

# Teachers Research!

Online 2021

Proceedings of the final event in the International Festival of Teacher-research in ELT 2021, featuring posters, presentation videos and Q&A with teachers from around the world

Edited by Richard Smith, Asli Lidice Gokturk Saglam and Zening Yang



With support from the A.S. Hornby Educational Trust Decentring ELT initiative



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# Introduction

This is the book of proceedings of the international *Teachers Research! Online 2021* conference for English language teachers and mentors which was held on 10–11 December 2021. The conference featured 117 presentations by teachers and student-teachers from 15 countries: Argentina, Brazil, Cameroon, India, Iraq, Israel, Mexico, Morocco, Nepal, Nigeria, Oman, Peru, The Philippines, Turkey and Uzbekistan. They were guided by 36 mentors in total. This book documents each of the presentations via an abstract, a link to an online poster and another link to a video-recording of the oral presentation at the conference itself. You will also be able to access recordings of lively discussions among mentors, teachers and participants relating to the presentations.

## The nature of the conference

This was the eighth ‘Teachers Research!’ conference to be organized or supported by IATEFL’s Research SIG, and the first to be wholly online, following on from the following:

2014 – Harrogate, UK

2015 – Izmir, Turkey

2016 – Santiago, Chile *and* Istanbul, Turkey

2017 – Buenos Aires, Argentina *and* Istanbul, Turkey

2018 – Istanbul, Turkey

As explained in a [book](#) arising from the first, 2014 event, the title ‘Teachers Research!’ is meant to convey the idea that *teachers* can and do do research – teachers don’t have to depend on or be in awe of academic research supposedly done ‘for them’, indeed teacher-research – research done by teachers to benefit their own understanding and their own students’ learning – doesn’t have to follow external norms or fit in with academic expectations, if it is beneficial in context for the participants concerned.

The basic ethos of Teachers Research! is to put teachers themselves at centre-stage. The conferences to date were largely ‘participant-centred, with teachers viewed as at the centre of knowledge construction rather than the “receivers” of expert

knowledge' (2018 call for proposals). This was achieved by means of sessions which 'promote interaction among presenters and listeners by allowing ample discussion time after brief [poster] presentations of studies. In this way, teachers are encouraged to communicate their ideas, and to get and give feedback freely' (*ibid.*). For the 2021 conference, we attempted to reproduce this participant-centred, interactive ethos, but online.

The decision to revive the conference, this time as an online event, was taken early in 2021, with the intention of providing a goal for teachers inquiring into their changed practices during the Covid-19 pandemic. This was in the context of the [International Festival of Teacher-research in ELT 2021](#), which we had already revived following an earlier 2017–18 iteration in a spirit of offering hope after the dark days of lockdown in 2020.

Presenters at Teachers Research! Online 2021 were mentored by the committed teacher educators whose names are highlighted in the programme, and who were active participants in a support group which met monthly from May to November, with the aim of building activity towards the conference (see presentations at the [Mentoring teacher-research in a time of Covid-19](#) event on 27 November 2021 for this background).

## **Design of the conference**

To revive the spirit of previous, face-to-face Teachers Research! conferences but online, we ended up developing a way of using digital posters and break-out rooms which we describe in some detail below for the benefit of future conference organizers. Those more interested in the contents of the book itself might like to jump forward to the next section of this Introduction at this point.

A main goal, from the outset, was to make this a free event, accessible to the many teachers in the Global South that we knew would want to participate. We therefore applied for and are grateful to have been awarded a grant from the A.S. Hornby Educational Trust's Decentring ELT initiative. This enabled us to explore several possible online platforms, safe in the knowledge that we would be able to afford to put on the conference even without a registration fee.

However, in the end, we decided not to use a commercial conference platform provider but instead to work with the affordances of the popular video-conferencing platform Zoom, due to its accessibility and familiarity to teachers throughout the world (a familiarity gained largely via online teaching and teacher development activities during the pandemic). A turning-point in our decision-making was reached when we realized it would be possible for participants to move freely from break-out room to break-out room, choosing with which poster presenter to interact. We therefore settled upon the basic idea of using Zoom's break-out room facility to enable small-group interaction, alongside providing links to individual

presenters' posters and additional data (generally, entered into Padlet) in a programme which itself was compiled as a shareable and easily updatable Google doc.

We think that the way we ended up running the conference might be a useful model for other participant-centred online events, including future iterations of *Teachers Research!* Indeed, developing such a model had been a deliberate intention, as expressed in our application for funding. The following paragraphs therefore explain in further detail how the conference sessions were structured. We hoped that participants would play a very active role in asking questions and making comments to presenters in the break-out rooms, and the video record shows that this did in fact happen.

There were 24 X 75-minute sessions, each one featuring presentations by a group of teacher-researchers supported by a particular mentor (or sometimes two or three different mentors). In each session there were usually 5 or 6 presenters. At any one time, there were three sessions running in parallel. Each session was structured as follows:

1) *Presentations [20–30 minutes total]*: The presenters gave a brief introduction to their research for 3–4 minutes each, referring to posters (photographed, or designed using Canva or Padlet – and often uploaded to a Padlet offering other resources, too). Each presenter's poster was linked to in the programme, where an abstract could also be found, as in this publication. Participants just needed to click on the title of the presentation to view the poster.

2) *Interaction in breakout rooms [30–40 minutes total]*: Participants were given a choice of breakout rooms to go to, in order to ask questions to / share reflections with the presenters they had just heard. We asked participants not to expect to be given another presentation – instead they were encouraged to ask questions or make comments in Q & A form, and we encouraged presenters *not* to share their screens during this segment but to rely on participants accessing posters for themselves, so as to maintain interactivity.

3) *Wrap-up, all together again [15 minutes]*. Finally, the chair of the session, having closed the break-out rooms, invited presenters and (if time) other participants to share what they had learned from the break-out room interaction

There were also two plenary sessions – in the middle of the day on Days 1 and 2. In these we put mentors (on Day 1) and teachers (on Day 2) at centre stage, rather than inviting external experts, in accordance with the overall participant-centred ethos of the conference and its aim to highlight teachers' own expertise. The conference ended with a final round-up session where participants reflected on the conference and expressed hopes for future initiatives.

## Design of this book

We were not originally intending to issue a book of proceedings for the conference but received many requests for access to conference material both from participants unable to see all presentations and from those who registered but were unable to take part. We had made recordings of all sessions and we uploaded these to YouTube following the conference, with the permission of participants. We then realized that, without too much extra work, it would be possible to link to these recordings from the conference programme, which already contained both abstracts and links to posters as well as, in many cases, extra materials – and that is how the idea of converting the programme into a permanent record emerged.

We believe that the reports of research presented here can serve as an inspiration for teachers and mentors in a wide range of contexts. The way of publishing teacher-research here – not via written reports but in multi-modal form via short oral reports combined with posters and abstracts – harks back to and takes forward an [earlier IATEFL Research SIG prototype](#) related to the very first Teachers Research! event in Harrogate, UK, and is consistent with the kind of approach described [in this article](#), as a way ‘for teachers to share their research in a relatively comfortable manner for themselves and in a form which is relatively accessible for other teachers, in short in a way which is “teacher-friendly” on both sides’ (p. 116).

We hope that, with the above design considerations in mind, there will be further iterations of *Teachers Research! Online* in the future, helping teachers from around the world to participate and share their research in an accessible, participant-centred and enjoyable manner.

## Acknowledgments

We are very grateful for the financial support from the [A.S. Hornby Educational Trust Decentring ELT initiative](#) which enabled us to keep this event free for all attendees and produce the programme and this book of proceedings. The [IATEFL Research SIG committee](#), plus Lidia Casalini of APIBA Teacher Research SIG, were instrumental to the success of this conference. Louise Atkins, Eleanor Baynham and Freya Rutt of IATEFL were also very supportive. We also thank all the moderators (chairs) of sessions, the mentors who did so much for their teachers and liaised with us on their behalf, and to all the presenters themselves. Finally, Zening Yang, working for the conference as the main point of contact for mentors and designer of the conference programme which became this book, deserves a massive vote of thanks. She worked tirelessly on making arrangements and did a fantastic job!

Richard Smith and Aslı Sağlam, Conference Co-chairs

# Overview and quick links

## Friday 10<sup>th</sup> December

9:45-10:00	<b>Plenary session: Welcome</b> Asli Lidice Gokturk Saglam & Richard Smith (Conference Co-chairs) Ernesto Vargas Gil (IATEFL Research SIG coordinator)		
Time (GMT)	Room 1	Room 2	Room 3
Session 1 10:05-11:20	Teachers from <b>India</b> mentored by <b><u>Ravinarayan Chakrakodi</u></b>	Teachers from <b>India</b> mentored by <b><u>R Vennela and Kandharaja K M C</u></b>	Teachers from <b>India</b> mentored by <b><u>Revathi Viswanathan</u></b> and from <b>India</b> mentored by <b><u>Mamatha Sadu</u></b>
Session 2 11:30-12:55	Teachers from <b>Oman</b> mentored by <b><u>Bahia Al Dhawi</u></b>	Teachers from <b>Israel</b> mentored by <b><u>Nahla Nassar</u></b>	Teachers from <b>India</b> mentored by <b><u>Sampat Kumar Kokkula</u></b>
13:10 – 13:50	<b>Plenary round table: Mentors share their experiences of facilitating teacher-research</b> Chair: Richard Smith		
Session 3 14:00 – 15:15	Teachers from <b>Iraq</b> mentored by <b><u>Mayamin Altae</u></b>	Teachers from <b>India</b> mentored by <b><u>Vinayadhar Raju Prathikantam</u></b>	Teachers from <b>India</b> mentored by <b><u>Manjusha Sagrolikar and Jayashree Jangle</u></b>
Session 4 15:25 – 16:40	Student-teachers from <b>Peru</b> mentored by <b><u>Jimmy Riojas Rivera</u></b> and teachers from <b>Nepal</b> mentored by <b><u>Gyanu Dahal</u></b>	Teachers from <b>Cameroon</b> mentored by <b><u>Eric Ekembe</u></b>	Teachers from <b>Mexico</b> and <b>Brazil</b> mentored by <b><u>Regina Corona</u></b>



## Saturday 11<sup>th</sup> December

Times (GMT)	Room 1	Room 2	Room 3
Session 1 10:00-11:15	Teachers from <b>India</b> mentored by <u><b>Roja Rani Madireddy</b></u>	Teachers from <b>Nepal</b> mentored by <u><b>Negi Janak Singh</b></u>	Teachers from <b>India</b> mentored by <u><b>A. Neela Madhavi</b></u>
Session 2 11:25-12:40	Teachers from <b>Argentina</b> mentored by <u><b>Ana Cecilia CAD</b></u> and from <b>Nepal</b> mentored by <u><b>Parshu Shrestha</b></u> and <u><b>Sagun Shrestha</b></u> and from <b>India</b> mentored by <u><b>Mizo Prova Borah</b></u>	Teachers from <b>Turkey</b> mentored by <u><b>A. Beril Yucel</b></u> and from <b>India</b> and <b>The Philippines</b> mentored by <u><b>Santosh Mahapatra</b></u>	Teachers from <b>Oman</b> mentored by <u><b>Hiyam Alghassani</b></u>
13:00 – 13:50	<b>Plenary round table: Teachers reflect! What do teachers say about doing teacher-research in the pandemic?</b> Chairs: <u>Asli Saglam &amp; Richard Smith</u>		
Session 3 14:00 – 15:15	Teachers from <b>India</b> mentored by <u><b>Vanita Chopra</b></u> and from <b>Morocco</b> mentored by <u><b>Mohamed Lehjef</b></u>	Teachers from <b>Nigeria</b> mentored by <u><b>Victoria Inwang</b></u> and from <b>India</b> mentored by <u><b>B Salomi Snehalatha</b></u>	Teachers from <b>Uzbekistan</b> mentored by <u><b>Elyanora Menglieva</b></u>
Session 4 15.30 - 16.40	Teachers from <b>India</b> mentored by <u><b>Ana Garcia-Stone</b></u>	Teachers from <b>India</b> mentored by <u><b>Dipti Trivedi</b></u>	Teachers from <b>Argentina</b> mentored by <u><b>Ruben Mazzei &amp; Mariana Serra</b></u> and from <b>Turkey</b> mentored by <u><b>Seden Tuyan &amp; Mariana Serra</b></u>
16:50 – 17:20	<b>Plenary session: Final reflections and round-up</b>		

# Conference presentations, abstracts and posters

Day 1 – Friday 10th December

**9:45-10:00 (GMT)**

**Plenary session: Welcome**

Asli Lidice Gokturk Saglam & Richard Smith (Conference Co-chairs)  
Ernesto Vargas Gil (IATEFL Research SIG coordinator)

[Session video](#)

## Day 1 – Session 1

### Room 1

10:05-11:20 (GMT)

[Video of whole session](#)

Chair: Ernesto Gil Vargas

**Mentored by Ravinarayan  
Chakrakodi (India)**

### Room 2

10:05-11:20 (GMT)

[Video of whole session](#)

Chair: Emily Edwards

**Mentored by R Vennela and  
Kandharaja K M C (India)**

### Room 3

10:05-11:20 (GMT)

[Video of whole session](#)

Chair: Eric Ekembe

**Mentored by Revathi  
Viswanathan (India)**

## Developing English vocabulary in classrooms

**S Priyadarshini, School Assistant  
ZPHS (G), Shankarpally, Rangareddy,  
Telangana**

[Presentation video](#)

In this exploratory action research, I focused on the vocabulary of VII class students from Government High Schools in a rural area. I conducted a pre-test and came to know how much the students were lagging behind due to this one-and-half year long gap from formal education. As English is their second language, the students faced difficulty using vocabulary. I collected information from teachers and students to know the reasons for not using English words in the classrooms. Based on these reasons I adopted various new activities. Although some of the activities were a little tough, the students participated with interest and enjoyed the activities. By the end of this research and the action plan, the students had learnt parts of the body, colours, fruits, vegetables, professions, singular-plurals, opposites, etc. I am delighted to share that I received fruitful results from the students.

## Parental involvement in English language learning of secondary school students during the Covid-19 pandemic

**Takhee Pasha M D, School Assistant (English)  
Zilla Parishad High School, Tekumatla**

[Presentation video](#)

In this brief study, I explore the learning environment of Telugu and English medium students of Telangana state with respect to English language learning, with a special focus on parental involvement. For this small study, I chose a data sample of 32 parents. The findings of this study indicate that parental involvement in students' learning is impacted by factors including teachers' and schools' collaborative efforts, educational qualifications of the parents, their economic situation and, mainly, accessibility of information.

## Developing speaking skills among students at the upper primary level

**Sathya D H, Remedial Teacher  
Smile Institute for Inclusion**

[Presentation video](#)

This action research was conducted to improve the development of speaking skills among students of the upper primary level. Eight online sessions were conducted, with the themes of everyday functions. The major finding was that the progress made by most of the students was marginal although they had an interest in learning.

## Difficulty in speaking simple words, phrases and sentences in English

**Babitha A T, Graduate Primary Teacher  
GHPS, Kadanga, Madikeri, Kodagu,  
Karnataka**

[Presentation video](#)

It is easy to say that we cannot communicate and guide our students who reside in rural areas and are studying in Government Schools during the pandemic. However, it is our ultimate duty to keep in touch with our students using various modes to protect our future generations. In my research I investigated how to motivate my students to speak simple words, phrases and sentences in English.

## Students' attitudes towards bilingual teacher talk: A study of a Telugu-medium Indian ESL classroom

**J V N Santha, School Assistant (English)  
Zilla Parishad High School, Nidamaru**

[Presentation video](#)

This research studies students' attitudes towards bilingual teacher talk in a Telugu-medium ESL classroom. I used questionnaires to elicit students' opinions on the use of L1 as part of their English language classes. 23 students of 10th grade were the respondents. The findings of the study indicate that students prefer English teachers' L1 use as part of classroom instruction but they expressed dislike towards overuse of L1.

## Improving student participation and performance in the classroom

**H Sofia, Professor and Head, English  
B S Abdur Rahman Crescent Institute of  
Science and Technology**

[Presentation video](#)

Students' participation and performance in the classroom can be improved if appropriate teaching strategies are employed and individual attention is given to them. This presentation will throw light on the efforts taken by the researcher to encourage students' active learning in the English Literature classroom.

## Developing listening and speaking skills through amusing activities

Nisha C, LPST  
GLPS, Vellinezhi, Palakkad, Kerala

[Presentation video](#)

The pandemic period had created more hurdles in developing listening and speaking skills in my learners aged between 5 to 6. My research was about inculcating listening and speaking skills through online classes using innovative, child-friendly, interactive and interesting activities such as conversation, rhymes, story telling, role play, listening and drawing. All these were done using puppets. And what I realised is these strategies and activities I adopted were apt and fruitful. It enabled me to inculcate listening and speaking skills in my learners.

## Students' motivation in completing ESL worksheets

Vangala Rajini, School Assistant (English)  
Zilla Parishad High School, Kundanapally

[Presentation video](#)

During online classes the worksheets prepared by SCERT (State level, India) for a particular class do not meet the standards or learning abilities or levels of all the students of that particular class. More than 60% of my students were unable to complete 20-30% of a given worksheet. Especially during online classes, assessment of students' learning was mainly based on the worksheets or home tasks done by them. Many students were unable to complete the worksheets. This small study is an attempt to understand the challenges faced by students in completing their worksheets.

Mentored by Mamatha Sadu  
(India)

## What strategies should I adopt to enable my students to speak fluently in English?

[Padlet link](#)

Kavitha Neerumalla, PGT English  
Telangana State Model School,  
Bheemadevarapally, Hanamkonda District

[Presentation video](#)

Speaking as a productive skill plays a vital part in learning to communicate with others. Fluency in English is very challenging to our rural school students without an English ambience. This led me to engage in Exploratory Action Research to understand the problem, analyse the findings, draw conclusions and implement strategies for change.

## Enhancing the reading comprehension skills of ESL learners

**Nita Venugopal, HST English  
Government Boys High School, Manjeri,  
Malappuram district, Kerala**

[Presentation video](#)

The pandemic and online teaching made me realise that some students in the non English medium classes were reluctant to read the text. These students are on the threshold of leaving school and it is important that they gain adequate skills before doing so. The incorporation of various online tools created interest and motivation in students aged 14-15. Their involvement in the interactive techniques brought about major improvement in their reading skills. English classrooms at times ought to go outside the syllabus by including creative and interesting activities, thus catering to the needs of the language learner.

## Students' participation in online classes during the Covid-19 pandemic

**Veluri Usha Sree, School Assistant (English)  
Zilla Parishad High School, Muniyally District,  
Sangareddy**

[Presentation video](#)

This research focused on students' participation in online classes. I used questionnaires to elicit information from 24 students of grade 10, face to face interviews with four teachers of English and four teachers of other subjects and my own self-reflection about online and offline class participation. The findings indicated that students are comfortable with both online and offline class participation but they report that feedback, peer support and teacher guidance are inadequate in online classes. Interviews and my own self-reflection indicate that online classes are the best option during the pandemic but classroom management, inconsistent student participation and lack of adequate teacher training impede students' participation during online classes.

## How can I enhance English vocabulary using visualization/pictures with my X Grade students?

**Savitha Devi, School Assistant English  
Zila Parishad High School, Mannur,  
Adilabad District**

[Presentation video](#)

The COVID-19 pandemic has created the largest disruption of education systems in human history. E-learning tools have played a crucial role during this pandemic. Teachers who were experts in use of blackboard, chalk, books and classroom teaching are really new to this digital teaching, but we have been adopting the new methods and handling them like a pro to meet the current challenges. In this presentation I focus on development of vocabulary among X Grade students from a rural background.

## Developing descriptive writing skills among our students

**Swetha Savena B, Graduate Primary Teacher**

**DKZPH School, Munnur, Mangalore South, Dakshina Kannada**

[Presentation video](#)

Children are full of imagination and creativity. So I thought why can't my children be the same in writing by strengthening their sensory skills, so that they can convey their thoughts and imagination to others through their writings and take readers into their world of imagination. This is the reason why I undertook this research topic. I referred to a few articles, and prepared my research questions. Based on these I started to collect data from my students and other teacher researchers in two to three phases. After analysing all the findings I started to focus on carrying out the action plan and gave various tasks to my students offline as well as online like live worksheets, picture description, narrating their surroundings and visits. Students came to develop their descriptive skills, using their five senses.

## Effective online teaching strategies: A study of ESL classroom in Telangana

**Padmavathi Rainikindi, School Assistant (English)**

**Government High School Girls Kazipet**

[Presentation video](#)

During the pandemic time, online classes were conducted first to reach out to the students and secondly to involve them academically. This research focused on the experiences of teachers and students regarding the use of technology and its relevance in English language classrooms. This study also throws light on the limitation of access to the internet and smartphone which made the attendance of the students in online classes irregular. The data for this study was collected from a heterogeneous group of learners and ESL teachers at the secondary level.

## How to get students to interact and speak in English in the classroom without hesitation?

[Padlet link](#)

**Sangeetha Gorikapudi, TGT English  
Telangana State Model School, Nellikudur,  
Mahabubabad District**

[Presentation video](#)

As English has international prominence, every student is interested to speak in English. But, it is always a challenging task to get students from rural backgrounds to speak the language, leaving aside their fears. This problem forced me to take up Exploratory Action Research. This research gave me a chance to identify, and analyse the problem area and introduce strategies which were very helpful to students.



## Day 1 – Session 2

### Room 1

**11:30-12:55**

Video of whole session

Chair: Ernesto Gil Vargas

### Room 2

**11:30-12:55**

Video of whole session

Chair: Sagun Shrestha

### Room 3

**11:30-12:55**

Video of whole session

Chair: Eric Ekembe

**Mentored by Bahia Al Dhawi  
(Oman)**

**Mentored by Nahla Nassar  
(Israel)**

**Mentored by Sampat Kumar  
Kokkula (India)**

## Minimising fear of speaking in English

Rahma Alhabsi, Teacher  
Al Shomoos bint Al Noman School, Ministry  
of Education

[Presentation link](#)

Unlike other skills which my students feel more comfortable to use, speaking seems to be a challenging and unfavorable task for my students. In this exploratory action research, I tried to explore and understand why my grade 12 students refrained from participating during speaking activities and why they had a phobia about speaking in English. Different activities like songs and stories were practised to create a stress free learning environment.

## The impact of online cooperative work in an online environment

Aleen Zeitoun, Teacher  
The Academic Arab College for Education in  
Israel, Haifa

[Presentation video](#)

The purpose of this qualitative study was to investigate learners' perceptions of using Google Slides in online cooperative work.

## Difficulties in speaking English for English-medium students in rural schools

M Raja Kamlakar Reddy, Secondary Grade  
Teacher  
MPUPS Vankulam Mandal, Rebbena  
District, Kumram Bheem Asifabad State,  
Telangana

[Presentation video](#)

This research aimed at overcoming the speaking difficulties of English-medium students in rural areas. Even though such students have English as a medium of instruction, they are not able to speak English fluently or without errors. Students focus on grades or marks rather than improving their speaking skills and there is little English language exposure outside or inside the classroom. In this action research I tried to implement some activities to improve students' speaking skills, creating an English language atmosphere in the classroom to encourage the students to speak English.

## Improving young learners' handwriting skills

Sumaya Al Hatmi, Teacher  
Al Insherah School, Ministry of Education

[Presentation video](#)

In this exploratory action research, I tried to investigate the handwriting challenges my grade 2 students were facing and the reasons behind these difficulties. In addition, I implemented a number of tactile and multi-sensory activities to improve their motor skills such as writing words in sand and in the air prior to writing on paper.

## Exploring teachers' perceptions towards the development of 21st Century skills

Kinda Othman, Teacher  
The Academic Arab College for Education in  
Israel, Haifa

[Presentation video](#)

This study aimed to investigate English as Foreign Language (EFL) teachers' perceptions of how students develop 21st century skills. To do so, it adopted a qualitative design, where researchers conducted semi-structured interviews with EFL teachers who had at least two years' experience.

## Spelling mistakes made by students during reading and writing

T. Rani, School Assistant English  
ZP High School  
Paidipalli, Warangal District

[Presentation video](#)

I have been teaching in a school where there are particular problems for students coming from Telugu medium primary schools. Students do not follow spelling rules or correct pronunciation and correct ways of writing. This is not only a problem I face, it is a problem faced by many teachers. I wanted to help the students by giving different kinds of practice and some spelling tips, and this is the reason that made me want to be a part of this Exploratory Action Research programme.

## Enhancing students' ability to speak more

**Fatma Al-Ismaili, Teacher  
Sumaya School, Ministry of Education**

[Presentation video](#)

The aim of my research was to encourage my grade 12 students to use more English in everyday classroom activities. I chose to investigate this issue because I noticed that my students were reluctant to participate during such activities. I tried to find out the reasons behind this problem using interviews and a questionnaire. In addition, I implemented a number of speaking strategies to increase their classroom participation such as 'every day a topic' and 'speaking partner'.

## Students' perceptions about using Quizlet as an active learning strategy in the English classroom to improve collaboration and cooperation

**Lareen Helew, Teacher  
The Academic Arab College for Education in  
Israel, Haifa**

[Presentation video](#)

The purpose of this research was to examine the effect of using Quizlet as an active learning strategy for improvement of collaboration and cooperative learning and to help teachers to identify and recognize more educational digital tools.

## Difficulties in listening to and speaking English for students of below the poverty line in rural schools

[Padlet link](#)

**P Venkata Ramana, School Assistant  
(English),  
ZPHS Model Narsampet**

[Presentation video](#)

I have been teaching English to students of class 8 in a rural school, who were very poor at English. They are not in a position to show interest in English language or respond in English as there is no language exposure outside or inside the classroom, since their parents are illiterate and from a rural background. I tried creating a bilingual atmosphere and a suitable environment for learning through rhymes, short plays and roleplays where students participated actively and had interesting exposure to English.

## Improving students' reading comprehension skills

**Maiya Al-Mamari, Teacher  
Al Dhaher School, MOE**

[Presentation video](#)

In this exploratory action research, I attempted to identify the challenges my grade 8 students face in reading and to understand the causes of these difficulties. Data was collected through the analysis of my students' results in diagnostic tests and through chit-chats with my students. I also implemented a number of activities with my students to improve their reading skills.

## Teachers' perception of using ICT in education during COVID-19

**Saja Abu Eid, Teacher  
The Academic Arab College for Education in  
Israel, Haifa**

[Presentation video](#)

The purpose of this study is to explore teacher's perceptions of using ICT tools during schools' closure during COVID-19. This research sheds light on the importance of full usage of ICT tools as pedagogical tools, in addition, exploring the challenges leads to decreasing them. This study is important because it deals with an important skill in the 21st century as well as the current situation during the pandemic.

## How can I improve my student's reading skills through phonic sounds and syllable clapping

[Padlet link](#)

**V.Amala Reddy, School Assistant (English)  
Govt TWAHS Girls Mirzapur, Siddipet**

[Presentation video](#)

I chose class 9 students for this project. There were 36 students in the class. I teach in a regional medium high school in a remote place where exposure to English is very limited. So my students' reading ability in English is very poor. In spite of a lot of effort, I could not make my students read well. They take a lot of time to read even a sentence, finding it very difficult to read as they cannot pronounce the words well. I wished to understand why the existing teaching practices in reading are not able to bring out desired results. This is the reason that led me to be part of this classroom based action research project

## Arab EFL learners' perceptions on the use of blogs for learning writing

**Tamam Abo Dahesh, Teacher  
The Academic Arab College for Education in  
Israel, Haifa**

[Presentation video](#)

The purpose of this qualitative case study is to examine Arab EFL learners' perceptions on the use of blogs for learning writing.

## Why are the students of 7th class unable to read and understand the English text?

[Padlet link](#)

**Savitha Angari, School Assistant (English)  
ZPHS Boys Metpally, Jagital District**

[Presentation video](#)

For my research work, I focused on 7th class English-medium students to improve their reading skills. The academic success of the students depends on their reading habits. Actually, low reading interest among students has been a major issue and most of our students read passively, failing to comprehend whatever they read. As a teacher, we make readers by creating interest among the students. The aim of this exploratory research is to develop reading skills and make them independent readers. The students took part in an independent reading retelling activity which requires them to read a variety of texts for pleasure, e.g. storybooks, cartoons, fairy tales, biographies, etc. The purpose of this activity is to grow their reading interest. This study showed that students' initially low reading interest was boosted as a result.

**13:10-13:50 (GMT)**

**Plenary round table: Mentors share their experiences of facilitating teacher-research**

Chaired by Richard Smith

**[Session video](#)**

## Day 1 – Session 3

### Room 1

**14:00-15:15**

[Video of whole session](#)

Chair: Vanita Chopria

### Room 2

**14:00-15:15**

[Video of whole session](#)

Chair: Marisol Guzman Cova

### Room 3

**14:00-15:15**

[Video of whole session](#)

Chair: Dario Banegas

**Mentored by Mayamin Altae  
(Qatar)**

**Mentored by Vinayadhar Raju  
Prathikantam (India)**

**Mentored by Manjusha  
Sagrolkar & Jayashree  
Jangle (India)**



## Speaking

Haider Hammood, Teacher of English  
Al Tahreer Intermediate school, Iraq

[Presentation video](#)

Most of my students are not able to speak English or communicate with students, so this is a major problem that we face with our students as a teacher.

## What are the best techniques to encourage and support the students who lag behind in acquiring writing skills?

Vasundhara B, Teacher  
MUPS Lambadipally, Jagityal, Telangana

[Presentation video](#)

We come across quite a large number of students who perform well in giving responses in the English language in the classroom but most of the time do not do well in writing. Our examination system mostly takes into consideration written evidence. When students cannot perform well in the written form of the examination, they are considered inferior to others who perform well. I focus on the difficulties of those students and try my best to find possible methods to encourage and support them .

## How can I develop reading competencies after the pandemic in nine standard students?

Pallavi Tirmare, Teacher  
Matoshri Saraswati wath M V Dabha District  
Amravati Maharashtra

[Presentation video](#)

How can I develop reading competencies after the pandemic in nine standard students? I chose this topic because in my class 40% are lacking in reading skill. I set out to change this situation.

## Students study English to pass the year only

**Jassim Aziz, English Teacher  
Ibn Al-Haytham Intermediate School for  
Boys**

[Presentation video](#)

Most students consider English lessons as a big obstacle in all exams whether they are final or semi-final. Their only interest is in how to pass those exams. As a result they are not eager to learn a second new language. This is the major problem I addressed in my study.

## Effective techniques to improve speaking skills in English

[Padlet link](#)

**Anitha M, Teacher  
ZPHS Indiranagar, Siddipet, Telangana**

[Presentation video](#)

In most (private or government) high schools, the majority of the students are unable to communicate in English if they are asked to say a few words. I observed that most of my IX grade students are hesitating to speak in English in classroom transactions (my school is located in an urban area). Hence, I wish to understand the factors that are hindering my students from speaking in English, and also wanted to find out effective techniques/activities to improve speaking skills in English among my students.

## How can I create interest in learning English through classroom activities?

**Hemlata Methe-Patil, Post Graduate  
Secondary Teacher  
Korgaonkar Highschool, Kolhapur,  
Maharashtra**

[Presentation video](#)

In this exploratory action research, I focused on learners of 9th grade. I came to know that they have fear about English, thinking it is very difficult to learn. I discussed this with other teachers and learners. Based on their reasons, I adopted various activities like word games, word chain, group and pair activities, card making, role plays and presentations. After that, students showed greater interest in learning, participated actively and enjoyed the classroom activities. I feel motivated and I found a new way of teaching-learning. I successfully created interest in learners about English

## Motivation

**Zainab Sabah Abd Alkader, English Teacher  
Alhurya Primary School.  
Mosul, Iraq**

[Presentation video](#)

My main problem is that my students do not have the motivation to study English, do not do homework and do not participate in the class as there is no one to teach them the language at home because their parents do not know the language. I considered the issue of what is the best way to motivate students?

## Innovative strategies to develop speaking skills among high school students

**Azad Chandra Shekar, Teacher  
ZPHS Inugurthy, Mahabubabad, Telangana**

[Presentation video](#)

The primary aim of language teaching is to enable students to communicate. The present study adopts communicative language teaching to engage every child to speak in the ESL classroom. With this method we can engage the children in different classroom activities like role play, information gap activities, pair work, group work, interviews, fluency circles, jigsaw activities and debates. The present study follows a teacher of English of Mahabubabad, Telangana, India who employed communicative language teaching as a teaching method for developing speaking skills among high school students. Exploratory Action Research with 30 students from class 6 to class 8.

## How can I motivate my students to speak in English?

**Shweta Patil, Higher Secondary Teacher  
Government Ashram School and Junior  
College KalamDevi,  
Tal. Dahanu Dist Palghar**

[Presentation video](#)

My students belong to a tribal region, residing in remote areas. School is residential, so they do not get enough exposure to language. They are shy and relatively unconfident 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, developing ways to overcome the barriers in speaking English. I planned some informal situations related to their surroundings, introducing various activities which provided opportunities to communicate in English.

## Group work

**Nawar Al-Dawoody, English Teacher  
Safad Primary School for Boys, Hilla, Iraq**

[Presentation video](#)

As an English teacher, in my country, Iraq, teaching in groups is not always successful. I explored the reasons why and aimed to help my students learn better in groups.

## What strategies should be followed to improve fluency in English?

**Aruna Devi M, Teacher  
AHS Mancheril, Telangana**

[Presentation video](#)

My students come from extremely remote areas where it is difficult to travel even on two wheels. They are really underprivileged and deprived of education and even of nutritional food. Their mother tongue is their own tribal language, like Gondi, Koya, Lambadi, Erukala etc. Not only English but also Telugu is a foreign language to them. However, they can speak Telugu fluently as they have much exposure to this language inside and outside the classroom. To learn new methods and strategies to improve my students' fluency in English, I took up this action research.

## How can I engage students from a rural area to fulfill SDG goals in the Covid-19 pandemic?

[Further link](#)

**Suwarna Kulkarni, Secondary Teacher in English  
Adarsh Vidyalay Chikhli dist Buldana**

[Presentation video](#)

My poster shows the journey of my rural area students, who did their best to achieve the planned SDG goals in the Covid-19 pandemic.

## Crowded classes need lots of efforts from teachers and students

**Hanan, English Teacher  
Balkis High School for Girls, Iraq**

[Presentation video](#)

There has been a major problem of crowded classes in my school and many other schools in Mosul after 2017. Crowded classes need a lot of effort from teachers and students. I looked into how to make my students pay attention to me, what techniques I should use for testing, how much time I need to check their homework and how to keep the class more organised.

## How can my students develop vocabulary skills for writing?

**Chitrarekha Jadhav, Primary Teacher**

[Presentation video](#)

I discussed with my colleagues various measures to be taken to solve the problem of lack of vocabulary while writing in English during lockdown. I organized activities to develop students' writing skills using techniques like Mind Map and Concept Pictures as well as various English apps like online dictionary, or Read with Me.

## How did I use new technology in my classroom during the pandemic period?

**Yogita Patil, Secondary Teacher  
L.D.G Naik Vidyalaya**

[Presentation video](#)

Due to the pandemic, schools and colleges were closed but my students did not know much about technology or online platforms because my school is in a rural area. It was a big question for me how to bring them into the flow of education. So I conducted this classroom action research to motivate my students to use technology for study in the pandemic situation.

## Day 1 – Session 4

### Room 1

**15:25-16:40**

[Video of whole session](#)

Chair: Loreto Aliaga Salas

### Room 2

**15:25-16:40**

[Video of whole session](#)

Chair: Marisol Guzman Cova

### Room 3

**15:25-16:40**

[Video of whole session](#)

Chair: Darío Banegas

**Mentored by Jimmy Riojas  
Rivera (Peru)**

**Mentored by Eric Ekembe  
(Cameroon)**

**Mentored by Regina Corona  
(Mexico)**

## The effect of the clown on oral comprehension skill

Leya Bianca Egoavil Williams,  
Undergraduate Student  
Maria Mother Pedagogical Public Institute

[Presentation video](#)

This presentation discusses a 'clown program' to improve oral expression and comprehension abilities.

## Investigating ways of increasing my students' motivation to learn English

Mercy Iwuyum, English Language Teacher  
Lycée d'Amchedire

[Presentation video](#)

My learners speak mainly their local language during my lessons and tend to see English as an examination-focused subject. How can I change their exam-centred attitudes towards language use? I share findings on what students think is necessary for them to communicate in the classroom.

## Ooops, I did it again!!! The use of error correction in speaking activities

Priscila Handa Suzuki, English  
Teacher/Trainer  
Private sector, Brazil

[Presentation video](#)

My adult students were facing difficulties while speaking due to the excessive transference of structures of L1 (Portuguese) to L2 (English), which resulted in the creation of non-existing words and/or overuse of false cognates. Error correction was used to raise students' awareness on the matter and improve their communication skills.



## Using gamification as a strategy to learn in kindergarten

Angie Lujan Mancedor, Kindergarten Teacher

Maria Mother Pedagogical Public Institute

[Presentation video](#)

Gamification, game-based learning or play-based learning refers to employing well-designed digital and non-digital games to stimulate learners' language, critical-thinking and problem-solving abilities. Gamification can be used at nearly all ages and language levels.

## Maximising interaction in English in my classroom

Lilian Nuyonga, English Language Teacher  
Government Bilingual High School Akono

[Presentation video](#)

This research investigates and examines strategies I can use to maximise the use of English language in my EFL classrooms. From data collected through interviews and group discussion, I present how the data from students' suggestions enabled me to foster interaction in my classes.

## Enhancing speaking participation through pairwork

Maria Idea Cesar Peralta, Full-time Teacher  
Escuela Normal de Estudios Superiores del Magisterio Potosino

[Presentation video](#)

The lack of oral language production in the English course was a major concern with my A2 adult learners. Pair work activities were implemented and observations made to see if active language production was enhanced. The project enabled learners to experience changes in their speaking skills development.

## Inspiring confidence in my students when they are speaking

**Marlene Diaz-Janery Ecchacaya, English–French Practitioner student  
Cantuta State University**

[Presentation video](#)

The purpose of this research is to enhance my students' developing speaking skill using different strategies and methods with the aim that my learners feel confident and use functional language applying non-verbal communication in my English lessons.

## Investigating ways of increasing classroom participation in my classes

**Sandra Teukam, English Language Teacher  
Government High School Ngoa Ekelle**

[Presentation video](#)

Making my classes interactive has always been a real challenge to me since I stepped into teaching English for the first time. I sought students' opinions on interactive topics and strategies through questionnaires and group discussions. I share some findings on how strategies and topics suggested by students generate lively interactive lessons.

## Peer feedback for speaking activities

**Mónica Carreón Ruiz, Full-time Teacher  
Escuela Normal de Estudios Superiores del  
Magisterio Potosino**

[Presentation video](#)

I started implementing peer feedback last year in my A2 class but I noticed that my students were struggling to give meaningful feedback. Their comments about their classmates' work were rather superficial and one-dimensional. My research focus was on improving the peer feedback process by providing my students with guidelines and training to help familiarise them with it.

## Digital resources to teach kindergarten in the COVID-19 context

Zarella Moya- Lucero Gómez, Kindergarten teacher

Maria Mother Pedagogical Public Institute

[Presentation video](#)

Distance education in early childhood has become a challenge for all teachers in the world. Since the beginning of the pandemic many of them have had to update and learn to improve themselves, all with the aim of providing quality education for children. A great help has been the mastery of the use and management of digital resources by teachers, which has been of great importance in distance education.

## Investigating challenges in fostering interactive and collaborative activities in my classroom

Ernestine Ayoni, English Language Teacher  
Government Bilingual High School Obala

[Presentation video](#)

I previously had failed attempts at fostering interaction in my classes. This research aimed at investigating ways of optimising interaction and peer collaboration. Through questionnaires, group discussion, and interview, I present findings on barriers to interaction and collaboration and how students' opinions enables us to overcome the hurdles.

**Why don't my students turn  
on the webcam during online  
class?**

**Laxman Bhatta, Secondary/ Higher  
Secondary English Teacher  
Ministry of Education**

[Presentation video](#)

During this Covid-19 pandemic, online teaching became a compulsion but due to some circumstances this turned into an obstacle for academic success. One of the circumstances is that students are not properly engaged in online classrooms. During online classes they do not turn on their webcam. They do not seem motivated to learn. To investigate this issue, I collected data and interpreted it and found they feel comfortable in physical classes more than in their online classes.

## Why don't all my students submit written assignments of English in online class?

**Indra Oli, Secondary English Teacher  
Sainik Awasiya Mahavidhyalaya  
Mangalgadhi Surkhet**

[Presentation video](#)

My research is targeted at grade 8 students aged 12-15 years old. During my online teaching I found less than 50 percent of students submitting assignments over a two-month period. Then I wanted to know what was wrong with my class and assignments. I wanted to understand the real situation, so I collected data and found some reasons behind it. Now the situation is improving.

## Day 2 – Saturday 11<sup>th</sup> December

### Day 2 – Session 1

#### Room 1

10:00-11:15 (GMT)

Video of whole session

Chair: Ernesto Vargas Gil

#### Room 2

10:00-11:15 (GMT)

Video of whole session

Chair: Prem Phyak

#### Room 3

10:00-11:15 (GMT)

Video of whole session

Chair: Asli Lidice Gokturk  
Saglam

Mentored by Roja Rani  
Madireddy (India)

Mentored by Janak Singh Negi  
(Nepal)

Mentored by A. Neela  
Madhavi (India)

## How can I overcome the problems of struggling readers?

[Padlet link](#)

**Satyanarayana Bethi, School Assistant English, ZPHS Kesamudram Mahabubabad district, Telangana**

[Presentation video](#)

Reading is a process of decoding information, which includes comprehension of the given text along with fluency in reading. Most of my students in class 6 are very poor in vocabulary and lack fluency. The main aim of this study is to make especially the low proficiency learners, in other words the struggling readers, feel comfortable in reading fluently besides inferring meaning. Influence of students' mother tongue, lack of English language atmosphere and routine conventional methods of teaching have created a phobia towards the English language that seems to hinder my students' reading. I adopted usage of authentic materials, information gap activities, reading cards, language games, puzzles, riddles, peer learning, graphic organizers and stories to overcome these hindrances. Collaborative efforts and experiential learning proved to be successful in solving the problem.

## My students do not get involved in interaction during poetry teaching

**Deepak Raj Bhatt, Secondary-level English teacher  
Sainik Awasiya Mahavidyalaya - Dhangadhi, Kailali**

[Presentation video](#)

Although teaching poetry can play an important role in second language acquisition, most students do not seem motivated by it and do not involve themselves actively in interaction while poetry is being taught in the classroom. This presentation will highlight why and when students do/do not interact with their teacher while teaching poetry in an EFL classroom. It will also introduce some effective activities and practical tips in order to make the class more interactive while teaching poetry in the classroom.

## Reducing inhibitions to improve speaking skills among students

**Nune Vishnu, School Assistant in English  
Zilla Parishad High School (ZPHS),  
Mamidala, Nalgonda District, Telangana**

[Presentation video](#)

The economically and socially disadvantaged groups of students from rural areas find speaking in English a problem and this issue is addressed in this presentation. Students' fascination with mobile phones and Apps was used to equally fascinate them with listening and thus speaking English. ICT tools, Talk Apps, and language games were used to remove the phobia of speaking in English. Exposure to English has helped students to feel comfortable with the language and to speak reasonably well.

## How can I develop oral communication skills among my students?

**Sandhya Rani**  
Lakkaraju, School Assistant English  
ZPHS Katrapelly, Shayampet Mandal,  
Hanamkonda district, Telangana

[Presentation video](#)

Language is a means of communication and language is considered to be primarily speech. A phobia towards the language and their shyness make my Telugu medium students in high school poor in their communication skills, especially oral production, though they are quite good at English. The purpose of this action research project was to improve oral communication skills through different activities and experiential learning via usage of various language functions. Communicative approach, collaborative methods like fluency circle, jigsaw method, TPS method, pair work and group work were adopted to find a solution for this problem.

## My students have difficulties in making presentations

**Indu Adhikari, Secondary-level- English teacher**  
Shree Krishna Sanskrit and General  
Secondary School Birendranagar-7, Surkhet

[Presentation video](#)

This research sheds light on the difficulties students had in making presentations during the pandemic while I was conducting online classes. I will address how I explored the students' problems and supported the students so that they were able to make presentations with full confidence and enthusiasm in the virtual classroom.

## Addressing the problem of speaking in English among primary school students

**B. Praveena, Secondary Grade Teacher,**  
MPPS, Mylaram, Warangal.  
Telangana

[Presentation video](#)

The National Curriculum emphasises that spoken language is an important part of learning English in schools. At the primary level, students need to essentially listen and respond to teachers and peers. But it is observed that speaking in English is a very problematic issue for the 5th Grade students. On exploring, it was found that students find songs, rhymes, and cartoons exciting. Using these, speaking skills among the students have been enhanced. These and other strategies have motivated the students to speak in English to a satisfying level.



## How can I motivate and guide my students in writing discourses on their own?

[Padlet link](#)

**Anuradha Kodepaka, Post Graduate English Teacher  
TSMS Bandarupally, Mulugu district, Telangana**

[Presentation video](#)

Writing is an abstract skill which requires accuracy. Most of my students at secondary level are poor in writing discourses. The main aim of this study is to help the students to identify the sub skills of writing through collaborative methods and to develop good writing skills. Graphic organizers, peer editing and model writing by the teacher were selected as suitable methods to enable the students to know the mechanics of writing and subskills like CODER. I have tried to develop the productive skill to the maximum extent by vigorous practice providing different layouts for various discourses as a part of our discourse oriented pedagogy.

## My students do not complete their homework by themselves

**Laxmi Prasad Awasthi, Secondary-level- English teacher  
Sainik Awasiya Mahavidyalaya - Dhangadhi, Kailali**

[Presentation video](#)

I did not see originality in my students' assignments; they used to copy the answers from some common sources like the internet or guidebooks instead of doing the tasks by themselves. In this presentation, I will focus on the reasons why students plagiarize while doing their assignments and share the strategies that I had adopted in order to support the students so that they could avoid plagiarism.

## Enhancing speaking skills among high school students

**P. Anuradha, School Assistant in English  
ZPHS, Marriguda, Nalgonda District.  
Telangana**

[Presentation video](#)

My VIII, IX and X grade students from a semi-rural background use a few words and phrases to convey meaning but not to a satisfactory extent. Listening can enhance speaking ability among the students so I exposed them to listening activities. Sentence starters, Language Structures, Conversation, Dialogues, Picture reading, Pinterest and others were employed to enhance speaking skills among the students

## How can I help my students (especially low proficiency learners) comprehend the text through pre-reading activities?

**Anitha Bohini, School Assistant English  
ZPSS Gadepally, Khila Warangal, Warangal  
district, Telangana**

[Presentation video](#)

Most students in high school are found to be poor at reading comprehension. Pre-reading activities motivate the children and stimulate their comprehension of reading material. The main aim of this study is to develop reading comprehension through different pre-reading activities, which I have adopted to help students predict the to-be-read text. Collaborative pre-reading activities such as picture interaction, songs/rhymes and language games seem to help the students to recall prior information about the topic of the given text but also aid in better comprehension during the reading activity.

## Improving speaking skills through interesting inputs

**V. Veena, School Assistant in English  
ZPHS, Yerrabelly,  
Nalgonda District'  
Telangana**

[Presentation video](#)

9th Grade students find communication a problem. The students are attracted to stories. Stories have the power to trigger the mind and to generate language, thus improving students' communication. Storybooks and cards were provided and discussions were held to generate speech. In addition, Vocaroo, Whatsapp, Voice messages and Videos were used to enrich students with input and thus help generate language.

## Interventional strategies to develop reading skill and comprehension among my students

**Narender Odela, School Assistant English  
ZPHS Chityal, Jayashankar Bhupalpally  
district, Telangana**

[Presentation video](#)

Reading is an important skill required to acquire knowledge of various issues and phenomena. Good reading skill enhances expressive and productive skills. Many students of secondary classes are poor at comprehension of the reading text. The purpose of this study is to identify the reasons for poor reading comprehension and develop of interventional strategies to improve reading comprehension among my students. Poor vocabulary and phobia towards English language were observed to be the reasons for this. I sought the adoption of prediction, paraphrasing, summarizing, question answering techniques, and chunking along with picture interaction, collaborative methods of reading and discussion methods to develop the comprehension of the given text among my pupils.

## Developing speaking skills among IX grade students

**A. Radhakishan, School Assistant  
in English  
ZPHS, Kattangur, Nalgonda District,  
Telangana**

[Presentation video](#)

Speaking in English is a problem faced by my 8th and 9th Grade students. Role plays and skits have helped students gain familiarity with the language. Their enthusiastic participation and overdoing their role helped in developing their speaking skills. The skits based on the classroom textbooks have helped students to learn the needed vocabulary and grammar of their grade. With scaffolding by giving students sentence structures and by modelling, the desired results have been achieved.

## Day 2 – Session 2

### Room 1

11:25-12:40

[Video of whole session](#)

Chair: Ernesto Vargas Gil

### Room 2

11:25-12:40

[Video of whole session](#)

Chair: Prem Phyak

### Room 3

11:25-12:40

[Video of whole session](#)

Chair: Vanita Chopria

**Mentored by Ana Cecilia Cad  
(Argentina)**

**Mentored by A. Beril Yucel  
(Turkey)**

**Mentored by Hiyam  
Alghassani (Oman)**

## Peer observation in preservice teacher training during online during Covid19 Pandemic

**Maria Bortagaray and Vanesa Cladera,  
University Professors  
Universidad Autónoma de Entre Ríos**

[Presentation video](#)

Training pre-service teachers during the pandemic has disclosed various challenges. Practitioners had restricted access to institutions, thus, the period inside the classroom had to be maximized and exploited. This action research focused on the implementation of peer observation as a tool for enhancing reflective practice, mutual learning and professional development.

## A collaborative action research project

**Pınar Egeli, English teacher / Teacher Trainer  
TED Karadeniz Ereğli College**

[Presentation video](#)

This presentation aims at presenting the background of a collaborative action research project between TED colleges in Turkey carried out with Grade 5 and Grade 11 students (aged 10-17), with the aim of establishing factors that influence students of different ages and their English writing skills.

## Difference between students' performance in class and classroom tests

**Shaima Alamri, Teacher  
Ministry of Education, Oman**

[Presentation video](#)

I have always observed that there is a noticeable difference between my students' performance in class and their performance in class tests. They usually showed a high level of language proficiency in class; however, when it comes to class tests they exhibit lower levels of performance. In my exploratory action research, I have tried to find out the reasons *why* and to implement some strategies to lessen this gap.

Mentored by Parshu  
Shrestha and Sagun  
Shrestha (Nepal)

## The efficacy of the POWER-S approach to enhance writing skills

**Samikshya Bidari, Adjunct Lecturer  
Mega College, Kathmandu**

[Presentation video](#)

POWER-S is a strategy in writing that incorporates pre-writing, organizing, writing, evaluating, revising, and sharing stages. I provided specific guidelines to my undergraduate students, who had some issues in writing essays, after exploring about their problem, and observed them for four weeks. They demonstrated minimal improvement initially but after the second month, they improved their writing skills tremendously.

## Idea generation with Generation Z in a changing world

**Ozge Öztürk, English Teacher/Head of the  
English Department  
TED İzmir College**

[Presentation video](#)

This research focused on strategies to prompt thinking skills initially in writing. I utilized structured questionnaires and then reacted to students' responses appropriately. A systematic approach was implemented throughout two grade levels to establish the impact of idea generation, react to the reasons and adjust strategies. The study is ongoing but even in these initial stages the results show that age dramatically affects idea prompts. How the students have reacted and responded will greatly assist in structuring plans to maximize engagement, effectiveness and success of teaching writing strategies with all age groups and in all skills in the future.

## I can't write!

**Shaima Arawas, Teacher  
Ministry of Education, Oman**

[Presentation video](#)

It is no secret that writing is one of the most demanding skills for learners. I have always heard my grade 4 students complain about how boring and how difficult the writing tasks were. In this exploratory action research, I tried to explore my students' attitudes towards writing and what areas seem to create a challenge for them during the writing lessons. Based on my findings, I tried to implement my own strategies to support students during the writing lessons as well as create a motivating reward system to enhance their confidence towards their writing ability

## Encouraging students to complete home assignments

**Kanchan Jha, Junior Teacher  
SOS Hermann Gmeiner Secondary School  
Itahari, Itahari**

[Presentation video](#)

Classroom management is always a great challenge for teachers and in this study i focused completion of home assignments. The data collection involved questionnaires and qualitative analysis. The findings of this study are expected to help teachers encourage their students to do assignments regularly.

## The role of idea-generating strategies on writing skills

**Özden Yağlı, English Teacher / Head of the  
English Department / Teacher Trainer  
TED Isparta College**

[Presentation video](#)

This study aimed at promoting students' idea-generating abilities via the implementation of some pre-writing strategies. The study was carried out with Grade 11 students (aged 15-17), who are quite competent in English (B1+ / B2+). The research was initiated with a couple of questionnaires to identify how hard the pandemic had hit the students' interest in English, particularly in writing classes. With the challenges having been identified, systematically planned activities were conducted for five consecutive weeks. The impact of the activities was assessed via reflections, interviews, group discussions and photographs. The data collected reveal that the students showed enthusiasm with regard to idea-generating strategies and performed better.

## Beating the clock in teaching

**Aysha Alhadad, Teacher  
Ministry of Education, Oman**

[Presentation video](#)

As a teacher, I have always felt that I have an issue with time management. Being in this situation repeatedly and listening to my colleagues' fleeting notes made me believe that I need to work on this problem. In this exploratory action research, I have tried to explore this issue in detail and to find ways to overcome it through creative and efficient preparation, incorporating technology and engaging my students in ways which eventually showed positive results.

## Promoting reading among students

**Sangita Basnet, Teacher  
Vishwa Adarsha School, Itahari**

[Presentation video](#)

This paper examines students' reluctance in reading and strategies employed to help them develop reading habits. Qualitative data with open-ended questions were collected and analysed. Guided activities required for the development of reading habits among students were carried out to bring the desired outcome.

**Mentored by Santosh  
Mahapatra (India)**

## Improving in-service ESL teachers' conversation skills in English

**Kiran Shayna, Assistant Professor  
Central University of Haryana**

[Presentation video](#)

The pre-service teachers I am teaching are usually active and participate actively in the classroom. However, they avoid using English for oral communication purposes in the classroom. In my study, I will present how I have been trying to improve their conversation skills in English.

## Yes, I can read!

**Hanan Baomar, Teacher  
Ministry of Education, Oman**

[Presentation video](#)

I have always noticed that my grade 11 students are reluctant to read aloud. Wondering what might be the reasons behind their reluctance and how I can help them overcome this problem was the aim of my exploratory action research. Through investigating the reasons behind their attitudes, I was able to think of and try out some strategies to help them be more confident readers as well as to create more enjoyable and stress free reading lessons.



**Mentored by Mizo Prova  
Borah (India)**

## **Online teaching-learning: perceptions and challenges**

**Nabanita Baruah, Formerly Teacher  
Betbari Higher Secondary School,  
Sivasagar, Assam, India**

[Presentation video](#)

With online teaching-learning as background, the objective of this study is to identify issues related to it in relation to the perceptions of stakeholders at different points of time. The results focus on measures to improve teachers' technology skills to create a successful teaching-learning atmosphere in rural areas.

## **Coping with challenges of online teaching**

**Rosemarie Amparado, Instructor  
Mindanao State University, The Philippines**

[Presentation video](#)

After the spread of Covid-19 pandemic in the Philippines, several institutions of higher education including my university adopted an online mode of education. My colleagues and I faced several challenges but we also learned to cope with those. In my presentation, I will discuss our coping strategies.

## **How can I encourage my students to speak more?**

**Ameera Alabri, Teacher  
Ministry of Education, Oman**

[Presentation video](#)

Who wouldn't like their students to speak more? Having noticed the lack of attention given to speaking in real classrooms due to some reasons like lack of time or worrying about covering the syllabus, it has become my goal as an ESL teacher to encourage my Grade 11 students to speak more through creating more opportunities for them to speak. 'English is a Lifestyle' was my project to enhance speaking in my classroom. Through applying this project, I explored ways of giving my students the chance to literally make their voices heard.

## Online teaching and learning and reading comprehension

**Angarag Kumar Bhuyan, Teacher  
Rangadaria Higher Secondary School,  
Morigaon, Assam**

[Presentation video](#)

This is a study conducted during the lockdown period of Covid-19 . The objective of the study was to examine and evaluate the positive effect of online learning achieved through the change in the mode of instruction. The results of the study reveal improved reading comprehension among the students.

**13:00-13:50 (GMT)**

**Plenary round table: Teachers reflect! What do teachers say about doing teacher-research in the pandemic?**

Chaired by Aslı Sağlam and Richard Smith

**[Session video](#)**

## Day 2 – Session 3

### Room 1

14:00-15:15

[Video of whole session](#)

Chair: Jessica Mackay

### Room 2

14:00-15:15

[Video of whole session](#)

Chair: Lidia Casalini

### Room 3

14:00-15:15

[Video of whole session](#)

Chair: Celia Antoniou

**Mentored by Vanita Chopra  
(India)**

**Mentored by Victoria Inwang  
(Nigeria)**

**Mentored by Elyanora  
Menglieva (Uzbekistan)**

## Exploring the efficacy of group activities in online breakout rooms

**Ritu Bhandari, PGT English  
Soft Skills Trainer  
Google Certified Trainer Level-1  
N.K Bagrodia Public School, Rohini**

[Presentation video](#)

Group activities have always been a part of the teaching-learning process. They were well received in offline classes but it was a challenge to conduct them effectively in online classes. This research focuses on finding out the reason for students' lack of interest in group activities in online breakout rooms

The research brought out insights that would improve the efficacy of the group activities conducted in these rooms.

## Enhancing reading fluency among senior secondary school students

**Anim Kessington Uche Chukwu,  
English language teacher  
Abbi Girls' Comprehensive Secondary School,  
Delta State**

[Presentation video](#)

I have noticed that reading is a difficult task for most of my students and this makes me wonder about the reason. One indication is their lack of access to learning material (textbooks and literature text) which is a condition that is difficult for me to handle, yet their interest in reading is encouraging. This motivated me to explore strategies that can help.

## Ensuring students' engagement in task completion

**Malika Mirvokhidova, EAP teacher  
TEAM University**

[Presentation video](#)

Teachers expect active participation and completed tasks from their learners. However, expectations are not always met and this can encourage teachers to explore their classroom practices. This presentation aims to share exploratory action research findings which focus on challenges related to student engagement and task completion and the ways to overcome them.

## Learners not completing home assignments

Kadam Gorakhnath, Primary Teacher  
ZPPS KADTI District Hingoli

[Presentation video](#)

Most of my learners do not complete home assignments due to many reasons. This study aims to find a strategy to encourage them to complete their home assignments with the help of peer volunteers.

## Helping senior secondary school students read better and faster

Tudeme Victory, English language teacher  
Ede Grammar School, Delta state

[Presentation video](#)

I have observed that my students have difficulty reading comprehension passages, which makes me concerned. Most students hide their faces so that I do not call on them to read the comprehension passage. Some can speak but cannot recognize the same words in a written context. Some read very slowly, sometimes making the lesson boring, so I decided to explore approaches that can help.

## Students' low level of motivation while studying remotely

Dildora Khallyeva, ESP teacher  
University of World Economy and Diplomacy

[Presentation video](#)

This presentation is aimed at those who would like to learn how to increase students' motivation to study online. I will share my research findings on the reasons for students' low motivation and suggest some feasible ways of making them more engaged in online classes.

## Enhancing engagement of students by converting informational prose content into simple stories

**Priyanka, Primary Teacher  
Z.P.P.School Kavitkheda Aurangabad**

[Presentation video](#)

Some lessons are overloaded with information as a result of which students show lack of engagement and get bored. This study focuses on how converting informational prose content into simple stories can enhance the engagement and interest of the students.

**Mentored by B Salomi  
Snehalatha (India)**

## What effective teaching strategies will have an impact on reading skills of low proficiency students in my class

**Padma Gupta Akarapu, School Assistant  
Ravulapally, Marpally, Vikarabad, Telangana**

[Presentation video](#)

Most high school students have poor reading ability in remote regional medium schools. Most teachers complain that this is due to lack of interest in English. However, my students expressed that they enjoy reading texts in English. The purpose of this study is to identify what hinders student's reading ability and problems with existing teaching practices. For this, I carried out action research with 15 students of IX class, asking 'What effective teaching strategies will have an impact on reading skills of low proficiency students in my class?', on the basis of data collected from students, teachers and critical observations of my teaching practices by fellow teachers.

## Making online grammar learning engaging for students

**Feruza Erkulova, EFL Teacher,  
PhD Student  
Namangan State University**

[Presentation video](#)

School graduates are required to take grammar tests to enter national universities. This is the reason why they mainly focus on their grammar development. This research investigates the difficulties students faced while studying grammar online. It also suggests ways to overcome these difficulties.

## Classroom to drawing room: COVID, Language and muted audience

**Nishtha, TGT English Teacher & Story Teller  
Richmond Global School Paschim Vihar  
New Delhi**

[Presentation video](#)

English Language Teaching has seen a paradigm shift in teaching techniques over the decade, trying to overcome the challenges of teaching English as a second language. However, the shifting of classrooms to virtual screens has been the most challenging one. Just as teachers developed an environment of open and free conversation to develop better spoken skills, they were hit by a tornado of muted mikes and blank screens. This research highlights the challenges and techniques pertaining to Online Spoken English Classes during the pandemic from the first-hand experience of an English language teacher in a private school.

## Lack of offline classrooms- Increasing personal connection between students and teachers

**Shiv Bhargav Singh Thakur, Secondary Grade  
Teacher  
MPUPS P Raparthy, Sangareddy, Telangana**

[Presentation video](#)

The advent of the corona virus has brought about a lot of changes in all fields, especially in the school system in rural areas like ours, which is far away from technology usage. It has caused students' progress to slow down, due to lack of offline classrooms and personal interaction between students and teachers. The main purpose of this research was to investigate the adverse effects of the pandemic and the implementation of innovative methods to enhance the connectivity of students with teachers and improve progress in low-tech environments.

## Motivating students to develop their autonomy

**Dilafruz Sarimsakova, EFL Teacher  
Namangan State University**

[Presentation video](#)

Developing autonomous learning has been a core issue in ELT for years, as it promotes a positive learning environment, motivation, collaboration, and social interaction. This presentation reports on my exploratory action research on how to motivate students to develop their autonomy.



Mentored by Mohamed  
Lehjef (Morocco)

## Reluctance to speak among 1st year Bac students in Wadi Sakia Elhamra High School in Essmara

**Sabra Kaaibich, Teacher  
Sakia Elhamra high school, Smara**

[Presentation video](#)

Most of the students show a reluctance or a hesitation to speak in the classroom. This study aims to find the reasons behind this issue and figure out some solutions to reduce it and encourage students to speak and participate more in the classroom

## How can I enhance my students' creative, interactive oral skill?

**Kranthi Kumari.M, Secondary Grade Teacher  
MPPS Mulugu,Siddipet, Telangana**

[Presentation video](#)

Listening and speaking are the significant areas when learning to communicate in a foreign language. Speaking cannot be taught only by providing textbooks or regular curricular practices. Speaking can only be developed by exposing learners to various authentic audio-visual practices and creating situations for them to listen and speak naturally and spontaneously. By listening to various utterances, learners can gradually develop oral interactive and productive speaking skills. Listening and speaking go hand in hand, with listening input combining with expected spoken output. For this research I designed activities for 15 children of class 1. Here my ultimate objective of teaching English is to encourage learners to develop as independent users of language skills.

## Strategies for pairing EAP foundation year students for speaking activities

**Ella Maksakova, EAP Teacher Researcher  
British Management University in Tashkent**

[Presentation video](#)

Being an EAP teacher in a foundation year program at an EMI (English Medium of Instruction) university in a non-English speaking country imposes some context-specific challenges for teaching and learning EAP. The purpose of this research was to find reasons for the unwillingness of EAP students to participate in speaking in pair work activities and to investigate changes observed after some actions were taken.

## How to develop critical thinking in students' writing

**Nilufar Tillaeva, Adjunct Professor  
Webster University in Tashkent**

[Presentation video](#)

EFL learners usually find writing challenging, due to which they can become less motivated and engaged. This research focuses on how the integration of critical thinking in writing activities can influence language development.

## Day 2 – Session 4

### Room 1

**15:25-16:40**

[Video of whole session](#)

Chair: Jessica Mackay

### Room 2

**15:25-16:40**

[Video of whole session](#)

Chair: Lidia Casalini

### Room 3

**15:25-16:40**

[Video of whole session](#)

Chair: Celia Antoniou

**Mentored by Ana Garcia  
Stone (Spain)**

**Mentored by Dipti Trivedi  
(India)**

**Mentored by Ruben Mazzei &  
Mariana Serra (Argentina)**

## Exploring the causes of lack of interest in online classes

Ruby Tyagi, Assistant Professor for  
Teaching of English  
Satyam College of Education, Noida, India

[Presentation video](#)

Teaching of English is no longer the same as it was before the pandemic. Online teaching-learning took over the basics of contemporary classrooms. The present study focused upon the exploration of causes of lack of interest in online classes. The findings of the study revealed the factors affecting interest.

## BWE method to improve narrative writing in English language among Year 6 students

Nirmaladevi A/P Kandasamy, English  
Language subject Educator  
SK St Patrick, Tawau, Malaysia

[Presentation video](#)

This study was carried out to enable students to learn to write a narrative essay in about 80 to 100 words. Observations showed the students found it difficult to write a narrative essay. Pretest and posttest were carried out and the results showed that the students scored excellent results after they used the “BWE” (Brainstorm–Write–Essay) method.

## The incorporation of academic audio material in an online EASP and academic literacies course in higher education

Carlos Rotensztain and Oscar Marino,  
Teachers  
University of Buenos Aires

[Presentation video](#)

This presentation shows how we explored students’ academic listening to widen the range of exposure of students to the target language by integrating listening comprehension in different genres with other practices in the EASP and academic literacies course at the College of Psychology, University of Buenos Aires.

## Learners not able to express themselves verbally in speaking activities of online lessons

Harish Patodkar, Primary Teacher  
ZPCPS BHOSI, District Hingoli, India

[Presentation video](#)

Rural learners are hesitant to express themselves in online classes but proper interventions can enhance their verbal expression. This study focused upon the enhancement of verbal ability of my learners.

## Bliss of a curse – probing a success story through action research

Swati Bakshi, Founder / English Language and Literature Teacher  
Funlish Language School  
Kolkata

[Presentation video](#)

When the educational system across the world changed overnight posing a challenge to both teachers and students, there were some classes that witnessed enhanced engagement, participation and improvement in students' performance. This Action Research tries to explore the factors that made it possible

## Assignments: an incomplete genre?

Cecilia Pfister, Silvia Zorz & David Rossell,  
Teacher coordinators and teacher  
University of Buenos Aires

[Presentation video](#)

The current online teaching environment – due to the pandemic – has created a very rich setting to explore the wealth of written information about classroom practices between both students and teachers. In this presentation we will share the findings of our exploration and how they will guide our future design of assignment instructions.

## **Learners do not participate in descriptive writing activities**

**Gajanan Tale, Secondary Teacher  
Maharashtra Vidyalaya Malhivara District  
Hingoli, India**

[Presentation video](#)

This study focuses on learners who don't participate in descriptive writing activities.

## **How can I encourage my students to keep learning during the pandemic situation?**

**Mahendrakumar Chaudhari, Secondary  
English Teacher  
K.P. Patel Ash Secondary School, Vijapur,  
Mahesana, Gujarat**

[Presentation video](#)

During the corona virus period, there was no way to conduct classes so I used Google Classroom to join with the students and continue teaching-learning tasks. This presentation shows how to encourage students to join Google Classroom with YouTube videos.

**Mentored by Seden Tuyan  
(Turkey) & Mariana Serra  
(Argentina)**

## **To enjoy or not to enjoy? That is the question!**

**Neslihan Sen, English teacher  
Sehit Murat Demirci Imam Hatip Secondary  
School, Turkey**

[Presentation video](#)

This exploratory action research study aims to increase the level of enjoyment in my 5th grade EFL classes by focusing on the students' own interests and activities they like. The study is based on Enhancement Mentoring approach which aims at expanding my previous successful teaching experience to my current challenging teaching context.

## Learners lack confidence in speaking English

**Kushbu Vikram Kundanani, Primary Teacher  
Pawar Public School, District Hingoli, India**

[Presentation video](#)

Learners lack confidence in speaking English in online classes and I was curious to know the reasons behind it. It seems that proper activities can enhance the confidence of learners in online classes.

## ELT mobile classroom on my bike (for classes 3 to 5)

**Chandreshkumar Borisagar, Head Teacher / Teacher Educator / Gujarat State Resource Person of English Language  
Badhadapara Primary School, Savarkundla, Amreli, Gujarat**

[Presentation video](#)

During the Covid-19 pandemic, schools were closed but we kept students learning. As an English language Teacher, I started an innovation named 'ELT classroom on my bike'. I took ELT materials on my bike into the streets and to remote village areas where my students live. I started Street education and Farm education schools on their doorsteps, completely following the Covid-19 guidelines. To create interest among students to learn English, I used to play rhymes and poems on a mobile speaker. We did action songs too. I used big trees around me as ELT material by hanging flashcards on the branches of the tree, where one can find each letter of the alphabet and their words. As a state resource person, I and the team created QR codes to put in the English textbook. I also guided parents to access the QR codes at home during lockdown. Finally, my virtual classroom lessons were telecast on a TV channel. I guided students to watch these for learning English.

## Have fun and enjoy your experience at the speaking, translation and reading clubs!

**Nesrin Boz, English teacher  
BİLGE KAĞAN Secondary School, Turkey**

[Presentation video](#)

This research study focuses on the importance of students' motivation in the sustainability of three online learning clubs and on the design of materials to keep participants motivated to join every weekly online meeting.

## Improving reading speed and accuracy

**Dipak Chaudhary, Teacher in upper primary school  
Anupam Primary School, Palavasana Dist.  
Mehsana, Gujarat**

[Presentation video](#)

This study aims to understand how I can improve students' reading speed and accuracy.

## Stream it Up! From local to nationwide collaboration

**Ayse Zambak, Teacher Trainer  
Adana Saricam District Directorate of  
National Education, Turkey**

[Presentation video](#)

The aim of this study is to extend the understanding of cooperation in local in-service teacher education to the development of the grant program 'Stream it Up', which will be implemented throughout the country with high school students.



**16:50-17:20 (GMT)**

**Plenary session: Final reflections and round- up**

**[Session video](#)**

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