TEACHERS RESEARCH! ONLINE 2023

Edited by Aslı Lidice Göktürk Sağlam, Richard Smith and Zening Yang

Proceedings of an IATEFL Research Special Interest Group conference supported by the A.S. Hornby Educational Trust Decentring ELT initiative, featuring posters, presentation videos and Q&A with teacher-researchers from around the world

Contents
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Introduction

This is the book of proceedings of the international *Teachers Research! Online 2023* conference for English language teachers and mentors which was held on 17–18 March 2023. The conference featured 74 presentations by teachers and student-teachers from 12 countries: Argentina, Bangladesh, Cameroon, China, Côte d'Ivoire, India, Iraq, Israel, Nepal, Pakistan, Thailand, and Turkey. They were guided by 24 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. By clicking on links to whole session videos, 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 ninth 'Teachers Research!' conference to be organized or supported by the IATEFL Research Special Interest Group, and the second 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
2021 - Online

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 face-to-face events in 2014–2018 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 and 2023 conferences, we have attempted to reproduce this participant-centred, interactive ethos, but online.

Presenters at Teachers Research! Online 2023 were mentored by the committed teacher educators whose names are indicated in the programme. Most of them were active participants in an online mentoring support group which met monthly in the second half of 2022, partly with the aim of building activity towards the conference. Going back further in time, a main catalyst for much of the mentoring that went on in 2022 was not only inspiration from the preceding Teachers Research! Online 2021 conference but also the January–February 2022 TESOL Electronic Village Online on Mentoring Teacher-research, led by Richard Smith and Seden Eraldemir Tuyan.

Design of the conference

To be consistent with the spirit of previous, face-to-face Teachers Research! conferences but online, we adopted the innovative way of using digital posters and break-out rooms first developed for the 2021 conference. The procedure is outlined below but for more information on how and why the approach was developed please see the Introduction to the *Proceedings of Teachers Research! Online 2021*.

As in 2021, we worked within the affordances of the popular video-conferencing platform Zoom, due to its accessibility and familiarity to teachers throughout the world. There were fifteen 80-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 five or six presenters. At most times, 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). As in this publication, each presenter's poster was linked to from the programme, where an abstract could also be found. Conference participants just needed to click on the title of the presentation to view the poster.

2) Interaction in breakout rooms [30–40 minutes total]: Following the brief presentations, participants were given a choice of breakout rooms to go to, in order to ask questions to / share reflections with individual presenters. 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

As in 2021, there were also two plenary sessions, in the middle of Days 1 and 2, in which we put mentors (on Day 1) and teachers (on Day 2) at centre stage, rather than inviting external experts. This was in accord 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 involving reflections on the conference.

Design of this book

We hope 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 production related to the very first Teachers Research! event in Harrogate, UK, and is the latest in a line of innovative attempts to publish practitioner research (Smith, Bullock, Rebolledo & López, 2016) in an appropriate form '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). You can find more information on how we came up with the idea of adapting the conference programme to create proceedings in the Introduction to *Proceedings of Teachers Research! Online 2021*.

Thanks

We are very grateful for the continued financial support from the A.S. Hornby Educational Trust Decentring ELT initiative which enabled us to host this year's conference and provide free access to all attendees, as in 2021. The whole IATEFL Research SIG committee and especially its coordinator Ernesto Vargas Gil were, once again, instrumental in the success of this conference, not least by chairing individual sessions. We also want to recognize the invaluable support of Louise Atkins of IATEFL and finally we would like to give special recognition to Zening Yang, who again served as the main point of contact for mentors and worked tirelessly to ensure that all aspects of the conference ran smoothly.

We are very pleased that IATEFL Research SIG has committed to organizing a Teachers Research! conference on a yearly basis and hope that this will inspire and empower teachers to continue sharing their research and ideas in the years to come.

Aslı Lidice Göktürk Sağlam (Conference Chair) and Richard Smith

Overview and quick links

Friday 17th March

Time (GMT)	Room 1	Room 2	Room 3
9:45-10:00	Plenary session: Welcome		
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 **Côte 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
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 (4)**	Teachers from **Bangladesh** mentored by **Tasnima Aktar** and **Hamidul Haque (4)** Teachers from **Argentina** mentored by **Mariana Serra (1)**
13:10 – 13:50	**Plenary round table: Teachers reflect!** Chair: Aslı Sağlam		
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**		

Conference presentations, abstracts and posters

Day 1 – Friday 17th March

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

Aslı Lidice Göktürk Sağlam (Conference Chair)
Ernesto Vargas Gil (IATEFL Research SIG coordinator)

[Session video](#)

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

Room 1	Room 2	Room 3
Video of whole session	Video of whole session	Video of whole session
Chair: Vanita Chopra	Chair: Meifang Zhuo	Chair: Ruben Mazzei
Mentored by Ravinarayan Chakrakodi (India)	Mentored by Fauzia Shamim (Pakistan) and Richard Smith (UK)	Mentored by Sayeedur Rahman and Mian Md. Naushaad Kabir (Bangladesh)

Strategies Adopted to Develop Reading Comprehension: Creating and Recreating texts

Presentation video

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.

Link to poster

Exploring the Role of Language of Instruction in Mathematics Education

Presentation video

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.

Link to poster

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

Presentation video

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 the 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, I found that implementing classroom activities when teaching English Literature improved learner motivation and increased student engagement, and learners found it preferable to lecture-based classes. The study also showed that a higher degree of learner autonomy is required in the classroom to enhance learner motivation.

Link to poster

Why do Students Copy English Homework from Others?

Presentation video

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

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.

Link to poster

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

Presentation video

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.

Link to poster

Increasing Classroom Interaction through Collaborative Activities

Presentation video

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

This study starts from the observation that some students are reluctant to participate with one classmate or a particular group of classmates and that teachers can play a significant role in engaging these students in classroom activities. From that observation, this study highlights the impact of collaborative classroom activities student-student and teacher-student interaction. Utilising a qualitative approach, I 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. I also found that collaborative activities, especially those that require body movement and problem solving during the activities, increase interaction more than mere group presentations. The study also revealed that the interest of the students in knowledge sharing and peer feedback was a key factor behind collaborative activities to improve their interaction.

Link to poster

Developing the Reading Skills of Primary Level students through Team Teaching

R. Mythili
Senior Lecturer, 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.

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

Zenab Moiz
Senior Lecturer, 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.

Mentored by Ruben Mazzei (Argentina)

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

Agostina Spinella Trapani and David Rossell
Professors, 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.

Multimodal Strategies for my Students to Stay Motivated

Presentation video

Chandrakala B. M.
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.

Link to poster

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

Presentation video

Sayyeda Numrah Bokhari
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.

Link to poster

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

Presentation video

Patricia Insirillo and Cynthia Quinteros
Professors, 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.

Link to poster

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

[Presentation video](#)

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

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.

[Link to poster](#)

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

[Presentation video](#)

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

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.

[Link to poster](#)

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

Room 1	Room 2	Room 3
[Video of whole session](#)	[Video of whole session](#)	[Video of whole session](#)
Chair: Marisol Guzman	Chair: Elena Oncevska Ager	Chair:Ana Garcia Stone

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

Presentation video

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.

Link to poster

Enhancing Integration of Language Skills in Teaching English

Presentation video

Ahmereen Rasheed and 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.

Link to poster

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?

Presentation video

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?

Link to poster

Empowering Teachers and Students Through The KARDS Model Action Research

Presentation video

Tuğçe Bilgi
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.

Link to poster

Students Reading Academic Texts: Challenges and Successes

Presentation video

Javeriya Ahmed Hussain, Lecturer, and 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.

Link to poster

How I Motivated My Students to Speak in English

Presentation video

Shweta Arun Patil
Government Ashram School and Junior College, KalamDevi Dahanu District, Palghar, India

I have been teaching for 14 years, teaching tribal ashram school students. As a teacher trainer, I very much wished my fellow English language teachers to follow an activity based classroom but I found that teachers from tribal areas were following traditional methods of teaching, being hesitant to communicate in English due to lack of confidence, lack of proper vocabulary and mother tongue influence. So, they were unable to give proper exposure to the students to the English language. Therefore, I thought that through an English language training program I could motivate teachers for English speaking and activity based teaching. I introduced them to various everyday topics where they could get an opportunity to express themselves through various activities including role play and acting out scenes. An English-speaking culture was developed and teachers gained in confidence and improved their own speaking skills as a basis for developing their students' speaking skills.

Link to poster

A First-person Action Research: Unearthing the Quality of a Tertiary Language Teaching Curriculum through KARDS Model

Presentation video

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).

Link to poster

Mentored by Zening Yang (China)

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

Presentation video

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.

Link to poster

How Can I Use Blended Teaching for Teaching English Grammar to Rural Area Students After the Pandemic Situation?

Presentation video

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.

Link to poster

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

Presentation video

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.

Link to poster

How Can I Better Support my Students' Vocabulary Learning?

Presentation video

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 conducting focus group interviews and one-to-one interviews with my students, and keeping a reflective teaching journal, I explored and chose the suitable vocabulary learning methods to support my students.

Link to poster

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

Presentation video

Rajalaxmi Vaibhav Kulkarni
Bhausaheb Firodiya High school, Ahmednagar, India

The purpose of this study was to examine the impact of collaborative writing on the achievement and fluency in writing skills among students of 8th standard. Pre- and post-tests were used to measure the improvement of students. The participants were 40 high school students divided into two groups of 20 students each to investigate the differences in achievement between those producing written texts individually and others working in pairs. I also administered a semi-structured questionnaire to measure students' attitude towards using collaborative writing in practising writing English texts. The findings revealed that the experimental group members' achievement in writing was better than that of the other group, according to post-tests. The questionnaire also revealed that the experimental group's students had positive attitudes towards the collaborative writing approach.

Link to poster

Mentored by Amira Salama (Egypt)

Mentored by Meifang Zhuo (China)

How Can I Develop Reading Skills in Class 7th?

Presentation video

**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.

Link to poster

Why Do Students Not Perform Well in English Exams?

Presentation video

**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.

Link to poster

My Exploratory Practice：Understanding Students' Puzzles in Reading Comprehension

Presentation video

**Jasmine Wei
Senior Teacher, 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 inreading comprehension and my professional development.

Link to poster

Plenary Round Table (13:10-13:50 GMT) Mentors Share Their Experiences of Facilitating Teacher-research

Chair: Ernesto Vargas Gil

Session video

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

Room 1

Video of whole session

Chair:Seden Eraldemir Tuyan

Mentored by Mayamin Altae (Qatar)

Why is Group Work Important in Teaching

Presentation video

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. Link to poster

Speaking is a challenge in ESL classes in Iraq

Presentation video

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.

Link to poster

Motivating Boys to Learn English

Presentation video

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.

Link to poster

Mentored by Vanita Chopra (India)

How to Improve My Students' New Vocabulary Retention?

Presentation video

**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.

Link to poster

How to Enhance Students' Comprehension Skills?

Presentation video

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.

Link to 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. Reading English with 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 important areas in English pronunciation. The students were taught how to pronounce English letters correctly for sound blending, among other things. The results of the alphabet pronunciation worksheets I designed were recorded in reflective journals and through peer observation. The experiment was conducted using flash cards and minimal pair activities which could make students able to differentiate and recognise each sound of the English alphabet. Two thirds of the students could identify the sounds of the letters and pronounce the jumbled letters on the whiteboard loudly and accurately. According to focus group interview, they stated that they could recognize and pronounce English sounds more accurately – the students were quite satisfied and ready to improve themselves further.

Link to poster

Day 2 – Saturday 18th March

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

Room 1	Room 2	Room 3
Video of whole session	Video of whole session	Video of whole session
Chair:Richard Smith	Chair:Eric Ekembe	Chair:Jessica Mackay
Mentored by Ekta Goel and Rama Mathew (India)	Mentored by Meifang Zhuo (China)	Mentored by Vanita Chopra (India)

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

Presentation video

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.

Link to poster

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

Presentation video

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.

Link to poster

How to Enhance My Student's Writing Skills?

Presentation video

Menada Juiboonmee, English Teacher Mathayomwatsing School, Thailand

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 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.

Link to poster

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

Presentation video

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.

Link to poster

My Exploratory Practice in Understanding Students' Difficulties with Reading Comprehension

Presentation video

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.

Link to poster

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

Presentation video

Kanchanokchon Woodeson
English Teacher
Ammartpanichnukul School, Thailand

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

Why are My Students so Passive in My Sanskrit Classes?

Presentation video

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.

Link to poster

My Exploratory Practice on Teaching Vocabulary

Presentation video

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.

Link to poster

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

Presentation video

Bhunnarak Bhurampawe, English Teacher Kuthong Phittayalai School, Thailand

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.

Link to poster

Effective Use of Authentic Materials in the Primary Classroom

Presentation video

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.

Link to poster

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

Presentation video

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.

Link to poster

Mentored by Ana García Stone (Spain) and Mariana Serra (Argentina)

Enhancing Speaking Students' Mental Wellbeing

Presentation video

Lone Bendixen Goulani
English Language Lecturer
University of Kurdistan - Hewler, Iraq

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.

Link to poster

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

Presentation video

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

Link to poster

Engage Students in Classroom Presentations

Presentation video

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 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.

Link to poster

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

Room 1	Room 2	Room 3
Video of whole session	Video of whole session	Video of whole session
Chair: Gyanu Dahal	Chair: Chris Richards	Chair: Mariana Serra
Mentored by Janak Singh Negi (Nepal)	Mentored by Nahla Nassar (Israel)	Mentored by Tasnima Aktar and Hamidul Haque (UK & Bangladesh)

My Students do not Interact in the Classroom

Presentation video

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.

Link to poster

Collaborative Writing in the EFL Classroom

Presentation video

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

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.

Link to poster

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

Presentation video

Shahanaz Asha
Head teacher, Shotrujitpur Government Primary School, Bangladesh

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.

Link to poster

Engaging Students with ICT to Enhance Learning Autonomy

Presentation video

Narayan Paneru
Secondary-Level English Teacher, Nepal

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.

Link to poster

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

Video not available

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

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.

Link to poster

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

Presentation video

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

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.

Link to 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 supported my students in developing their free writing skills.

Enhancing Writing through Collaboration

Yasmeen Ghazali
English Teacher, The Academic Arab College for Education-Haifa, Israel

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.

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

Sumon Ahmed
Head Teacher, Udaypur Govt Primary School, Bangladesh

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 games builds confidence that helps minimize learning gaps in speaking.

My Students Do Not Complete Their Homework

Presentation video

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.

Link to poster

Collaboration and its Effect on Developing Writing Skills for Sixth Graders

Presentation video

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

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 analysis revealed positive attitudes towards collaborative writing among the participants.

Link to poster

Using Games to Teach Primary Students

Presentation video

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

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.

Link to poster

Social Bonding in Virtual Education

Presentation video

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

In this research, we aimed 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 in the School of Psychology, University of Buenos Aires. Strategies for data collection included feedback given by students and a questionnaire.

Link to poster

Plenary Round Table (13:10-13:50 GMT)
Teachers Reflect!

Chair: Aslı Lidice Göktürk Sağlam

Session video
Teachers' reflections on Padlet

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

Room 1

Video of whole session

Chair: Elena Oncevska Ager

Mentored by Gyanu Dahal (Nepal)

A Breakthrough in Grammar Lesson

Presentation video

Patcharin Kunna
English teacher at Damrongratsongkroh School, Chiang Rai, Thailand

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 Exploratory Action Research in this research will be elaborated, followed by the action plan, evaluation tools, summary and my reflections.

Link to poster

Room 2

Video of whole session

Chair: Jessica Mackay

Mentored by Eric Ekembe (Cameroon)

Investigating Ways of Making Reading Comprehension Lessons More Participative and Successful

Presentation video

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

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.

Link to poster

Development of Students' Speaking Skills Through EAR

Presentation video

Pajonsak Mingsakoon
English Teacher, Hunkhapittayakom School, Hunkha, Chainat, Thailand

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.

Link to poster

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

Presentation video

Ndeta Quinta
English Teacher, St Benedict Catholic Bilingual College, Yaounde, Cameroon

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.

Link to poster

How to Improve Writing a Variety of Sentences in Writing Tasks

Presentation video

Nuananong Mookkhuntod
English Teacher, 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 challenges. The findings show the students lack vocabulary and ideas to write sentences and are afraid to write incorrectly.

Link to poster

Investigating Strategies to Enhance My EFL Learners' Understanding of English

Presentation video

Brindy Belinga Claude
English Language Teacher, Government Bilingual High School Bafamgoum, Cameroon

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 various reasons hindering their comprehension and to propose solutions.

Link to poster

Rethinking on Pedagogy Story Telling on Teaching Mathematics in School Level

Presentation video

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.

Link to poster

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

Presentation video

Ita Frinwie Tamenang epse Ndifon
English Language Teacher, St Benedict College
Mvolye Yaounde, Cameroon

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.

Link to poster

Mentor: Harry Kuchah (Cameroon)

Overcoming the Hurdles of Essay Writing for ESL Learners in Cameroon

Presentation video

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 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.

Link to poster

Ways to Increase Learner Participation in My English Classes

Presentation video

Sandra Teukam
Higher Teacher Training College Yaounde, Cameroon

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.

Link to poster

Improving Learners' Speaking Skills in the Classroom

Presentation video

Nicole Menoh
Regional Delegation of Secondary Education-Littoral, Cameroon

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

Link to poster

Investigating Strategies that Can Help Learners Take Part in Writing Tasks

Presentation video

Mayonghe Mélanie Kesiki épouse Kihkishiy
Government High School Joss-Douala, Cameroon

I realised that I faced the same problem each year with different sets of students – their 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 why students have this challenge and strategies I could use to get them involved in writing activities.

Link to poster

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

Aslı Lidice Göktürk Sağlam (Conference Chair)
Ernesto Vargas Gil (IATEFL Research SIG coordinator)

Session video