composing the songs using the words and making many sentences by using the vocabulary. To improve my teaching I used the tool " Peer Observation" . I asked my buddy teacher to observe my class and then I did the reflective Journal. My research results show

Why are My Students so Passive in My Sanskrit Classes?

Vivek Maheshwari
TGT Sanskrit

Sarvodaya Vidyalaya No.1 Morigate, Delhi-06

I was concerned about my students' passive behaviour in my Sanskrit classes. I tried to find out the root causes of this problem by adopting different assessment methods so I could make it an active class. I adopted various innovative methods to make the class interesting. We will discuss the details.

[URL of the poster](#)

My Exploratory Practice on Teaching Vocabulary

Mengxi Hu

Longyan No.1 Middle School(Jinshan) Fujian, China

Why can't students recognize the words tested but already taught in class? Does it suggest teaching words is meaningless? This is where I began my Exploratory Practice. Through questionnaire analysis, classroom observation and interviews with students, I adjusted teaching and harvested better relationships with students as well as productive and merry classroom life quality.

[URL of the poster](#)

that the study is successful. The learners are able to understand the difficult vocabulary without using the dictionary and to write the sentences correctly.

[URL of the poster](#)

What Strategies can I Implement in my Lesson to Improve my Students' Confidence to Speak in the Target Language?

Bhunnarak Bhurampawe, English Teacher
Kuthong Phittayalai School

The purpose of this exploratory action research was to improve my students' confidence to speak in the target language. Several students lack confidence in speaking, worry about vocabulary and grammar together with anxiety about their pronunciation. The strategy was divided into three stages to enhance the students' confidence. In the pre-speaking stage, the students were taught through brainstorming, then group work and guided speaking tasks were implemented in the speaking stage also sharing the key findings for the post-speaking stage. The data was collected by observation and focus group interview. The research found that their anxiety was reduced through peer support, vocabulary was increased through brainstorming and guided speaking tasks, and their confidence was increased through familiar topics and more practice.

[URL of the poster](#)

Effective Use of Authentic Materials in the Primary Classroom

Sulbha

Assistant Primary Teacher

S K V, J.J. Colony, Wazirpur, Delhi

This research study seeks to investigate the effectiveness of authentic materials in a conducive teaching-learning environment. Thirty students from the lower socio-economic background of Class 4 participated in the study. It also makes an attempt to find a connection between learning and their real-life experiences using authentic materials.

[URL of the poster](#)

My Exploratory Practice: Improve Students' Critical Thinking in Practical Writing

Chao Guo

First Grade teacher at Nanping No.1 Middle School, Fujian, China

With the method of Exploratory Practice (EP) applied in class, I explored the factors hindering students in their efforts to come up with critical ideas in writing. After the EP practice, the effective corresponding solutions were suggested by the students in regard to coping with the factors hindering their critical thinking in writing.

[URL of the poster](#)

Mentors: Ana García Stone (Spain) and Mariana Serra (Argentina)

Mentoring a teacher from Iraq

Enhancing Speaking Students' Mental Wellbeing

Lone Bendixen Goulani

English Language Lecturer

University of Kurdistan - Hewler

In an explorative study at a university in Iraq, speaking students' mental well-being in relation to assessment and course design was investigated. The qualitative research resulted in a plan to change learning outcomes and assessments.

[URL of the poster](#)

Learning Outcomes During the Online Mode of Study (Pandemic Times)

Rajesh Malhotra

TGT Maths, SBV No-1, B Block, Yamuna Vihar, Department of Education, Delhi

Teaching and learning through the online mode was thought to be a new and innovative way

Engage Students in Classroom Presentations

Xiaolin Lai

Longyan No.1 Middle School (Jinshan) Fujian, China

In this EP study, I focused on how to provoke students' interest in class presentations. I guided

during the Pandemic. However, the result of a questionnaire administered to check its effectiveness was quite different from expectations.

[Url of the poster](#)

students to input enough information through intensive reading, then scaffold the writing task and ultimately give a class presentation. With more practice, students can build up their confidence in speaking English.

[URL of the poster](#)



Session 2. 11:40-13:00 (GMT)

Room 1

Mentor: Janak Singh Negi (Nepal)

My Students do not Interact in the Classroom

Niru Sharma
Secondary-Level English Teacher
United Academy, Tikapur-Nepal

My students were not interested in classroom interaction. In this presentation, I will focus on why students were not interested in classroom interaction, and share some effective techniques that worked well and increased my students' participation in classroom interactions which could be helpful for teachers facing similar problems in their classes.

[URL of the poster](#)

Room 2

Mentor: Nahla Nassar (Israel)

Collaborative Writing in the EFL Classroom

Mays Sharif Sarahni, M.Ed Student
The Academic Arab College for Education-
Haifa

This qualitative action study involved junior high students from north Israel divided into three groups for collaborative writing for improving writing skills. The findings were categorised into three themes: collaborative working, interesting experience while writing, and overcoming writing obstacles. The results will inform education policy and English language teaching.

[URL of the poster](#)

Room 3

Mentor: Tasnima Aktar and Hamidul Haque
(UK & Bangladesh)
Mentoring teachers from Bangladesh

Can Extra Support Increase Oral Reading Ability in English for the Elementary Level Students of Bangladesh?

Shahanaz Asha, Head teacher
Shotrujitpur Government Primary
School

Abstract: Our Curriculum expects that students will be able to communicate with others by using simple English after finishing their primary education. However, some of the students remain unable to achieve the 4 skills of language learning. In this study I tried to find out how providing extra support outside the classroom could help students to enhance their English reading skill.

[URL of the poster](#)

Engaging Students with ICT to Enhance Learning Autonomy

Narayan Paneru
Secondary-Level English Teacher

My students were not autonomous, they were not confident in their work. I adopted some ICT-based techniques based on my exploration practices. In this presentation, I will share the reasons why students were not taking charge of their own learning, and the strategies that worked well to foster learner autonomy.

[URL of the poster](#)

Promoting Writing Skills of Secondary-level English Language Learners

Krishna Kumari Mahara
Secondary-Level English Teacher
Sudurpaschim Secondary School, Attariya-Nepal

My students were not interested in writing activities. In this presentation, I will highlight the challenges students in super-difficult circumstances were facing in free writing activities, and share how the personalization approach that I adopted worked well and

Using Project-Based Learning in EFL Classrooms to Enhance Students' Writing Skills.

Hadeel Nammari, B.Ed Student, The Academic Arab College for Education- Haifa

This study examined the impact of PBL on EFL students' writing skills. Data was gathered through observation and a focus group session with sixth graders, and analyzed thematically. Results revealed both positive and negative effects of PBL on writing, but overall it was found to enhance students' skills.

[URL of the poster](#)

Students' Perception about Using Quizlet for Vocabulary Acquisition

Aseel Abdallah William, B.Ed Student, The Academic Arab College for Education- Haifa

This paper investigates Arab students' perception of Quizlet in vocabulary learning. Qualitative data was collected through focus group interviews and observation of middle school students in Jaffa of Nazareth, Israel. Results indicated that Quizlet positively impacted vocabulary acquisition and students held favourable attitudes towards using it.

[URL of the poster](#)

Grade-Three Students' Willingness to Communicate and Engagement in Oral Interaction

Raihana Haque, Head Teacher, Banshgari One Govt. Primary School

This research aims to improve grade three students' English speaking skill. The data were taken from the results of keeping a diary, a questionnaire, game based activities and group work. From the classroom observation, I have found that game-based teaching and group work activities are effective for increasing speaking skills and increasing students' willingness and confidence.

[URL of the poster](#)

Ways to Minimize Learning Gaps in English Speaking in a Mixed-ability Primary Classroom in Bangladesh

Sumon Ahmed, Head Teacher, Udaypur Govt Primary School

The research was about finding a way to minimize the learning gaps in speaking skills in a mixed-ability class of 4th-grade students of primary school in Bangladesh. This research originates from a challenging situation. After Covid-19, when my school reopens I found a noticeable learning gap among my learners. The research found that group work helps reduce learning gaps. Besides conducting speaking classes through

supported my students in developing their free writing skills.

[URL of the poster](#)

games builds confidence that helps minimize learning gaps in speaking.

[URL of the poster](#)

My Students do not Complete Their Homework

Suman Shrestha

Secondary-Level English Teacher, Shree Siddha Baba Secondary School, Kailali-Nepal
My students were not doing their homework which was really frustrating for me. I explored the reasons why students do not carry out their homework, and then I adopted the participatory approach to address this issue based on my exploration practices. In this presentation, I will share my best practices that encourage my students to do their homework.

[URL of the poster](#)

Enhancing Writing through Collaboration

**Yasmeen Ghazali, English teacher
The Academic Arab College for Education-
Haifa**

The present study employed a qualitative action research approach with a sample of nine sixth-grade students from the Northern region of Israel. Data was collected through the use of focus group interviews as the primary data collection strategy. The findings indicated a significant improvement in the participants' writing abilities, specifically in terms of vocabulary development and sentence formation.

[URL of the poster](#)

Using Games to Teach Primary Students

**Sahnaz Mahamuda, Assistant Teacher
Bheramara Board Govt. Primary School**

Students learn in different ways. The research is about how easily students can be involved in learning English using various games. This also helps to manage a large classroom and achieve the learning outcomes.

[URL of the poster](#)

Collaboration and its Effect on Developing Writing Skills for Sixth Graders

Aia Mansour, B.Ed. Student, The Academic Arab College for Education- Haifa

This exploratory action research explores students' perceptions of collaborative writing as a means of developing EFL writing skills. It involved 46 sixth-grade elementary school students and two cycles of data collection through interviews. Qualitative

Mentor: Mariana Serra (Argentina)

Social Bonding in Virtual Education

María Silvia Merino, Professor and Esther Vazquez, Professor, School of Psychology, Universidad de Buenos Aires (UBA)

In this research, we aim to gather information about the impact that social bonding has on the teaching and learning process in Module 2 students of English with Academic Purposes at the School of Psychology, University of

analysis revealed positive attitudes towards collaborative writing among the participants.
[URL of the poster](#)

Buenos Aires, Argentina. Strategies for data collection include feedback given by students and a questionnaire.
[URL of the poster](#)

Plenary Round Table (13:10-13:50 GMT)

Teachers Reflect!
Chair: Asli Saglam

Session 3. 14:00-15:20 (GMT)

Room 1

Mentor: Gyanu Dahal (Nepal)
Mentoring teachers from Thailand and Nepal

A Breakthrough in Grammar Lesson

Patcharin Kunna
English teacher at Damrongratsongkroh
School, Chiang Rai

Students' participation in grammar is very low. In my research, I explored the possible causes of the lower participation of my Grade 9 students in my grammar classes and then worked on the implementation for the changes in the aspect of both teacher and student to improve my grammar lessons to be more participatory and communicative. The steps of using EAR in this

Room 2

Mentor: Eric Ekembe (Cameroon)

Investigating Ways of Making Reading Comprehension Lessons More Participative and Successful

Ngo Ngué Élodie Gaëlle, English teacher
Lycée Bilingue de Manguen II

Teaching Reading comprehension is challenging to me as my students don't show interest in performing reading tasks. The purpose of this study is to explore strategies that will increase my learners' engagement in reading tasks and increase their performance alongside.

research will be elaborated, followed by the action plan, evaluation tools, summary and my reflections.

[URL of the poster](#)

Development of Students' Speaking Skills Through EAR

Pajonsak Mingsakoon
English Teacher at Hunkhapittayakom
School, Hunkha, Chainat

Secondary school students hesitate to participate in English speaking activities. This study aims at improving the EFL Grade 12 students' speaking skills. Notably, most of the students were shy and unconfident to express ideas in English. However, implementing multi-media, concept-checking questions, demonstrations and pronunciation and intonation practices are beneficial to enhance my students' speaking abilities at the end of the class.

[URL of the poster](#)

How to Improve Writing a Variety of Sentences in Writing Tasks

Nuananong Mookkhuntod
English teacher at Satrinonthaburi School,
Thailand

Secondary level students use only simple sentences in writing tasks. The purpose of this research is to identify the deeper causes of the inability to write a variety of sentences and explore the strategies for enhancing writing skills in grade 12. The research examines the teaching techniques, the students' reflections, and the

[URL of the poster](#)

Investigating How to Get My Students to Think and Write in English

Ndeta Quinta
English teacher at St Benedict Catholic Bilingual
College, Yaounde

I teach Francophones who have some marginal interest in the language and are challenged in thinking and writing in English. This research endeavours to seek ways of getting the learners to think and write in English. Research findings through focus groups and questionnaires revealed that if I develop content related to learners' area of interest, they'll be able to think and easily develop their writing skills.

[URL of the poster](#)

Investigating Strategies to Enhance My EFL Learners' Understanding of English

**Brindy Belinga Claude, English Language
teacher, Government Bilingual High School
Bafamgoum**

This research seeks to find out the reasons for which learners find it challenging understanding English and possible strategies to help them better understand me while I'm teaching. Using anonymous balloting they were asked to give the

challenges. The findings show the students lack vocabulary and ideas to write sentences and are afraid to write incorrectly.

[URL of the poster](#)

Rethinking on Pedagogy Story Telling on Teaching Mathematics in School Level

**Kamal Nepal, Faculty Head of Mathematics
Little Angels' School, Nepal**

I usually found the students unmotivated in maths lessons. The praxis of the stories inside the classroom motivated the students towards the construction of knowledge. This research inquiry reflects the interaction of the mathematics class to make meaningful learning by connections of the daily activities and the experiences of the both teacher and the students.

[URL of the poster](#)

Mentor: Harry Kuchah (Cameroon)

Overcoming the Hurdles of Essay Writing for ESL Learners in Cameroon

Nkumbe Epole Sandrine

Lycee General LeClerc, Yaounde, Cameroon

My project investigated why my students struggle to write essays in English. Data from discussions with my students and colleagues informed the design of an action research project. In this poster

various reasons hindering their comprehension and to propose solutions.

[URL of the poster](#)

Investigating Ways of Encouraging My Learners to Speak English Fluently in and Out of the Classroom.

**Ita Frinwie Tamenang epe Ndifon
English Language teacher, St Benedict College
Mvolye Yaounde**

Worried that my 11th grade learners find it difficult to speak English fluently in and out of class, I carried out this research to find out where the problem is and how I can help them. I used questionnaires and interviews to investigate causes for my learners' reticence in speaking and what I can do to enable them to find speaking interesting. Results demonstrate learners' preferences and what I can do to raise their desire to speak in English and improve their performance.

[URL of the poster](#)

Ways to Increase Learner Participation in My English Classes

Sandra Teukam

Higher Teacher Training College Yaounde

This research aimed at finding out why my learners are reticent in participating in my lessons. Using anonymous balloting and translated questionnaire findings reveal the kinds of activities my learners find interesting and strategies they would enjoy in my classrooms.

presentation, I share the processes of engaging with students to seek solutions to their writing challenges, the outcome for my students, then reflect on lessons learned. [URL of the poster](#)

[URL of the poster](#)

Improving Learners' Speaking Skills in the Classroom

Dr Nicole Menoh, Regional Delegation of Secondary Education- Littoral

I teach English as a foreign language to 12th grade learners who face enormous challenges engaging in speaking activities in the classroom despite having learnt it for the entire time in secondary schools. I investigated some of the reasons for which this happens and this presentation highlights the major causes of this and ways through which I can address the situation.

[URL of the poster](#)

Investigating Strategies that Can Help Learners Take Part in Writing Tasks

**Mayonghe Mélanie Kesiki épouse Kikhishiy
Government High School Joss-Douala**

I realised that I faced the same problems each year with different sets of students; students' lack of interest in writing activities. I investigated why they showed little interest in writing activities and strategies I can use to help them to improve their writing skills. Through questionnaires and journaling, this study presents some of the reasons for which students have this challenge and strategies I can use to get them involved in Writing activities.

[URL of the poster](#)

Plenary: Final Reflections and Round-up (15:30-16:00 GMT)

Acknowledgement

We are immensely grateful for the continued financial support from the A.S. Hornby Educational Trust Decentring ELT initiative, which has enabled us to host this year's conference and provide free access to all attendees.

The IATEFL Research SIG committee and its coordinator Ernesto Vargas Gil, have once again been instrumental in the success of this conference. We would like to extend our heartfelt thanks to Richard Smith, who served as an overall mentor for almost all the mentors who generously volunteered their time and expertise to this conference. His guidance and support were instrumental in ensuring the success of the [mentor support group](#) and the conference.

We also want to recognize the invaluable support of Louise Atkins of IATEFL, who has provided essential guidance and assistance throughout the planning and execution of the conference.

Finally, we would like to give special recognition to Zening Yang, who served as the main point of contact for mentors and worked tirelessly to ensure that all aspects of the conference ran smoothly. Her dedication and hard work were truly remarkable, and we could not have done it without her.

We hope that this year's Teachers Research! conference will inspire and empower teachers to continue sharing their research and ideas, and we look forward to continuing this important work in the years to come.

Asli Lidice Gokturk Saglam

Conference Chair