

TEACHERS RESEARCH! ONLINE 2024

Edited by Ernesto Vargas Gil, Vanita Chopra and Sidney Martin

Proceedings of an IATEFL Research Special Interest Group Conference, featuring teacher-research mentors' and moderators' reflections, research posters, presentation videos, and Q&A sessions with teacher-researchers from around the world.



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Introduction

Ernesto Vargas Gil

Welcome to the Proceedings of *Teachers Research! Online 2024*, marking the milestone tenth iteration of the event. Since 2014, the Teachers Research! conferences have provided a unique platform for English educators worldwide to share the outcomes of their teacher-led classroom research projects, exchange ideas, collaborate, and engage in meaningful discussions about the challenges encountered, the strategies developed to address them, and the lessons learned along the way. Over the past decade, the conference has given rise to a global community, bringing together teacher-researchers, mentors, and students from all over the world, committed to dialogue, innovation, and locally relevant teaching practices. This year's event, held online on 9–10 March 2024, continued the tradition of empowering educators as knowledge creators while strengthening a global network of reflective practice and collaboration.

Co-organised by the IATEFL Research Special Interest Group ([ReSIG](#)) and the Mentoring Teacher-Research Network ([MenTRnet](#)), this year's conference showcased the power of mentorship in teacher-research. MenTRnet's invaluable support in guiding presenters highlighted the transformative impact of mentoring as a collaborative and professional growth process. With around 90 teacher-researchers from 18 countries mentored by 32 dedicated educators, this year's conference truly reflected a global ethos.

The interactive format remained a cornerstone of the conference's success, putting teachers at the forefront of knowledge construction. Each session featured concise poster presentations, followed by discussions in breakout rooms where participants could ask questions, share reflections, and engage directly with presenters. This emphasis on interactivity not only fostered meaningful connections but also highlighted the conference's participant-centred ethos, which values teachers as active contributors to educational innovation.

These proceedings capture the conference's dynamic nature, offering a collection of research abstracts, links to digital posters, and video recordings of presentations and discussions. These resources allow readers to engage with the inspiring work of teacher-researchers and explore the insights they have generated. The presentations underscore the role of teacher-research not only as a tool for professional development but often also as a means of reclaiming teachers' agency, addressing systemic inequalities, and promoting locally relevant and innovative practices.

This year's conference featured a wide range of themes, from developing critical pedagogies and enhancing language skills to mentoring methodologies and innovative assessments. The plenary roundtables showcased the voices of mentors and teacher-researchers, reflecting on

their shared journeys and offering insights into the challenges and triumphs of conducting research in diverse contexts. Their reflections serve as a powerful reminder of the potential for teacher-research to create lasting, systemic change grounded in the realities of classrooms and communities worldwide.

As conference chair, I would like to extend my sincere thanks to my co-chairs, Vanita Chopra and Sidney Martin, for their exceptional leadership and dedication, which ensured the smooth and inclusive execution of this year's conference. I also wish to thank Professor Richard Smith for his inspiring vision and unwavering commitment to advancing teacher-research initiatives globally. His guidance has been key in fostering this vibrant international community of educators.

As you explore these proceedings, we hope you are inspired by the dedication and creativity of the teacher-researchers and mentors whose work is featured here. Here's to another decade of transformative teacher-research and the continued growth of this vibrant global community!

MenTRnet Conference Co-chairs' Joint Reflection

Vanita Chopra and Sidney Martin Mota

Introduction

The IATEFL Research Special Interest Group ([ReSIG](#)) Teachers Research! Conferences have long been a cornerstone of professional development for educators worldwide. Year after year, this gathering has provided a platform for teachers to share their classroom research findings, fostering a culture of collaborative inquiry and continuous improvement among teacher-researchers from around the world. The enthusiasm and commitment of participants have been palpable, highlighting the profound impact that teacher-led research can have on educational practice.

Alongside the constant support from IATEFL ReSIG, one of the key elements that has made recent conferences so impactful has been the active involvement of [MenTRnet](#), an international community of practice / network of mentors of teacher-research in the field of English language teaching for speakers of other languages,. Both organisations have played a crucial role in supporting teacher-researchers, and MenTRnet has increasingly been taking on a leading role in offering guidance, mentoring, and a community where ideas about mentoring teacher-research can be exchanged and refined. Both ReSIG and MenTRnet have been instrumental in ensuring that the insights gained from classroom research are effectively shared and implemented, amplifying the impact of individual efforts.

Background to the Teachers Research! Conference

The Teachers Research! conferences have been held since 2014 and have become a key event for fostering a community of practice among educators. The conferences are built on the premise that teachers can and should be active agents in generating knowledge about teaching and learning and that teacher-research is a powerful way of improving classroom practice.

The topics this year included enhancing listening, speaking, reading and writing skills to innovative language learning resources, critical pedagogy, better learner engagement, assessment, motivating learners, mentoring teacher-learners, Exploratory Action Research (EAR) methodology, learning strategies, disruptive behaviour, among others.

For the first time this year, the TR! conference was supported explicitly by MenTRnet, which played a key role in organising the event since its main goal is to support and mentor teacher-researchers around the globe. MenTRnet's core activities include supporting the organisation of free two 5-week series of [workshops](#) on teacher-research and on mentoring teacher-research; monthly [support group meetings](#) for those involved in mentoring teacher-researchers, and (now) annual co-organisation of the TR! conference for teacher-researchers to showcase their work, as well as an [associated online event](#) for their mentors to reflect on and share research about mentoring experiences. During 2024–25, MenTRnet is also supporting organisation of an [International Festival of Mentoring Teacher-Research](#), with a series of webinars by members and others responsible for teacher-research mentoring schemes around the world.

An Insider Perspective on the Conference

The preparation of the conference started many months before, culminating in a set of main events and parallel sessions in which each mentor could present their team of teacher-researchers. Each teacher-researcher could showcase their findings, after which breakout rooms for each presenter were available for attendees to join and ask them questions to find out more. This format was one of the many strengths of the conference and a relatively unique feature compared with other conferences.

The conference is focused on giving teachers a central role and prioritising their participation, viewing them as active contributors to knowledge construction rather than just passive recipients of expert knowledge. The aim is to encourage teachers to communicate their own ideas and to freely give and receive feedback.

This international online conference, chaired by Ernesto Vargas Gil from IATEFL Research SIG with Vanita Chopra and Sidney Martin from MenTRnet, brought together teacher-researchers, most of them mentored by MenTRnet members, from 18 countries: Argentina, Bangladesh, Cameroon, China, India, Indonesia, Iran, Israel, Japan, Kuwait, Nepal, Nigeria, Rwanda, Senegal, Sudan, Thailand, Turkey, and Uzbekistan.

In total, teachers mentored by 31 mentors were able to give around 90 separate poster presentations in three parallel strands. The conference also featured plenary sessions, which placed groups of teachers and mentors at centre stage, encouraging overall reflection on the processes of teacher-research and teacher-research mentoring.

A further iteration of the conference is being planned for March 2025.

Contributions of MenTRnet Members

The members of MenTRnet made a wide range of contributions to the conference. For example, there were reviewers who diligently evaluated the abstracts and Padlet links to ensure the contributions were of high quality. Other members took on the roles of chairs or moderators, ensuring that the sessions ran smoothly and that the timing was adhered to, resulting in productive discussions. Many members showed great enthusiasm and dedication during the preparation of the conference. Their insights and constructive feedback greatly improved the overall experience.

Key Takeaways

One of the most impactful aspects of the conference, in our opinion, was to see firsthand how the participants interacted with each other, sharing their research findings through the various sessions, creating a rich tapestry of knowledge that spanned diverse educational contexts and challenges.

Another aspect was the significant emphasis placed on the practical relevance of classroom research. As teachers, we are constantly seeking ways to improve learning outcomes, and the conference was a good place to equip oneself with new strategies and tools to make a difference in our classrooms.

Last but not least, discussions revolved around the idea of creating a sustainable impact in our teaching practice by means of thinking critically about the long-term implications of our research, which encouraged us all to reflect on our teaching in order to create a long-lasting effect on our working environment-

Impact on Professional Development

We believe that the Teachers Research! Conferences serves as a catalyst for professional growth among everyone involved in teaching from tutors to principals. By engaging in research, teachers can develop critical thinking skills, deepen their understanding of pedagogical principles, and enhance their ability to address educational challenges with evidence-based solutions. The conference seems to empower teachers to take ownership of their professional development, fostering a culture of continuous improvement and lifelong learning.

Importance of the Teachers Research! Conference and MenTRnet for Advancing Teacher-research

The Teachers Research! Conference and the Mentoring Teacher-Research Network (MenTRnet) play pivotal roles in advancing teacher-research by:

- **Building Research Capacity:** They provide essential training and resources, helping teachers develop the skills needed to conduct meaningful research.
- **Creating a Supportive Community:** Both initiatives foster a supportive community where teachers can collaborate, share their findings, and receive constructive feedback from peers and mentors.
- **Promoting Innovation:** They encourage the exploration of innovative teaching practices and the application of research findings to enhance educational quality.
- **Elevating Teacher Voice:** These platforms amplify the voices of teachers, recognizing their contributions as valuable and integral to the advancement of educational research.

Encouragement for Teachers to Get Involved

We encourage you to get involved with teacher-research, regardless of where you are in your career. You don't need to be a renowned researcher; all you need is a willingness to learn and share with those around you. By engaging in research, you can make a quality impact on various stakeholders, including teachers, learners, your institution, peers, and the broader community.

Teacher-research is a powerful tool that enables educators to connect, reflect, and innovate. We strongly recommend exploring how teacher-research can enrich your professional journey and the educational experiences of those around you.

Encouragement for Mentors to Get Involved

Join the [MenTRnet](#) community, contribute to the dialogue, and make a lasting impact on education through your research endeavours! By getting involved, you are not only enhancing your professional skills but also contributing to a collective effort that benefits the entire educational landscape. Let's work together to create a future where teacher-research thrives and everyone in the educational community can flourish.

Conclusion

The IATEFL ReSIG / MenTRnet Teachers Research! Online 2024 Conference concluded with a palpable sense of accomplishment and anticipation for the future of teacher-led research. This year's event brought together mentors and educators from around the world to share their insights, methodologies, and outcomes of their research endeavours, fostering a vibrant community of inquiry and practice.

Moderators' Reflections

Susan Dawson

One of the things that never ceases to delight me about teacher-research is not so much the changes made to classroom practice as a result of the research process, interesting and innovative although these often are, but the changes to the teacher themselves; that sense of excitement and growth, of new insights into their relationship with their students, and a deepening understanding of their identity as a teacher. Perhaps it is for this reason that when I look back at the notes I made in the two sessions that I chaired, the things that I have jotted down are not about the questions the teachers had, or the methods they used to collect their evidence, or the pedagogical changes they made, or the challenges they faced, but their reflections on the process and what it meant for them.

Several of the teachers who presented talked about how doing teacher-research had deepened their relationship with their students. Throughout the process they had learnt how to communicate more effectively with their students, and this had enabled the students to grow in confidence. They also talked about how the trust between teacher and students had developed, and how their students' enthusiasm for reading had increased throughout the process.

Other teachers talked about changes to their own thinking and attitudes. One said the process had enabled her to become a lot more reflective in her practice. Another said that before she started the teacher-research process, teaching was a burden to be endured, but now it no longer felt like a burden as she had a way of working to make her classroom a better place. This was also reflected by someone who said that the process had improved the quality of life in her classroom, and another who said that she had gone from "working in the darkness" to having a "brighter path" to follow. One of my favourite comments was by a teacher who said that she had realised it was not just about her, but that there was a broader, bigger picture and doing teacher-research had given her more purpose and a clearer focus in her teaching.

In one session, I asked the teachers if they would do teacher-research again, despite the challenges and the time commitment. They all gave a resounding 'yes'. I think this illustrates their commitment to grow and develop as a teacher, many in complex and challenging contexts. It also endorses the contribution that teacher-research can make to a teacher's own professional development.

Ravinarayan Chakrakodi

The two-day Teachers Research! conference gave a direction and purpose for the mentoring activity that I have been involved in. It's not just the conference but the activities leading up to the conference that helped both the mentor, and the mentees stay focused and develop the necessary skills of researching, reflecting and reporting. Teacher-researchers' presentations during the conference were a testament to their learning; teacher-research contributes to teacher-learning, where teachers learn by experimenting in their classrooms, interacting with fellow practitioners, reading books and by reflecting on their own practices. Conferences like this, therefore, motivate many teachers to engage in teacher-research and continue with their professional development journey.

The conference not only furthered teacher-learning but it contributed to my own learning as a mentor. Interacting with expert mentors from different parts of the world helped in furthering my knowledge about teacher-research and teacher-research mentoring.

Allowing conference participants to go through posters or padlet pages and ask questions to teacher-researchers is an innovative idea which gives ample opportunities for teacher-researchers to interact with co-researchers from different countries and learn from each others' experiences. It provides a truly international exposure and experience. It motivates novice teachers to know more about practitioner research. Mentees who presented in the conference can act as mentors, encourage other teachers to take up similar teacher-research initiatives in their classrooms and provide mentoring support in sharing their classroom experiences in the future conferences. Hence, the conference is not a one-off activity but has a multiplier effect.

Events like this also help in disseminating knowledge and good practices, thereby creating and expanding the community of teacher-researchers as well as teacher-research mentors.

For many teachers, it was a rare opportunity to present their classroom research reports before an international audience in innovative ways. It was also a huge challenge for teacher-researchers to present their four months' exploratory action research work in four minutes. However, the 30-minute discussion in the breakout room helped them in developing confidence to face a wider audience and gaining new insights into practitioner research.

Teacher-researchers learned many lessons such as managing time, balancing work on the personal and professional fronts, working in teams, and empathizing with fellow teachers while preparing for and participating in the conference. It also helped in understanding research ethics such as being honest and genuine, and understanding the importance of gathering evidence for research.

One of the teacher-researchers I have mentored said that the conference helped her in carrying out things systematically. She felt that attending the conference, listening to and watching other presenters and getting new ideas from other researchers from all over the world was the happiest moment in her life.

Another teacher-researcher mentioned that she found a researcher in herself. She further said that the event enhanced her confidence to use different online tools, work collaboratively, take feedback positively and improve her classroom teaching. According to her, presenting in an international teacher-research conference was an extraordinary experience where she had interaction with other mentors and also teachers from around the world.

All in all, it was a great teacher and mentor learning experience in the context of teacher-research.

Ana Gracia Stone

Teacher quotes:

“Find the solution from the students”;

“Teacher-research has made me more confident as a teacher”;

“I was moved by the openness of my students”;

“I’m not alone, other teachers are going through the same”;

“If I hadn’t done research, teaching would still be a burden”;

“Teachers are stronger together”;

“Giving voice to the learners”.

The online Teachers Research! conference gives teachers from all over the world a platform where they can share their research with other teachers. It also acts as a focus for completing their research as the presentation means they need to pull all their work together to form a coherent story. Teachers also have the opportunity to share their experiences and ideas with colleagues, thus forming a sense of community, which can be empowering.

For mentors, the conference is significant for the same reasons as it is for the teachers – it gives a focus and deadline to the mentoring/research process. It’s an opportunity to meet mentors from all over the world and share experiences/ideas. It also allows mentors to see work done by other teachers and perhaps draw comparisons with work carried out by their own mentees and also learn from it.

Marisol Guzman Cova

The Teachers Research! event I recently attended as a moderator of one slot truly stands out as a beacon for the educational community of teachers of English as a Foreign Language, especially under difficult circumstances. It underscores the transformative power of teacher-led research, where educators evolve into researchers tackling real-world problems from the Global south with both objectivity and deep commitment. These educators, through their dual roles, emerge as genuine inspiration, demonstrating that research is not the sole province of the 'academically brilliant,' but a vital tool accessible to all educators dedicated to refining their craft and enhancing classroom realities. During this event, as in the previous ones, we had the opportunity to listen to many engaged teacher-researchers with creative ideas to improve their educational setting. All of them were guided by experienced mentors who provided not just advice and scaffolding but many ideas and suggestions for their research design.

One prevalent misconception is that research is overly time-consuming and beyond the reach of everyday teachers. This event dispelled such myths, showcasing how integrating research into regular practice doesn't just elevate one's professional skills but also enriches personal growth and perspective. Some presenters demonstrated their experience but overall, their commitment with education. Indeed, each presentation served as a testament to how research fosters critical thinking and a more nuanced understanding of education.

Despite geographical constraints and time differences that limited my attendance to only the afternoon sessions, the quality and depth of the discussions I witnessed were profoundly inspiring. Particularly memorable were the sessions led by Professor Sayeedur Rahman from Bangladesh, which highlighted how in-service English teachers are creating nurturing environments that not only bolster their confidence but also enhance their decision-making in teaching through research.

The contributions from participants under the mentorship of Professor Patcharin Kunna from Thailand and Professor Vinnayadhar Raju from India were equally compelling. The fervent discussions and the palpable sense of community during the feedback sessions in the breakout rooms illustrated a shared commitment to excellence in teaching. This event has fostered a collaborative and supportive network that resembles a close-knit family, where everyone is united by a common goal of bettering student learning outcomes.

This Teachers Research! conference, as well as all the similar research events supported by the inspiring Professor Richard Smith and the amazing community he has created, is an invaluable platform for professional development. The collective learning from mentors and their mentees, through innovative ideas, insightful proposals, and robust reasoning, not to mention their incredible spirit of collaboration, truly enriches everyone involved. It is a great example of how communal learning and shared experiences are pivotal in shaping effective educational practices.

This wonderful experience at the Teachers Research! event beautifully captures the essence of how teacher-led research can transform not just classroom practices but also educators themselves, their identities and professional commitment. The event was a hub of inspiration and valuable insights, showing that research is indeed a tool for all teachers dedicated to growth and improvement.

As a conclusion, I would like to invite language teachers to this research dynamic that highlights the importance of collaboration and networking and most important, represents a real impact of teacher-led research. I encourage teachers from all over the world to join this community of practice, where they can share their experiences, learn from others, and collectively work towards improving student learning outcomes. This is a real and powerful call to collective international actions that empower teachers. Apart of the benefits of research, the development of diverse skills, critical thinking, reflective practice, networking, and collaboration, among other abilities, you can engage in meaningful professional development opportunities like this successful Teachers Research! event.

Mariana Serra

During the IATEFL ReSIG Teachers Research! Online 2024 conference, the two teachers in my room (Room 1 Session 2) were from Nigeria and from Thailand. They spoke for a few minutes about their research projects. After that, the audience interacted with them in our main room. Everything took place in a warm atmosphere as if the exchanges were taking place during a face-to-face event. The conference allowed the mentors (Eric and Jittima), chairs, teacher-researchers and attendees in my room to exchange views, to share research experiences, to strengthen our relationships and to reaffirm our sense of community. Some of the keywords that I wrote in my notebook after those two presentations finished were ‘teacher confidence’ – ‘development’ – ‘empowerment’ – ‘collaboration’ – ‘teachers challenging their views’ – ‘teacher-researcher mindset’ – and ‘engagement’.

Conference Programme

Saturday 9th March

9:45-10:00	<p><u>Plenary Session: Welcome</u></p> <p>Ernesto Vargas Gil, Richard Smith, Vanita Chopra and Sidney Martin Mota</p>		
Times (GMT)	Room 1	Room 2	Room 3
Session 1 10:10-11:30	<p>Teachers from Nepal mentored by Indra Kumari Oli and Gyanu Dahal (2)</p> <p>Teacher from Bangladesh mentored by Tasnima Aktar (1)</p> <p>Chair: Janak Singh Negi</p>	<p>Teachers from Turkey mentored by Seden Tuyan (2)</p> <p>Teacher from Thailand mentored by Jessie James Ramirez Daganan (1)</p> <p>Teacher from Bangladesh mentored by Sabreena Ahmed (1)</p> <p>Chair: Asli Saglam</p>	<p>Teachers from Uzbekistan mentored by Elyanora Menglieva and Umida Hakimova (5)</p> <p>Chair: Mayamin Altae</p>
Session 2 11:40-13:00	<p>Teachers from Thailand mentored by Ravinarayan Chakrakodi (2)</p> <p>Teachers from Israel mentored by Nahla Nassar (3)</p> <p>Chair: Mayamin Altae</p>	<p>Teachers from Argentina/Turkey mentored by Seden Tuyan and Ruben Mazzei (3 pairs)</p> <p>Teachers from Turkey mentored by Seden Tuyan (3)</p> <p>Chair: Ana Garcia Stone</p>	<p>Teacher from Uzbekistan mentored by Elyanora Menglieva and Umida Hakimova (1)</p> <p>Teachers from Thailand and Nepal mentored by Gyanu Dahal (4)</p> <p>Teacher from Bangladesh mentored by Sayeedur Rahman (1)</p> <p>Chair: Meifang Zhuo</p>
13:10 –13:50	<p><u>Plenary Round table: Mentors Share Their Experiences of Facilitating Teacher-Research</u></p> <p>Chairs: Ernesto Vargas Gil and Vanita Chopra</p>		

Session 3 14:00 –15:20	<u>Teachers from India mentored by Ravinarayan Chakrakodi (5)</u>	<u>Teachers from Bangladesh mentored by Sayedur Rahman (2)</u>	<u>Teachers from Cameroon mentored by Eric Ekembe (6)</u>
	<u>Teacher from Iran mentored by Azadeh Moladoost (1)</u> Chair: Eli Bekes	<u>Teachers from Thailand mentored by Patcharin Kunna (2)</u> <u>Teachers from India mentored by Vinnayadhar Raju (2)</u> Chair: Marisol Guzman	Chair: Susan Dawson

Sunday 10th March

Times (GMT)	Room 1	Room 2	Room 3
Session 1 10:10-11:30	<u>Teachers from Thailand mentored by Ana Garcia Stone (2)</u> <u>Teachers from Thailand mentored by Khoi Tan Minh Vuong (3)</u> Chair: Ravinarayan Chakrakodi	<u>Teachers from Thailand mentored by Rachanee Dersingh and Ella Maksakova (2)</u> <u>Teachers from Nigeria mentored by Eric Ekembe (2)</u> Chair: Vinayadhar Raju	<u>Teachers from Negeria mentored by Irene Simiyu (1)</u> <u>Teachers from Senegal mentored by Teresa Okoth (2)</u> <u>Teacher from Thailand mentored by Chutima Swangvaree (1)</u> Chair: Gyanu Dahal
Session 2 11:40-13:00	<u>Teachers from Cameroon mentored by Eric Ekembe (1)</u> <u>Teacher from Thailand mentored by Jittima Duangmanee and Ella Maksakova (1)</u> Chair: Mariana Serra	<u>Teachers from China mentored by Meifang Zhuo (6)</u> Chair: Susan Dawson	<u>Teachers from Thailand and Uzbekistan mentored by Ella Maksakova (4)</u> <u>Teacher from Negeria mentored by Teresa Okoth (1)</u> Chair: Ruben Mazzei

13:10–13:50	<p align="center"><u>Plenary Round Table: Teachers Reflect!</u> Chairs: Richard Smith and Sidney Martin Mota</p>		
<p>Session 3</p> <p>14:00–15:20</p>	<p><u>Teacher from Rwanda mentored by Laurent Aishakiye (1)</u></p> <p><u>Teachers from India mentored by Manjusha Shamrao Sagrolkar (3)</u></p> <p>Chair: Eric Ekembe</p>	<p><u>Teacher from China mentored by Chang Liu (1)</u></p> <p><u>Teacher from India and Thailand mentored by Vanita Chopra (4)</u></p> <p><u>Teacher from China mentored by Meifang Zhuo (1)</u></p> <p>Chair: Eli Bekes</p>	<p><u>Teacher from Thailand mentored by Janak Singh Negi (1)</u></p> <p><u>Teachers from Japan, Indonesia and Kuwait mentored by Miriam Schwiening and Richard Smith (4)</u></p> <p>Chair: Revathi Viswanathan</p>
15:30–16:00	<p align="center"><u>Closing Plenary Session: Final Reflections and Round-up</u> Ernesto Vargas Gil, Richard Smith, Vanita Chopra and Sidney Martin Mota</p>		

Conference Session Details

Day 1 – Saturday 9th March

[Plenary Session: Welcome \(9:45-10:00 GMT\)](#)

Ernesto Vargas Gil, Richard Smith, Vanita Chopra and Sidney Martin Mota

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

Room 1

Mentors: Indra Kumari Oli and Gyanu Dahal
(Nepal)

[Problem of developing speaking skills in the English classroom](#)

Yasoda Tiwari
Secondary Level English Teacher
Hansabahini Secondary School, Tanahun,
Nepal

My research is targeted to the students of grade 10 aged between 14-18 years. This study explored the challenge of enhancing speaking skills in the English classroom of grade 10. There were 28 students aged between 14-18 as the participants of my study. The study examined the key barriers faced by both students and teachers in the classroom context. Factors such as limited speaking time for students, lack of confidence and hesitation, mocking from friends, minimal individualised feedback, and fear issues were found. Additionally, the study explored strategies

Room 2

Mentors: Seden Tuyan (Turkey)

[Navigating the shift from conventional to post-method testing approaches through the KARDS model](#)

Şafak Uçmaz
Instructor, Niğde Ömer Halisdemir University,
Niğde, Türkiye

In this study I explored the principles and characteristics of the post-method testing perspective and its application potential in a state university's School of Foreign Languages context. The KARDS model (Kumaravadivelu, 2012) served as the basis for the study. This teacher education framework comprises the Knowing on, Analyzing, Recognizing, Doing, and Seeing modules. To collect data, I conducted semi-structured interviews with colleagues and an administrator, wrote my personal reflections and transcribed the informal conversations with

Room 3

Mentors: Elyanora Menglieva & Umida Hakimova (Uzbekistan)

[Student engagement in classroom activities in pre-service EFL teacher education programs](#)

Guzal Turaeva, Teacher Educator, Namangan State University, Namangan, Uzbekistan

The objectives of this study are to identify the reasons for low student engagement in modules at a pre-service teacher education program in Namangan State University in Uzbekistan and implement better teaching strategies considering students' needs and interest. My exploratory study showed that students expect teacher educators to provide knowledge that they can bring to schools as a language teacher and make their lessons more interesting and productive for students to improve their digital literacy, teaching and self-directed learning strategies. To fulfil their expectations of digital literacy, pedagogical (teaching) skills and better language proficiency,

and pedagogical ways that can minimise or solve these challenges, fostering a more supportive and engaging English learning environment.

[Link to poster](#)

students, which informed the analysis. I analysed the data thematically. The key findings of my exploratory research suggest that post-method practices characterised by flexibility and adaptability are compatible with the KARDS model's emphasis on context-specific and student-centred teaching. However, challenges arise in integrating this new approach into existing curriculum structures. My study concludes by suggesting strategies to overcome them, providing valuable information for curriculum development and professional development programs for foreign language educators.

[Link to poster](#)

new interventions in the EFL teacher education program were introduced with the focus of using technology and various websites that are useful for both language improvement and teaching English.

[Link to poster](#)

[Why are my students reluctant to speak in their English classes although they know the content?](#)

Sachchita Dhungana
Lower Secondary level English Teacher
Chitwan, Shikshya Sadan, Nepal

My research is targeted at students of grade 7 aged between 13 and 16. This study explored the challenges of enhancing speaking skills in the English classroom of grade 7. There were 22 students as participants of my study. The study examined the obstacles faced by the students in the classroom. Factors such as limited speaking time for students, less individual feedback to students, and lack of confidence were found. Based on the findings, I am planning a three-week intervention to enhance their speaking skills.

[Link to poster](#)

[Transforming a school of foreign languages into a learning community: Evaluating the effectiveness of a continuing professional development unit at a public university with the KARDS model](#)

Suna Yertutan, EFL Instructor, Adana Alparslan Türkeş Science and Technology University, School of Foreign Languages, Adana, Türkiye

This study aims to assess the effectiveness of the Continuing Professional Development (CPD) unit at a Turkish state university's School of Foreign Languages, examining its alignment with the global post-method perspective in English teaching. The research questions focus on factors influencing instructors' CPD engagement and strategies for empowering them within their specific contexts. Using exploratory projects based

[Exploring the dynamics of inactive university student participation](#)

Mokhira Alibekova,
EFL teacher at Jizzakh State Pedagogical University, Jizzakh, Uzbekistan

This study tries to shed light on the multi-faceted issue of inactive student participation within the context of Jizzakh State Pedagogical University located in Uzbekistan. The aim of this study is to understand the intricate factors contributing to lower student engagement that capture the exact narratives of less active students, discovering the unique circumstances and perspectives and providing insights on potential improvements. Implementing the qualitative data collection instruments such as semi-structured interviews and questionnaires with students allowed me to explore the underlying reasons behind their lower

on Kumaravadivelu's (2012) KARDS model, the study delves into knowing, analyzing, recognizing, doing, and seeing. Data collected during the 2023-2024 academic year's spring semester include self-reflections, interview notes, observations, and learner needs analysis results. Results reveal that instructors' personal challenges, such as heavy workload and lack of awareness, impact instructors' engagement, along with CPD activity-related challenges, including the perceived irrelevance of externally offered activities to specific teaching contexts and a lack of interactive learning, influence their CPD participation. Suggested solutions involve dedicated CPD time, flexible online options, individualised learning plans, emphasis on reflective practices, strengthened in-house CPD activities, and integration into institutional culture.

[Link to poster](#)

participation in classroom activities. Preliminary findings of my study indicate that factors including academic stress, lack of awareness about available opportunities, and challenges in social integration had an impact on student participation. My study also offers some feasible solutions to increase student participation in classrooms.

[Link to poster](#)

[How can I use extensive reading to improve my 9th grade students' vocabulary and reading comprehension?](#)

**Ugilkhon Kakilova, EFL teacher,
Specialized Secondary School #14, Andijan
Region, Uzbekistan**

The objectives of the study are to identify the effective approaches to teach extensive reading to enhance vocabulary acquisition and reading comprehension among my 9th grade students. Based on the results of the exploratory action research, it is observed that teachers can strengthen students' English reading by implementing a variety of techniques such as the roundtable discussion and readers.blogspost.com and vocabulary-focused assessments. The findings indicate that providing a wide range of reading materials and incorporating genres that students enjoy can lead to better vocabulary acquisition and reading improvement. The research emphasises the importance of carefully planning and integrating extensive reading into

ordinary lessons to maintain student interest and achieve learning outcomes.

[Link to poster](#)

[How to improve school students' motivation and interest to learn English?](#)

Ismailova Fotima, EFL teacher, Secondary school 11, Chartak district, Namangan region, Uzbekistan

My 10th grade students lack motivation and interest in our English classes which makes me as a teacher a bit worried. This study aims to explore the reasons why my students do not have much motivation to learn English at school in Uzbekistan. In this study, I interviewed my colleagues who observed my classes and conducted a survey with students to identify their preferred classroom activities as suggestions to improve my classes. The students' suggestions were helpful to plan the further interventions: preparing shorter listening activities, conducting discussions on some news that students find in English, providing positive feedback, etc. Furthermore, new games (e.g., Step by step, Silent way, two truths and a lie, Door game) as an intervention are helpful to draw students' attention. At the moment, students are showing more interest and desire to learn English and participate in the lessons than before.

[Link to poster](#)

How to integrate extensive reading module with academic reading module?

**Nilufar Mukhammedova,
Teacher Educator, Uzbekistan State University
of World languages, Tashkent, Uzbekistan**

My research explores the success of the Extensive Reading module taught to Year 1 students at undergraduate teacher education program in Uzbek State World Languages University. As part of their studies, students take a Reading course that is divided into intensive and extensive modules. In Intensive Reading Module students read and do analysis of texts of different genres, while in Extensive Reading Module, students read and discuss novels. Students were very active during the lessons as many of them were ready and very enthusiastic to discuss the assigned novels such as Charles Dickens “Little Dorrit” and “The Great Expectations”. My exploratory action research aimed to explore the main reasons why this module was successful from 3 different perspectives that explored my perceptions, the perceptions and performance of students. Also, this study will provide the main recommendations on what should be considered when planning to teach extensive reading to undergraduate students.

[Link to poster](#)

Room 1

Mentor: Tasnima Aktar (United Kingdom)

Exploring grade three students' willingness to communicate in English and engaging them in oral interactions

**Raihana Haque,
Head Teacher, Banshari One Govt. Primary
School, Bangladesh**

Using exploratory action research design, this research first aims to explore grade three students' willingness to communicate in English classrooms and problems they face while communicating. My students' speaking ability is quite low and they feel shy when interacting in English. I wanted to see if game-based activities can engage them in classroom conversation with fun. I tried four types of game-based activities but three of them were effective: Monster, Onion Ring, and Whisper Mingling. Based on my exploratory findings, I conducted an action phase with another group of students to try out these three games. The data were taken from the results of keeping a diary, a questionnaire, game-based activities and group work, and speaking test. From the classroom observation and speaking test, I have found that game-based activities are effective for increasing students' speaking skills and their willingness and confidence to communicate in the classrooms.

[Link to poster](#)

Room 2

Mentors: Jessie James Ramirez Dagunan
(Thailand)

How can I encourage my students to speak more English in speaking activities?

**Ms. Intuma Wongthai
Senior Teacher Nakhonsawan Vocational
College, NakhonSawan,Thailand**

Speaking is one of my primary concerns in teaching English to my students. I noticed that most of my students are not participative in terms of speaking activity so I decided to find out the causes of this problem. I wanted to look for the challenges that the students met during the speaking activity. I used four Research questions to guide me in in-depth finding the real problems. What do students think of their English-speaking skills? Why do students participate less in speaking activities? Does the teacher give them engaging speaking activities? How? How does the teacher teach speaking English in class? I collected the data through peer evaluation, a questionnaire, and a reflective journal. I found out that the lack of motivation, less support and not providing the students various examples affected their productive skills. The action plan is set to be implemented to find out if students' motivation, encouragement, and various activities will help them participate in Speaking activities.

[Link to poster](#)

Room 2

Mentor: Sabreena Ahmed (Bangladesh)

[Exploring the challenges of reading among Bangladeshi primary level pupils](#)

**Sumon Ahmed, Head Teacher,
Barokhada Balok Government Primary School,
Bangladesh**

The purpose of this qualitative action research was to explore the challenges of reading among Bangladeshi primary level students after the COVID-19 pandemic and possible solutions. The researcher observed 10 of his grade IV students at a government school and interviewed them. The resulting thematic analysis shows that the young learners did not achieve the target competency of skimming, scanning, spelling and pronunciation because they did not have access to online classes during the pandemic, they experienced lack of support from family members and they did not contact their teachers for support. The interviews with the learners also suggested that extra reading classes would help improve their reading skills. In addition, the young learners admitted that they became more attentive in reading classes if the classes were conducted through games and fun. The study is useful for English teachers of reading skills in an ESOL context such as Bangladesh as well other similar settings around the world.

[Link to poster](#)

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

Room 1

Mentor: Ravinarayan Chakrakodi (India)

Room 2

Mentors- Seden Tuyan (Turkey) and Ruben Mazzei (Argentina)

Room 3

Mentors: Elyanora Menglieva & Umida Hakimova ((Uzbekistan)

[How can I improve my students' vocabulary using different teaching techniques?](#)

**Nanthana Phosu, Teacher,
Saharajrangsarid School 232 Si Songkhram,
Nakhon Phanom, Thailand**

This exploratory action research study was designed for students' vocabulary retention. It was created to address the following questions; how can I encourage my students to learn vocabulary effectively? What materials will increase students to pay more attention to the learning of vocabulary? What teaching techniques can I use to engage my students in vocabulary practice activities? A focus group interview with 15 students revealed that they can read the passage, but they don't understand or get details from the passage. I then created an action plan to improve my students' vocabulary using different techniques such as playing games, using Word Wall and taking a quiz after class. My students now pay more attention to learning vocabulary and can recall vocabulary better.

[Link to poster](#)

[Mentoring across the ocean: strengthening ties for language education and research](#)

**Laura Rodríguez
Teacher of English Language and Literature
(UNLP), La Plata, Argentina**

**Zekeriya Durmaz, EFL Instructor
Hasan Kalyoncu University School of Foreign
Languages Gaziantep/Türkiye**

Enhancement mentoring is a bottom-up approach to develop action-based research. As participants of a joint project set up in Turkey and Argentina, we aim to share our experience after completing the first phase of our pedagogic exploration. Working synchronously and asynchronously in closed pairs and taking turns as mentors and mentees, we utilized nine specifically designed questions with sub-questions to reflect on the realities at play in our respective teaching and socio-cultural contexts. Preliminary findings seem to indicate that enhancement mentoring can be highly valuable for teachers' professional growth, as emphasis is placed on previous achievement

[Home assigned reading? How to motivate students to read more?](#)

**Dilafruz Sarimsakova, Namangan State
University, Namangan City, Uzbekistan**

Undeniably, home-assigned reading is an integral part of students' academic learning as it provides great insights on topics or get additional ideas for completing written assignments. However, teacher-educators express frustration when students do not read the assigned texts and novels. This exploratory action research attempts to address this issue often met at preservice English teacher education programs by exploring the reasons why students show less interest in reading. This study shows the effective interventions of how to improve students' reading habits and stimulate their interest in home reading assignments. Some of the interventions of this study were to apply rhetorical reading strategies to develop students' academic reading habits and practices and restructure class time to focus time on assigned readings.

[Link to poster](#)

[Reducing conflict among students in my classroom](#)

**Faisa Wantaha, Teacher,
Wat Nanglao School, Moo 3 Chumpol sub-
district, Sathingphra, Songkhla Province,
Thailand**

The definition of conflict in the classroom in my exploratory research is the disagreement between individuals or groups regarding ideas, interests, principles, and values within the classroom. The conflict causes uncomfortable situations, fear, boredom, negative feelings toward one, both or all the children. During conflict, students react with verbal violence and when getting worst, they indulge in physical violence. The research study, therefore, is aimed at addressing the following questions: Why do students fight, are unkind (verbally and physically), are competitive with each other? How do conflicts in the classroom affect the classroom process? What kind of classroom activities can I conduct to increase their love, unity and understanding? What kind of support, materials or methods can I provide to reduce conflict in my classroom? I gathered students' perceptions, collected teachers' opinions, adopted a few strategies and conducted some activities which helped me in reducing the classroom conflict.

[Link to poster](#)

rather than on problems or deficits. In the upcoming phases, we will examine specific ways in which this approach can contribute to the development of our roles and identities as practitioners, language educators and researchers.

[Link to poster](#)

[Enhancing English language teachers' motivation and development: Adopting a mentoring program](#)

**Ecem Eker Uka EFL Instructor
Tarsus University, Mersin, Türkiye and**

**Paul Labandeira,
Universidad Nacional de La Plata, Facultad de
Humanidades y Ciencias de Educación,
Argentina**

This exploratory action research aims to follow and adopt the framework of the Enhancement Mentoring Approach, which was proposed by Smith et al. in 2021. The approach focuses on successes and strengths rather than a puzzlement or a problem. Therefore, this study aimed to facilitate and enhance motivation by focusing on successful experiences and supporting the professional development of two language teachers. The participants were the researchers of this study: a Turkish and an Argentinian EFL teacher. A mentee/mentor relationship was built between the participants during the study, and they switched their roles while answering the interview questions and enhancement mentoring sessions. The initial findings revealed that despite the

cultural and contextual differences, both teachers desire to explore and expand their successes. Consequently, the participants' motivation to learn and desire to explore further was found to be at a high level. Additionally, the findings displayed that including professional development training and enhancement mentoring sessions in the academic plans would shed light on EFL teachers' personal and professional lives.

[Link to poster](#)

Bridging borders: A collaborative expedition in exploratory action research

Silvia Zorz

**Teacher at Universidad de Buenos Aires,
Buenos Aires/ Argentina**

**Tuğçe Bilgi, EFL Instructor, Adana Alparslan
Türkeş Science and Technology University,
School of Foreign Languages, Adana, Turkey**

The enhancement mentoring journey we have had has been an enriching cross-cultural experience during which we exchanged ideas with teachers from Turkey and Argentina in the realm of exploratory action research. Despite being far away geographically, we shared similar aspirations, expectations, and challenges as fellow educators. Our collaborative efforts led to fruitful discussions, exploring innovative approaches to teaching from both mentor and mentee perspectives. During our mentorship sessions, we focused on sharing successful teaching experiences, recollections, and reflections that not

only enriched our own work but also enhanced our students' educational experiences. This exploration prompted us to reflect on our own teaching practices, adopting a success-experience approach to expand our understanding of teaching methodologies. We recognized the importance of adaptability and creativity in education, key elements that contribute to a holistic and effective learning environment. Our poster encapsulates the collaborative journey, highlighting our shared efforts in identifying challenges, celebrating successes, and crafting action plans for continuous growth and success.

[Link to poster](#)

Room 1

Mentor: Nahla Nassar (Israel)

[Exploring student engagement and collaboration through project-based learning in EFL education](#)

Doa'a Abu Naji

EFL Pre-service B.Ed student, The Academic Arab College for Education in Haifa, Israel

This study investigates the integration of Project-Based Learning (PBL) methodologies within English as a Foreign Language (EFL) instruction at a Junior High School in Israel, aiming to address the prevalent issue of insufficient group work in ESL classrooms. By designing and

Room 2

Mentor: Seden Tuyan (Turkey)

[An autoethnographic research: an EFL lecturer's professional identity journey in language teaching through KARDS model](#)

Melek Çakırcalı

EFL Instructor, Adana Alparslan Türkeş Science and Technology University, School of Foreign Languages, Adana, Türkiye

The aim of the study is the analysis of language teacher identity (LTI) dynamics in a globalized world through the exploration of an EFL lecturer's professional identity, which is based on motives that are limited focus on LTI, overemphasis on

Room 3

Mentor: Gyanu Dahal (Nepal)

[How to enhance my students' confidence in using and retaining English vocabulary?](#)

PenchanKongpet, Warinchamrap School, Thailand

After I found out that my students have problems retaining new vocabulary and use it confidently in real life and during tests, I wanted to explore the reason and plan for action based on the results. To enhance students' confidence in using and retaining English vocabulary, I decided to set a more relaxed atmosphere for them to practice vocabulary in peer groups. Then I implemented

implementing a collaborative project for nine EFL students, the research examines the development of collaborative and critical thinking skills among participants. The findings indicate that PBL significantly enhances student engagement, fosters collaboration, and promotes the cultivation of critical thinking abilities within the EFL classroom environment.

[Link to poster](#)

[Exploring ESL students' experiences with quizlet for vocabulary acquisition](#)

Nadeen Abed

M. Ed. student, Academic Arab College for Education in Haifa, Israel

This study delves into the experiences of L2 English learners, primarily native Arabic speakers, as they utilize Quizlet for vocabulary development. Focusing on seven to eighth-grade students who demonstrate proficiency in English but encounter challenges with vocabulary acquisition, the research examines the effectiveness and limitations of Quizlet through the lens of participant feedback. Utilizing a questionnaire-based approach, the study evaluates Quizlet's impact on vocabulary learning, highlighting its benefits in aiding memorization while also noting its limitations in fostering contextual understanding. The findings reveal various emerging themes that underscore Quizlet's utility as a valuable tool for vocabulary memorization among ESL students.

[Link to poster](#)

globalization, insufficient examination of technology's role and lack of pedagogical insights. From the above-mentioned problems, the first question is based on how the EFL lecturer's teaching pedagogy impacted her professional identity, and the second one relies on insights gained from the experiences of the EFL instructor shaping her language teaching practices during the COVID-19 regarding the challenges and opportunities of integrating online resources and language learning applications. The last motive is to determine to what extent the EFL lecturer's beliefs in fostering a communicative and student-centred atmosphere influence teaching strategies in the classroom. Data was collected through self-reflection reports of module projects, teacher-learner interviews, discussion notes, and data analysis is content analysis of self-reflection reports.

[Link to poster](#)

[Autoethnographic exploration of my professional identity as a language teacher in Türkiye using KARDS model](#)

Raziye Sayılmaz

Instructor, Adana Alparslan Türkeş Science and Technology University, Türkiye

This autoethnographic study investigates the dynamic construction and reconstruction of my professional identity as a language teacher within the framework of globalization. Embracing a post-method perspective, teachers are viewed as

some more classroom activities to encourage them to practice vocabulary confidently. Then while evaluating my action plan, I found my idea to use more classroom activities creating a more relaxing atmosphere helped my students to remember the vocabulary and they started using them in daily life.

[Link to poster](#)

[Why weren't the students able to pronounce the words correctly after learning in the pre-reading stage?](#)

Kate_PimpisaThungjan, Khukhan School, Sisaket, Thailand

While teaching, I found that most of my students are not able to pronounce words correctly when reading the text. I wanted to know why they could not pronounce the words correctly even after teaching them how to pronounce them during pre-reading activity. While exploring the reason, I found the main problem was that they didn't know how to pronounce each consonant and vowel in the new vocabulary. Then I planned a pre-reading activity related to teaching each phoneme of the alphabet and vowel with phonetic symbols, cluster sounds and form of words which are necessary for pronunciation and reading. While evaluating my action plan I found it is effective for the students to learn the pronunciation of new word.

[Link to poster](#)

[The impact of authentic auditory and auditory-visual resources on student engagement and motivation in ESL classrooms](#)

Sujood Daoud
B.E.D graduate from the academic Arab
College for Education in Haifa, Israel

This study addresses the pressing issue of student engagement and motivation in ESL classrooms, particularly focusing on how the utilization of authentic auditory and auditory-visual resources can positively impact learning outcomes. With a specific emphasis on motivating students to actively participate in English lessons, this research employs exploratory action research procedures to investigate the effectiveness of these resources in enhancing student engagement and motivation. Observations and surveys serve as the primary methods for assessing student engagement and motivation during lessons. The findings suggest that authentic auditory and auditory-visual materials serve as reliable tools for enhancing learners' attention in English language learning. They not only motivate students but also effectively engage them in the lesson, fostering a more dynamic and interactive classroom environment.

[Link to poster](#)

transformative intellectuals actively shaping and being shaped by their teaching theories. The exploration employs the KARDS Model, delving into knowing, analysing, recognizing, doing, and seeing, with data sources involving self-reflection reports, interviews, and classroom observations. Challenges such as the lack of teacher education programs and political issues are addressed. The study underscores the importance of cultivating a disposition for lifelong learning, critical reflection, and transformative vision in the ongoing construction of teacher identities within evolving global perspectives. The findings advocate for optimizing opportunities and fostering collaboration to enhance professional growth for both teachers and learners.

[Link to poster](#)

[A monarch metamorphosis- The transformative journey of a butterfly emerging from its chrysalis: Re-visioning pre-Service teacher education through KARDS model](#)

Simay Avseven, Testing Office Coordinator and Lecturer, Toros University, Mersin, Türkiye

The purpose of the exploratory research was to explore how the KARDS model can contribute to pre-service teacher education by reflecting on the challenges I faced during my pre-service teacher education in the Turkish context. The study includes self-reflecting to KARDS model modules Knowing, Analyzing, Recognizing, Doing and

[Why don't my students use a wide variety of sentence types when they write their essays?](#)

Sakkarin Konman, Princess Chulabhorn Science High School Mukdahan, Thailand

My research is targeted to grade 11 students aged 17 years. While teaching, I found that most of my students use only simple sentences instead of compound and complex sentences when writing in English. Then, I want to know why they did not apply compound and complex sentences to their writing. I explored the reason and planned for change. I implemented my plan for three weeks, collected data, analyzed the data and found my students becoming aware of using compound and complex sentences in their essays. My EAR helped me discover some facts and improve them.

[Link to poster](#)

[Why can't my students recall the lessons until their term exam?](#)

Kalpana Basnet, Sainik Awasiya Mahabidyalaya, Surkhet, Nepal

During my teaching in classrooms, I found less than 50 percent of students have problems recalling and understanding taught lessons after some weeks. Then I planned to explore the reason and found that the students have difficulties due to a lack of revision, group discussion and entertaining ways of teaching in class. I found audio-visual teaching techniques helped them to

Seeing. From the results of the study, it can be concluded that there are some improvement areas in pre-service teacher education programs of EFL teachers, so integrating the KARDS module with the current programs may help program developers to organize more context-specific teacher education programs to particular conditions and help 'student teachers' to develop themselves by reflecting on their own journey to become a 'teacher'.

[Link to poster](#)

retain the lessons for a long time. Then I planned the lesson accordingly and found improvement in students. My EAR helped me discover some facts and ideas to bring improvement to it.

[Link to poster](#)

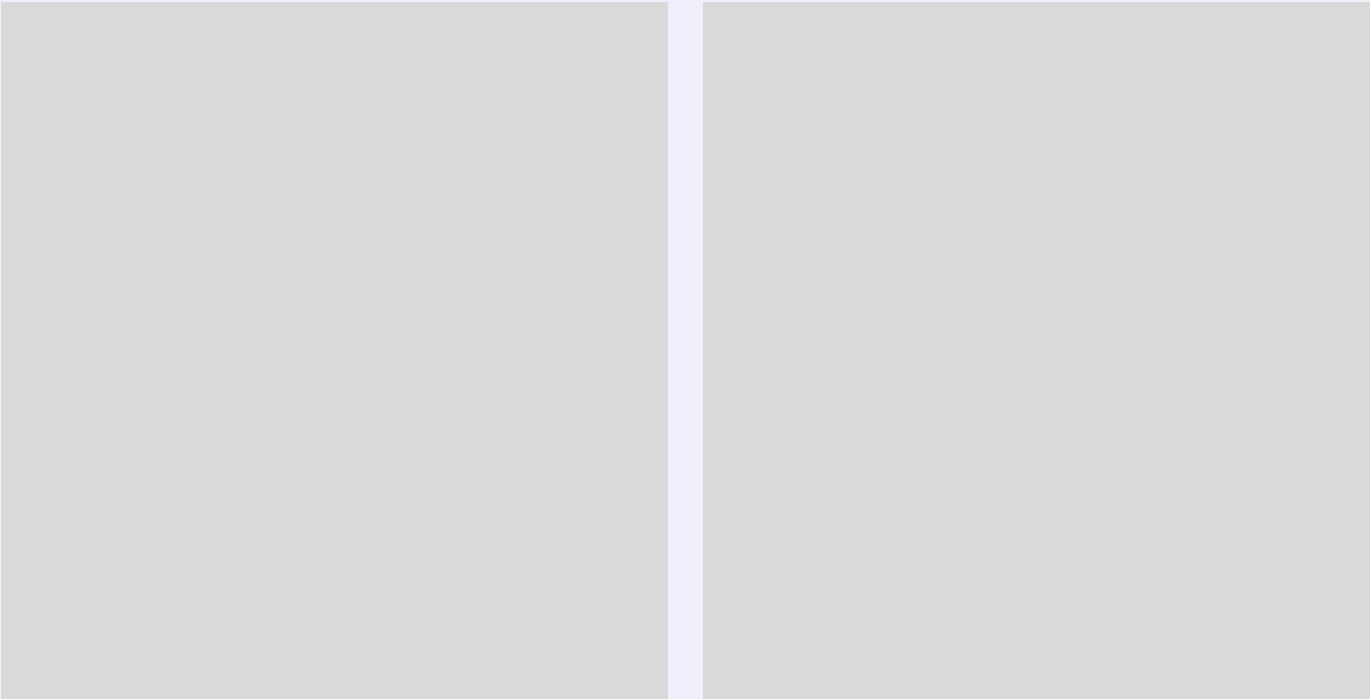
Mentor: Sayeedur Rahman (Bangladesh)

[Removing learners' shyness in English classes through classroom language among learners and teachers: An action research](#)

**Purna Roy Bhowmik, Head Teacher
Ali Amjad Government Primary School,
Moulvibazar, Bangladesh**

An enthusiastic head teacher wants her school to be the best school. So, she was searching for development areas. She observed a class when a new English teacher was teaching English to her students. These students were speaking in Bangla all the time and even for classroom language too! Then, the head teacher tried to find out how to fix the situation by means of Action research.

The research aims to investigate and implement effective strategies to improve the English reading



skills of slow learners who face difficulties in acquiring language skills at a typical pace due to the discontinuity in their primary and previous academic years in an ESL classroom. The interventions focus on personalized teaching methodologies, embracing adaptive learning materials, fascinating activities, and technology-enhanced approaches tailored to the diverse learning needs of slow learners. The research also contributes valuable insights into effective pedagogical strategies for addressing the unique challenges faced by slow learners in ESL reading instruction. Findings from this study can inform and help educators, ESL teachers and curriculum designers to understand diverse ESL classrooms.

[Link to poster](#)

[Plenary Round Table: Mentors Share Their Experiences of Facilitating Teacher-research \(13:10–13:50 GMT\)](#)

Chairs: Ernesto Vargas Gil and Vanita Chopra

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

Room 1

Mentor: Ravinarayan Chakrakodi (India)

[Enhancing English reading proficiency in slow learners](#)

Lekha G, BT - English, GKHSS, Dindigul, Tamil Nadu, India

The research aims to investigate and implement effective strategies to improve the English reading skills of slow learners who face difficulties in acquiring language skills at a typical pace due to the discontinuity in their primary and previous academic years in an ESL classroom. The interventions focus on personalized teaching methodologies, embracing adaptive learning materials, fascinating activities, and technology-enhanced approaches tailored to the diverse learning needs of slow learners. The research also contributes valuable insights into effective pedagogical strategies for addressing the unique challenges faced by slow learners in ESL reading instruction. Findings from this study can inform and help educators, ESL teachers and curriculum designers to understand diverse ESL classrooms.

[Link to poster](#)

Room 2

Mentor: Sayeedur Rahman (Bangladesh)

[Developing strategies for reading English effectively](#)

Jobeda Akter Head Teacher Rokundopur Government Primary School, Bangladesh

This action research is about developing strategies for reading English effectively in grade five. This research aimed to explore challenges my students experienced in reading and make an action plan to solve them. Through this research, I found that most learners struggle to read text properly. This research searched for the root of the problem and tried to find out the answer to the question "What strategies can I apply to help my learners develop reading skills effectively?". Mixed methodology has been used to collect data for this research. I synthesize the findings by interviewing teachers and teacher experts, including critical friends' observation notes, keeping journals, class observation, and collecting learners' answers through questionnaires. Through this model; I presented my action plan, explorations, and findings to evaluate effective reading strategies.

[Link to poster](#)

Room 3

Mentor: Eric Ekembe (Cameroon)

[Making reading comprehension lessons more engaging and productive in my classrooms](#)

Ngo Ngue Elodie, Lycee de Manguen II, Cameroon

For the number of years, I have been teaching, my students have demonstrated negative attitudes towards and lack of willingness to collaborate in reading comprehension. I decided to explore ways through which I could render reading comprehension a normal classroom activity to them. Through mixed-method design (questionnaire and observation), I discovered that students did not have the proficiency levels to process the texts provided in the coursebooks, lack of practice, and anxiety were key factors affecting their abilities to process a comprehension text. In action research, some texts (of certain categories proved to be more appealing to the students than others and could be used as triggers to reverse the situation.

Learner issues with the use of subject-verb agreement

Divya S V, HST English, Government Higher Secondary School (GHSS) Mavoor, Kozhikode, Kerala, India

This classroom research investigates the prevalent issue of subject-verb agreement errors among eighth grade students. The primary aim is to identify the causes and patterns of subject-verb agreement errors and implement effective interventions to improve students' writing skills. Through a comprehensive analysis of writing samples from a diverse group of eighth standard students, this research uncovers common subject-verb agreement mistakes and their underlying reasons. It explores factors such as language proficiency, educational background, and exposure to grammar instruction. The study also presents the development and implementation of targeted interventions, including classroom activities, grammar exercises, and feedback mechanisms, designed to address these challenges. I evaluated the effectiveness of these interventions through pre-and post-assessment measures, providing valuable insights into their impact on students' writing proficiency.

[Link to poster](#)

Enabling X grade students to read using familiar words

T Idayaraja, Graduate Teacher, Govt Boys Higher Secondary School, Nachiyarcovi, Thanjavur, Tamilnadu, India

Application of peer teaching to improve students' performance in a classroom

Marium Akhter, Bangladesh

The objective of my action research is to find to what extent the application of peer teaching as a method enables my students' improve their performance. This action research was conducted in a school with English as a medium of instructions. A mixed method has been used to collect the data. The result at the end illustrates that peer teaching has a positive impact on the students, and learners find this approach enjoyable, hence it promotes better learning. It has also been found that time management, following lesson plans and monitoring the students to prevent distraction from the task are the major challenging aspects for the teacher? It could also be inferred that students' overall performance has satisfactorily improved at the end of the research.

[Link to poster](#)

Improving learners' speaking skills in my classroom

Dr Nicole Menoh Regional Delegation for Secondary Education for the Littoral, Cameroon

This research investigates why my EFL learners are reticent speaking English in interactive activities in the classroom. Through questionnaire administered to students in class, it was noticed that fear of failure from the learners' part, intimidation from teachers, learner's low self-esteem, and lack of motivation were crucial issues affecting learners' willingness to communicate in the classroom. Action steps implemented from their suggestions seem to reveal exciting ways through which their self-esteem can be raised so they can take initiatives in the classroom.

[Link to poster](#)

Investigating how to cope with communication breakdown and language barrier in my classroom

Mercy Iwuyum, Lycée d'Amchédire, Cameroon

My students' excessive low proficiencies inhibit basic communication in the classroom to the extent that interaction seems practically impossible. This is due to lack of interest in English. Faced with this, I decided to investigate strategies that I can use to get my students to interact with me in English;

This action research aims at enabling IX std bridge course students to read day to day, familiar English words and transforming this ability to get phonological awareness to read new words. Background of this study is that IX std students of bridge course were unable to decode print texts. Though they are using English words in their day-to-day life, they are unable to decode the graphic symbols of these words which hamper their learning of English. For this action research, 25 students of IX standard bridge course are selected. Pre-test and post-test are conducted. Day to day English words used by the students are collected and activities are framed to enable the students to read these English words. Then activities such as onset, rhyme, rhythmic words, phonemes of letters and segmenting and blending using such words are designed to develop phonological awareness.

[Link to poster](#)

Addressing problems of fifth grade learners in reading simple sentences

Shridevi Ambale, Assistant Teacher, Karnataka Higher Primary School, Ghatakunur, Ramdurg, Belagavi district, Karnatakam, India

Reading occupies a very significant place in one's life. It is considered the most effective means of learning a language especially, English. 5th grade students who are studying English as a second language face problems in reading simple sentences.

find out ways in which students can develop expressions they need to interact with me in English, and find out ways in which I can support shy students to use English in class. Through a qualitative design made up of teacher journals, observation, and interviews, some useful details provided by students enabled us to design action steps that are gradually developing new classroom atmospheres.

[Link to poster](#)

Investigating how to develop students' independent speaking skills.

Meli Huguette Nadine, G.B.H.S. Bonabéri, Cameroon

I teach an intensive Bilingual programme which places a lot of emphasis in spoken communication. My students find it challenging speaking English independently in the classroom although they do well in group activities. I designed mixed-method (questionnaire, focus group discussion, and interviews) interventions to have a deeper understanding of why they find it challenging speaking independently. The findings reveal previous learning experience, teacher intimidation, as a strong inhibition to their agency in speaking. They suggested frequent debates, frequent dialogue opportunities, translations as some of the ways through which they can be encouraged to speak in class. This research reveals some of the more appealing classroom activities that are more productive in my classrooms.

[Link to poster](#)

Lack of an English learning environment, lack of proper practice and lack of encouragement by family members hinder students' reading ability. This action research reports how a variety of activities such as using high frequency words, look, say and read, phonic rhymes, slap the board, etc. helped children in developing their basic reading skill. The study also presents the challenges faced by the students in the course of doing this action research.

[Link to poster](#)

Teachers' difficulties in writing in English

**Sivanatarajprabu, Assistant Teacher,
Panchayat Union Middle School, MGR Nagar,
Veerapandi block, Salem district, Tamilnadu,
India**

This action research focuses on the challenges teachers face in writing different discourses in English. What makes them not to possess good, precise writing in spite of having vocabulary knowledge and sentence pattern structures is a puzzle. To achieve good writing skills, teachers have been given certain exercises continuously and the data gathered through group discussions and feedback mechanisms reveal improvement in concept formation, content development and the mechanics of writing. Short messages were shared to point out how the writing was presented by great writers so that the teachers can have some ideas. Regular meetings, discussions, feedback sessions and reflections helped in enhancing their writing.

Investigating strategies that can help learners take part in writing tasks

**Mayonghe Melanie
KesikiepouseKihkishiyLycee de Joss, Douala,
Cameroon**

Having taught English for many years, I experienced a recurrent problem in most of the classes I taught. Students would always shy away from writing tasks in the classroom and even during summative examinations. They would rather score a zero in writing than attempt writing. This was quite demotivating for me as a result, I decided to investigate to understand the problem and come up with strategies that could help learners take part in writing activities. To investigate these strategies, I used a mixed method approach which helped me to administer questionnaires and carry out observation through Journaling. The action steps taken reveal a positive change in students' attitude towards writing tasks. This presentation will therefore explore the suggestions and explore what worked well and the difficulties encountered.

[Link to poster](#)

Maximising the use of English language in classroom interaction during my lessons

**Lilian Nunyonga Atingwa,
Lycee Bilingues d'Akono, Cameroon**

I teach in a francophone school in a rural community in Cameroon. My students always

[Link to poster](#)

Mentor: Azadeh Moladoost (Iran)

[Examining the integration of brain breaks in university-level English language classrooms: A mixed-methods exploration](#)

Ms. Fatemeh Jahangiri, English language lecturer, Isfahan University of Technology, Iran

The present research aimed to investigate the impacts of brain breaks (BB) on students in a university-level English Language course. The study examined the effects of brain breaks on students' boredom, tiredness, motivation, and learning, as well as their attitude toward such

Mentor: Patcharin Kunna (Thailand)

[How I developed my teaching to promote my students' engagement in English classes](#)

**Wilai Phanchanokkul.
Ban Dongsansuk School, Thailand**

In this study, I aim to solve my students' engagement in my class. I used EAR to seek for what might be the causes of the problem and what would my students think about this. After I found out that there was a lack of sufficient vocabulary

interact in their mother tongue and French during my lessons and all my attempts at making them try to speak English always fail. I find it frustrating given that they don't progress in English despite the effort I put in. For this reason I decided to investigate strategies I can use to maximize their use of English during my lessons. I used an interview and a questionnaire to collect my data. This enlightened me on their challenges which included comprehension, background, environmental influence and anxiety problems. Consequently, interesting strategies were implemented to ameliorate this situation. These included motivation, straight forward instructions, etc. This has greatly improved learners' participation in my classroom.

[Link to poster](#)

activities. The participants were 76 university students, mostly first-year, attending the English Language course at Isfahan University of Technology. The mixed-method study allowed triangulation of data, containing two strands of qualitative data from teacher observations and semi-structured interviews with focus groups, and quantitative data from questionnaires. The results revealed that, generally, brain breaks had a positive effect on the procedure of classes as they reduced students' boredom and tiredness. Students perceived BBs as pleasant and satisfactory, and most of them asserted that they preferred BB activities to be implemented in other university courses as well. The teacher's observations confirmed the satisfactory impacts of BBs on students' engagement with class activities. The findings can stimulate the employment of BB activities in higher education contexts.

[Link to poster](#)

and students' behaviours while being in class, I developed my teaching to promote my students' engagement in English classes by implementing classroom management techniques and effective vocabulary teaching methods. The results show that my students are able to acquire new vocabulary through online interaction activities and using classroom management do help me in managing the class and maintain better engagement.

[Improving speaking class](#)

**Autsawapol Muedthong, Huai Yot School,
Thailand**

Boosting students' confidence in speaking English is crucial for them to feel assured and courageous in using the language. Therefore, the aim of this study is to help improve students' confidence in my speaking class. The results from the observation and my students' interview showed that the insufficient vocabulary and sentence structures were the keys to the problem. It's also found that feedback is needed for their improvement. What I implemented to my class were teaching students' vocabulary and meanings, sentence structures, and dialogues through group activities, games, role-playing scenarios and providing friendly and constructive feedback to students. The evidence I got from my colleague's observation was that students could perform speaking tasks more confidently because they got support from their friends and feedback from me.

[Link to poster](#)

Mentor: Vinayadhar Raju (India)

**Enhancing English speaking skills for teachers
of non-English medium background: A
multimedia approach**

**Srinivas.Ch S.A, English teacher, ZPHS
Karimnagar, Telangana, India**

This study investigates the efficacy of a multimedia-based approach in developing English speaking skills among teachers of non-English medium background who lack proficiency in English. The method involves two main activities: watching videos and discussing their content, and reading news articles followed by writing about them. These activities are facilitated through an online platform with biweekly meetings. The study utilizes provided videos and reading materials as primary sources. Evaluation of the participants' progress is conducted using Oral English Proficiency Rating Forms (OERF). This research aims to provide insights into effective strategies for improving English speaking abilities among educators from non-English speaking backgrounds, ultimately enhancing their communication skills and classroom effectiveness.

[Link to poster](#)

[Why do my students not show any interest in reading other than textbooks?](#)

**Surendra Mohan. BS.A(Eng), ZPHS
Nagulamalyala, Karimnagar, Telangana, India**

The objectives of the study are to identify the reading practices and habits of the students of classes 6th, 7th and 8th, of Zilla Parishad High School, RegadimaddikuntaVillage, and to develop reading skills among the students by adopting technology as a tool. Initially students were not showing any kind of interest in reading any material other than textbooks. I started exploring “Why do my students not showing any interest in reading materials other than textbooks”? A group of 43 students was taken and a pre-test was conducted to know the level of the students. Next a personal interaction was conducted with each and every student. Taking into consideration their opinions a new strategy ‘using technology in developing reading skills’ was adopted. So, technology like youtube and other videos on the computer screen/projector created interest among the students. Finally, students were able to read/watch other English materials and comprehended well. It is inferred that the technology promotes students’ interest in reading English materials. From the result of the study, it is interpreted that the technology can bring a desirable change in reading strategies.

[Link to poster](#)

Day 2 – Sunday 10th March

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

Room 1

Mentor: Ana Garcia Stone (Spain)

Scaffolding listening skills

**Waree Suasuwan,
Teacher, Hua Hin School, Thailand**

The purpose of this action research was to improve my secondary students' listening skills. Learners in Thai secondary schools follow a course called Fundamentals, covering grammar and vocabulary, and can also do an extra Listening/Speaking course, which I am teaching this year. My upper secondary school students had problems following and understanding the listening exercises although I delivered lessons following what is considered best practice: activating schemata, using visuals etc. In order to find out how I could help my students, I gathered quantitative data through a questionnaire as well as qualitative data. As a result of the findings, we trialled changing the order of the listening lesson in the coursebook, starting with speaking tasks, followed by the listening task to help the students

Room 2

Mentors: Rachanee Dersingh (Thailand) and
Ella Maksakova (Uzbekistan)

Problems in reading aloud in English among secondary students in the South of Thailand

**Nusarimah Sama-ae, Romklao School,
Narathiwat, Thailand**

My grade 8-students have difficulties in reading English texts. I used questionnaires, classroom observation and self-reflection writing to understand their problems. I explored that they were eager to read but they found it difficult to do so and they needed help from the teacher. It was not clear about the real problem so I decided to collect more data by having them take the online diagnostic questionnaire related to phonic word lists and it showed that the majority of the class could not read at that level. This revealed the root of the problem that they do now know how to read the phonic sounds. I provided extra phonics activities in the classroom starting from consonants, vowels and then at the word level. The evaluation of the action plan showed that the actions were helpful and enabled my students to

Room 3

Mentor: Irene Simiyu (Kenya)

Creating motivation for reading recommended literary texts by teachers-in-training

**Sarah Balogun, Teacher trainer/researcher,
Federal College of Education,
Kaduna, Nigeria**

The choice of this research topic emerged from my observation that my students, who are expected to read and analyze literary texts, lack the motivation and interest to do this. In exploring this situation, I was guided by the following questions: what do my students think about reading recommended literary texts? What kind of texts are recommended for literary courses? How do my colleagues teach literary-based courses that warrant recommended texts? What are the benefits of reading literary texts for my students? To gather data, I used reflective journaling, interviews and peer observation. The key finding was that the lecture method was majorly used to teach literary texts. My action plan introduced reading aloud, group

succeed in the listening activities. Scaffolding the listening in this way helped my students gain confidence in their listening skills.

[Link to poster](#)

[The improvement of pronunciation through the use of phonology and phonetics](#)

**TharichPuttalak, Wattanothaipayap School,
Chiang Mai, Thailand**

Since most English instruction in Thailand focuses on teaching grammar, sentence structure, or vocabulary, students are more adept at utilizing the language grammatically than speaking it. Given that phonetics and phonology are not typically taught to high school students, the goal of this research is to employ phonetics and phonology to increase speaking ability through pronunciation. After gathering qualitative data on my learners' attitude to pronunciation and asking a colleague to observe my class, I decided to try using materials that focused on raising awareness of different sounds before asking learners to do games/tasks rather than using mouth maps and directly asking learners to produce the sounds. I am using different materials and I am still gathering data on the impact on learners' pronunciation ability.

[Link to poster](#)

start reading some words by themselves more autonomously than before.

[Link to poster](#)

[Students' difficulties in English summary writing in a secondary school in Thailand](#)

**Kanchanokchon Woodeson
Sichonkunatanvittaya School, Nakhon Si
Thammarat, OBEC, Ministry of Education,
Thailand**

This study aims to find out the grade 11 students' difficulties in writing a summary in English from the passage and ways to assist them in their writing. My research questions were to understand the challenges that my students experience in writing a summary and what strategies they use for their writing. To explore the issues, I used a focus group interview, a classroom observation and reflective journals to collect data in the exploratory stage. I found that lack of vocabulary was the main problem for the students to understand the passage prior to writing. Another issue was their sentence writing as they were not certain if the sentences were grammatically correct. I re-introduced vocabulary strategies to help students to be able to understand the passage better. After a few classes of revising the strategies, the students were able to write a summary with better content but still with grammatical mistakes.

[Link to poster](#)

reading and use of role play. The findings showed that students enjoyed reading poems aloud and the use of role play made reading fun. My students were able to identify literary devices more easily as they worked collaboratively.

[Link to poster](#)

Room 3

Mentor: Teresa Okoth (Nigeria)

[Using exploratory action research to explore gender in the African Classroom: A case from Senegal](#)

Moussa Ngom, Kaolack, Senegal

Over the years, I noticed that girls in my classroom are rather passive. The majority of my fourth-fifth- and sixth-grade female learners do not participate in classroom activities. I shared this concern with my school head teacher and colleagues who argued that it was due to a religious belief that females should stay at their place and observe. In class, I have to prompt students to speak and/or respond to questions in class. Classroom participation has been shown to improve students' learning outcomes, so it bothered me when my female students are passive in class. This research explored fourth-grade girls' passivity in classroom activities. I used a journal, classroom observation and a questionnaire to enable me to understand the situation. Data confirmed that students were more observers than actors, seemed to lack interest, rarely raised their hands or spoke aloud in the classroom and were not at ease when they had to act in front of the whole class. I designed reading lessons about gender topics and used pair and group work during activities. Journal, observation and focused group discussion enabled me to record the results of my action. Take the journey with me as I share the results of this exploratory journey.

[Using exploratory research to explore improving female students' performance in grade 4](#)

Babacar Gueye Diouf, teacher of English and French, Mbam High School, Senegal.

I noticed that my female students were raising their hands and participating in all activities in first grade. However, at grade four, they were no longer involved. This is a very important issue given that most female students end up quitting school at that very moment. I decided to work on the topic *Improving Female students' Performance in Grade 4*. I collected my data using Reflective Journal, Focus Group Interview and Interview. Results revealed that female students in grade 4 face difficulties to participate because of boys teasing but also their own demotivation. The majority of my colleagues' pinpointed lack of concern during classroom activities but also disengagement as the main causes of female students' low performances. Students mentioned lack of motivational activities, their own shyness and fear but also boys' jokes during classroom activities. I implemented interactive games in teaching to allow students to work together with boys. The games were: *Guessing game*, *dictation race* and *Board Race*. I also pre-taught vocabulary related to a famous song and gave students handouts to fill the gaps with the same words after listening to the song. I used peer observation to evaluate my action plan. Take this exploratory research journey with me.

[Link to poster](#)

Room 1

Mentor: Khoi Tan Minh Vuong (Thailand)

Preparing students for impromptu speaking

**Ms. KanokratUicheng, Deebukphangnga
Wittayayon, Thailand**

This study seeks to understand and help twelve-graders to overcome their difficulties in impromptu speaking. The exploratory research questions include 1) how has the teacher been preparing students for impromptu speaking, 2) how have students been practicing impromptu speaking, and 3) what difficulties do students have in impromptu speaking. I designed a short interview protocol for students to experience an impromptu task. Then, I checked my own lesson plan on how I have taught impromptu speaking. Next, I used a survey to see how students have practiced impromptu speaking and a checklist to explore their difficulties. It is found that students' difficulties in impromptu speaking are twofold. The first difficulty is woven around the nature of the task which was unfamiliar and demanding due to the vocabulary, structure, and good ideas. The second difficulty lies in students' emerging emotions, such as nervousness and lack of confidence. For the action stage, a scholarship interview protocol was designed for students to respond to impromptu questions again but this time with preparation of task and emotions.

[Link to poster](#)

Room 2

Mentor: Eric Ekembe (Cameroon)

Ways of increasing learners' participation in my English classroom

**Sandra Teukam
Higher Teachers Training College Yaounde**

My students perpetually demonstrate lack of motivation, lack willingness to communicate in the classroom in addition to their low proficiencies levels. Teaching in such a situation makes teaching very frustrating for me and I decided to investigate what I could do to improve the situation. I used a mixed method approach comprising of a questionnaire and anonymous ballots. This presentation develops students' suggestions and highlights what worked better from students' recommendations.

[Link to poster](#)

Room 3

Mentor: Chutima Swangvaree (Thailand)

Enhancing student engagement in reading lessons through collaborative group activities and technology integration

**Damkerng Mungthanya,
English teacher, Satri Si Suriyothai School,
Bangkok, Thailand**

The objective of this research is to enhance the participation of 12th-grade students in reading lessons. Initial exploratory data indicated that students showed reluctance towards lengthy lectures and extensive reading passages. Consequently, reading materials were chosen to align with students' proficiency levels. Additionally, group activities, games, and tasks were incorporated into four reading sessions. The findings revealed that adjusted reading materials and activities could encourage students to share ideas confidently with peers before participating in the whole class.

[Link to poster](#)

[Helping students with vocabulary recall](#)

Ms. Prapassara Daoruang, Ban Makham School, Thailand

The objective of the study is to help grade 5 students with vocabulary recall. I noticed that my students kept struggling with recalling the vocabulary that I taught. I then reviewed my lesson plan and found out that I mainly taught vocabulary during the presentation stage with the aid of powerpoint slides, games, drilling, flashcards and picture description. Then, I used a focused group interview with my students to inquire about their difficulties in vocabulary recall. The students explained that they do not often use the vocabulary I taught in their lives. I also recorded how I asked my students to do drilling exercises and to do self-study when they forgot the words. After the investigation of my vocabulary teaching strategies, I planned to activate the background knowledge of my students more. I also planned to use songs to teach my young learners because children like songs and they are familiar with rhymes.

[Link to poster](#)

[Investigating how to engage learners to participate in speaking activities](#)

**Souopgoui Kamkuimo Nelson
Government Bilingual High School Yaounde,
Cameroon**

My classroom is made up of EFL learners aged between 13 and 16. They are 3ème (9th Grade) students who speak essentially French and different Cameroon indigenous languages. Generally during my lessons, I observe that the majority of students sleep while others concentrate on parallel activities such as drawing, chatting, learning other subjects. They hardly listen to the teacher and do not feel interested in the activities, especially when it comes to getting involved in speaking activities. I decided to investigate how to engage them in such activities.

[Link to poster](#)

[Addressing students' challenges in recognizing uppercase and lowercase letters](#)

**Ms. Atikah Alilateh, Ban Yuelapae school,
Thailand**

The research aims to help my primary students with uppercase and lowercase English letters. Through a quick survey at the beginning, the most difficult letter for students was the j and J, while the easiest one was z and Z. After being interviewed in a focused group, students reported that there are so many letters for them to learn. They could sing the alphabet song but they could not identify the letter correctly. Moreover, students also shared that five letters per lesson through games would be good for them. A revision of the lesson plans showed that the uppercase and lowercase were only taught twice. The initiative was to teach fewer letters per lesson, add more games, and use the self-made 4R model (Review-Repeat-Rewrite-Remember).

[Link to poster](#)

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

Room 1

Mentors: Eric Ekembe (Cameroon)

Room 2

Mentor: Meifang Zhuo (China and United Kingdom)

Room 3

Mentor: Ella Maksakova (Uzbekistan)

[Getting my learners engaged in classroom activities and tasks](#)

Mispa Mua, CES de NKONG-ABOK, Cameroon

I teach at College Enseignement Secondaries (CES) Nkong-Abok,-Yaounde, a public EFL school in a rural community. I teach from 7th to 9th grade students of 10 to 15 years. These students have contact with English only in school. Out of the English classroom, they speak the local French language. They think they can learn English only through God's intervention and practically find no use for English. For the time I have been teaching in this school, I noticed that the students do not commit to classroom tasks and activities. This frustrates me as it seems to me as if I am wasting all my efforts, most especially as I see them making no progress in English. In an attempt to find answers to why my learners do not engage in classroom tasks and what I can do to get them engaged, I conducted research with the students. Through questionnaires and focus group discussion, I noticed that my teaching was distant from the expectations of the students, and they made interesting suggestions on what they expected from me in the classroom. From implementing some of these activities-increasing the use of local objects and sceneries, for example, their degree of commitment to classroom activities gradually keeps improving.

[Link to poster](#)

English drama competition for enhancing high school students' core competences [no recording]

Chao Guo, Nanping No. 1 Middle School of Fujian province, China

To facilitate the development of the core competence (specified in high school English Curriculum standards in China) of Chinese High School students, my research centers on how to carry out English drama competition projects in exam-oriented Chinese high schools. The practice includes three stages: my students' and my exploration of our puzzles related to the project, our implementation of the project, and our following-up perfection. After three years of research, we have concluded an efficient model of how to conduct the English drama competition project for high school English education.

[Link to poster](#)

[Improve reading comprehension by teaching sentence structure](#)

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

In this study, I identify strategies for teaching sentence structure to improve reading comprehension. During my teaching, I found that my EFL students had difficulty comprehending

[Why my secondary school students struggle with reading activities?](#)

**Albina Tadjibaeva,
Master student of Namangan State
Institute of Foreign Languages, Namangan,
Uzbekistan**

My research explored the reasons why my 6th-grade students are challenged to retell the texts they read, and I needed to find effective teaching strategies such as Graphic Organizers to achieve my reading lessons objectives. The data I collected included my students' questionnaire, classroom observation, and my reflective notes. After I initiated the research, I discovered that my students needed extra support with the organization of their thoughts, and retention of key vocabulary to be able to retell a text. After a period of trial and error, I came up to the conclusion that the use of Graphic Organizers (GOs) was the most effective way as it helped my learners to retain the content, structure their ideas, and get positive feedback from their peers. This exploratory action research presents the new way of using GO as after-reading-strategies that boost students' ability to retell the text without fear and hesitation.

[Link to poster](#)

reading texts, which contained complex ideas or used uncommon word order. Therefore, explicit instruction in sentence structure is a prerequisite for enhancing my students' reading comprehension. They need to recognize and understand each element in a sentence, and how they work together before they can comprehend what they are reading. Therefore, I designed the following three strategies, which turned out to be effective in promoting students' reading comprehension. The first strategy is to activate prior knowledge needed to make sense of word order, punctuation, and other sentence elements. The second strategy is to teach students the skills to pull sentences apart and analyze them in a simpler form. The third is to develop syntactic awareness, which means having the ability to monitor the relationships among the words in a sentence to understand while reading.

[Link to poster](#)

[Exploratory practice in encouraging students to speak English in class](#)

Jiamin Huang
Senior Teacher, No. 6 Middle School of Putian,
Fujian Province, China

In my ideal class, my students and I know each other well and work together in harmony to achieve our shared goals. However, the fact is my students are not always active in class, especially in expressing their own opinions. I want to change it but I'm at a loss. Under the guidance of EAP, I carried out some research in my English lessons to encourage my students to speak English and communicate freely with me. Based on mutual

[Improving English writing for secondary school students: Effective teaching strategies](#)

Sukhuman Janputtipong
English secondary school teacher,
Nakhonsawan Secondary School,
Nakhon Sawan, Thailand

Creating writing activities in Thailand schools poses challenges due to lesson time constraints, large-size classes and loose lesson plans. The common issues faced in my secondary school classes were students' reluctance to brainstorm before writing and their lack of confidence in grammar use. My research aimed to identify

understanding, they are now more willing to communicate in English in class and feel more confident about answering my questions in English. After the practice, I am convinced that the high quality of classroom life provides a solid foundation for both learning and teaching. If my students trust me, they are willing to share their ideas with me, even their difficulties in learning English. Accordingly, I feel more confident about my teaching career and remain enthusiastic about teaching.

[Link to poster](#)

[EAR on improving high school freshmen's English reading skills](#)

Mengxi Hu

**Jinshan School of Longyan NO.1 High School,
Fujian, China**

In this study, I investigated the challenges faced by high school freshmen in their English reading studies, when transitioning from middle school to high school. Using questionnaires, interviews, and the analysis of exam results, I discovered that students had not yet mastered the essential skills required by the high school English reading curriculum. These skills included comprehension of complex sentences, summarizing paragraphs and text main ideas, and making inferences about authorial intentions. To aid the students' smoother transition, I took three measures: intensive reading skills training, timed question-and-answer exercises, and comprehensive language knowledge acquisition through note reviews and assessments. The efficacy of these strategies was proved by classroom observation, note tracking, and answer analysis, which revealed noticeable improvements in students' ability to comprehend

activities to introduce proofreading as a post-writing technique and encourage my students to brainstorm as a pre-writing strategy. The study suggests by employing various methods, such as whole-class brainstorming and pair-work activities, I can enhance my students' writing capacities. I tried to differentiate my instructions and used different modalities such as using diagrams, running dictation, timed writing, and jigsaw writing before assigning individual writing tasks. The findings imply that providing clear steps, sufficient scaffolding, focusing on one grammar target at a time, and using a grammar checklist improved my students' attitudes toward writing, the quality of their works and make writing tasks more manageable.

[Link to poster](#)

[Developing positive language learning attitude among secondary level students through tasks-based language teaching \(TBLT\)](#)

Eakkarat Petrak

**English Teacher of Kanlayaneesithammrat
School Nakhonsithammarat Secondary
Educational Service Area, Nakhonsithammarat,
Thailand**

Attitude plays a significant role in the learning process and that is why one of the objectives of my research was to help my teenage students develop a positive, cooperative, and responsible attitude towards learning the English language. The observation highlighted that my secondary students paid little attention to in-class activities,

discourse structures, extract information by analyzing sentence structures, and summarize main points.

[Link to poster](#)

[Improving students' continuation writing through English classics](#)

Xiaolin Lai

Senior teacher, Jinshan School of Longyan No.1 Middle School, Fujian, China

In this study, I focused on fueling students' Continuation Writing through English classics for teenagers. Based on students' confusion, I have concluded the VASE model (Visualize the plot, Analyse the characters, Show empathy and Echo the foreshadowing) for students to follow. Witnessing their progress in writing, I also discovered that what my students lacked was the input of authentic English stories. Thus, I selected novels for teenagers and organized activities to guide them to read, analyze, and categorize, helping them gather useful information to improve their writing.

[Link to poster](#)

[From exploratory practice to action research: How I improved students' reading capacity](#)

Ling Li

Rongcheng Middle School of Fuqing, Fujian, China

and had low expectations from their learning which resulted in their poor performance. Thus my research focused on identifying approaches that might increase students' motivation and help them adopt a more positive attitude to the language learning process. I collected data with the help of peer observation, self-reflection, and online questionnaires administered to my students. The findings informed me that my students are eager to improve their learning but they do not know how to proceed. I probed Task-based Language Teaching (TBLT) and got positive feedback from students. My action plan proved to be specifically useful for the promotion of students' positive attitudes and improving their speaking skills.

[Link to poster](#)

[How effective are project-based language learning and active learning approaches in my language classes?](#)

Ananthita Sparrow

English and Japanese language teacher at Uthaiwitthayakhom Secondary School, Uthai Thani, Thailand

My research is based on a success story of applying Project-Based Language Learning (PBLL) and Active Learning approach in my Japanese and English language classes for high school students where English and Thai are the medium of instructions. The objectives of my research were to explore my students' perception of PBLL and Active Learning tasks and to evaluate if and how

In my previous Exploratory Practice (EP), I found several factors that contributed to my students' reading obstacles: a limited vocabulary range, slow reading speed, limited reading skills, weak grammar, and lack of background knowledge. At first, I tried to tackle all the problems together through Action research (AR), but it was time-consuming and inefficient. Therefore, after several rounds of AR, I decided to focus only on my students' weak grammar and ability to analyze the text structure, since my students have gradually formed the habit of accumulating vocabulary and extending their background knowledge by reading. I did this by giving my students a time-limited reading drill to foster their ability to analyze complicated sentences and the text structure. My classroom observation and the testing results have indicated that the students have enhanced their ability to analyze complicated sentences and summarize the text structure.

[Link to poster](#)

these approaches facilitate the development of language skills.

Based on the data collected through a lesson observation, my reflective notes and open-ended questionnaire, I discovered that students enjoy these approaches as they make my lessons engaging and increase my students' motivation and participation. PBL also helps my students develop better their speaking skills and increase creativity. My research highlights the importance of a positive classroom atmosphere and the significance of encouraging students to invest more in their studies. PBL has proved to be especially effective to my low-performing students, enabling them to contribute more which is supported by my students' participation rate of 98 percent.

[Link to poster](#)

**Mentor: Jittima Duangmanee (Thailand) and
Ella Maksakova (Uzbekistan)**

How can I improve my students' writing skills?

**Thanyasiri Sittirach, Nongwuasopittayakhom
School, Udon Thani, Thailand**

I observed that my students neither capitalized nor used correct word order when writing in English. They seemed to avoid writing full sentences in English. I wanted to know what my students think about writing in English and if my teaching is supportive enough to help them write in English effectively. After exploring, I found that my students had some problems: capitalization, grammar, punctuation and word order were the most urgent ones. Moreover, the fear of making mistakes complicated their writing practice in English. The issue was also in the lack of my time to give students feedback and to offer them enough in-class writing practice. So, I planned and found an interesting technique “Three MOREs” to improve my students’ writing skills. For three weeks I have been applying this technique that has resulted in the improvement of my students’ writing skills. According to the collected and analyzed data, I found that my students could write sentences correctly. Furthermore, now they feel more confident to write in English because they receive not only teacher’s but also their friends’ feedback.

[Link to poster](#)

Mentor: Teresa Okoth (Nigeria)

Exploring errors in essay type writing

Oluwatimilehin Amos Akinade, Nigeria

It is the joy of every teacher to see his/her learners thriving academically. As a teacher, I expect to see my students writing flawless essays, like other teachers would want. However, as I noted in my reflective journal, I had to cut short on my expectations (reflective journal).

I explored the errors made by students’ in their essay writings. I traced the reasons behind the errors to: improper usage of punctuation and capitalization, grammatical

Errors such as wrong choice of words and spellings, wordiness and out of context points (through interview and learners’ reflective writing), and their little or zero knowledge of essay guidelines or principles that eventually warrant their deviation, I developed an essay outline that provided guidelines on principles of good essay writing;

I also practised teacher modelling writing within a stipulated time to offer a solution to the challenges identified. Peer observation and focus group interviews were adopted to evaluate the effects of the strategies in the action plan. I will take you on this exploratory research journey and the positive changes in my students’ essays.

[Link to poster](#)

Plenary Round Table: Teachers Reflect! (13:10–13:50 GMT) [no recording]
Chairs: Richard Smith and Sidney Martin Mota

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

Mentor: Laurent Ahishakiye (Rwanda)

Room 2

Mentor: Chang Liu (China and United Kingdom)

Room 3

Mentor: Janak Singh Negi (Nepal)

Improving students' English language speaking skills

Pierre Muhayimana
École Adventiste de Kibuye
Rwanda

The English language is a medium of instruction at all levels of education in Rwanda, but the mother language for all Rwandans is Kinyarwanda.

When I am teaching in Primary, year 6 (P6), my learners do not use English freely and their tendency is shifting to Kinyarwanda in group discussions and other classroom activities. This is an issue that I decided to explore in order to take

How can I better support and enhance my students' vocabulary skills in academic English writing?

Yanli LIU, University teacher, Zhengzhou University of Light Industry, China

In my teaching experience, I have observed a lack of active participation among my students in vocabulary learning activities during class, as well as a diminished motivation for continuing their vocabulary development outside the classroom setting. This exploratory action research study aimed to explore this challenge, to pinpoint effective strategies to enhance their vocabulary acquisition and engagement, and

How can I improve my students' writing skills in English?

Palida Chaiyapho
Senior Professional Level Teacher
Suraphinphitthaya School, Surin, Thailand

This presentation highlights the challenges Thai students face when writing in English and shares some successful strategies such as multilingual activities, personalised activities, collaborative learning, and integrating information and communication technology (ICT) into teaching and learning processes that have enhanced their writing skills. By emphasising the relevance of these techniques in overcoming language barriers, the

actions based on evidence instead of basing on my own (or other teachers') biases. In my research, I used the following research questions: 1) What do my students think about using English in classroom activities? 2) How do I facilitate my learners to speak English in my classroom? What are the classroom activities that my learners enjoy the most? How do I make the speaking of English more enjoyable in my classes?

In this research, I used different data collection tools like my own reflection notes, I administered a survey and conducted focus groups with my learners and I had informal chats with my fellow teachers. I hope that sharing this with you can not only help some audience members who are planning to do similar research, but it is also an opportunity for me to improve.

[Link to poster](#)

hence to improve my students' academic English writing. To achieve this, I employed a combination of questionnaires and one-on-one interviews, alongside maintaining a reflective teaching journal, which enabled me to tailor vocabulary learning activities specifically to my students' needs and preferences. I facilitated classroom collaborative activities, including co-editing, jigsaw exercises, and model essay translations and interpretations. Findings suggest that the use of these activities not only had a positive impact on my students' vocabulary skills but also reinforced my belief in the value of such research for ongoing professional development in teaching.

[Link to poster](#)

presentation aims to assist ELT teachers grappling with similar issues in their local contexts, thereby fostering improved English writing proficiency among students facing similar linguistic challenges.

[Link to poster](#)

Mentor: Manjusha Shamrao Sagrolkar (India)

Implementing interactive teaching strategies to enhance English language proficiency among Ashram school teachers

Shweta Patil

Tribal research and training institute Pune, India

This action research aims to address the challenge of English language proficiency among primary teachers in Ashram schools by implementing interactive teaching strategies. In Ashram schools English language education is often limited. The study focuses on designing and implementing workshops that integrate interactive teaching methods to improve teachers' English language skills. The engagement of teachers in role-playing, group discussions, language games and collaborative learning activities proves to be an impactful approach for language development. This emphasises the need to move beyond traditional teaching methods to foster a participatory learning environment. The research evaluates the effectiveness of these strategies in enhancing teachers' language proficiency and their ability to deliver English language instruction effectively. Data is collected through pre- and post-workshop assessments, classroom observations, and teacher feedback surveys. The findings aim to provide insights into innovative approaches for capacity building among Ashram

Mentor: Vanita Chopra (India)

Strengthening collaboration in Social Science Classrooms

Tanya Kapur, secondary school teacher at Amity International School, Delhi

Social Science as a field of study can yield fruitful results when it is mediated by collaborative learning. Through this Exploratory Action Research study, I tried to explore communication issues within a collaborative set-up. By closely observing my classroom interactions, I came to understand why, when conducting collaborative tasks, my classes could not finish on time or did not meet the planned objectives. The reason was inadequacy in time management. The exploratory phase helped me in identifying primary reasons for not being able to meet the planned objectives in stipulated time, thereby helping me to devise tasks for intervention. Here, I tried to focus on creating opportunities for collaborative work while engaging in different strategies for giving instructions, using visual timers, different grouping strategies and incorporating student's voices in my lesson planning. During this stage, I could see improvement in my classroom interactions and student engagement. Data was collected from multiple sources like journals, peer feedback, checklist, and field notes. The third stage revealed the findings based on the data collected and

Mentors: Miriam Schwiening and Richard Smith (United Kingdom)

How can I encourage primary students to ask questions to each other?

**Mayumi Yamada,
English language teacher
English Avenue, Aichi University of Education,
Gifu, Japan**

In my primary class, to develop students' ability to listen to others carefully and deal with unpredictable conversations, I introduced question-asking conversations, in which they construct a conversation by asking questions to each other. However, the conversation often stalled, and my students sometimes looked confused. In my research, I investigated the factors which hinder primary school students from smoothly engaging in question-asking conversations. I interviewed my students and found that a lack of vocabulary was a major problem hindering conversation. Accordingly, I assigned each student a task where they summarize their ideas on the conversation topic before class, and look up vocabulary as needed. In class, the students engaged in vocabulary activities using the words they had looked up, followed by a question-asking conversation. From the subsequent interview survey, I found that the vocabulary preparation activities were very helpful for the students in comprehending others' utterances.

school teachers, ultimately improving English language education outcomes for students.

[Link to poster](#)

How does the development of articulate mastery contribute to crafting clear and confident speech?

Yogita Chandrakant Patil
School Name Late D. G. Naik Vidyalaya

This research delves into the intricate relationship between articulate mastery and the cultivation of clear and confident speech. By examining how the development of articulate skills influences communication effectiveness, the study aims to identify and analyze strategies that facilitate articulate proficiency. Through a combination of theoretical frameworks and practical methodologies, the research seeks to uncover the nuances of articulate mastery and its impact on individuals' ability to convey ideas with clarity and confidence across diverse communication contexts. By elucidating the mechanisms through which articulate proficiency contributes to enhanced communication outcomes, this study not only provides valuable insights into the dynamics of effective speech but also offers practical implications for educators, trainers, and individuals seeking to improve their communication skills. Ultimately, the findings of this research endeavour to enrich our understanding of articulate mastery as a catalyst for fostering clear and confident speech, thereby empowering

reflection. I got insights into classroom dynamics, flexible instructions, and the crucial role of negotiation between teacher and learners. This project helped me in demystifying my classroom issues and using reflection as a tool for improvement.

[Link to poster](#)

How can I inspire confidence in my students to communicate in English?

Salinee Bowonrattanapat English Teacher,
Traimudomsuksanomkiao Nakhonratchasima
School, Nakhonratchasima, Thailand

Communicating in English made my students nervous. The objective of my Exploratory Action Research was to strengthen my students' confidence and communication abilities in speaking English in a positive direction. I used various tools to gather data from the 35 students in my class to understand their perspectives. I talked to them about their English challenges; I also collected data through peer observation, focus group discussion, and my reflective journal and did a quantitative and qualitative analysis. During the action phase of research, I incorporated pair discussions, grouping and presenting, and role plays in my English lessons. Ultimately, I observed that a majority of students developed a sense of confidence in their English language speaking skills and grew more confident by engaging in these activities during the speaking section of the lesson. Furthermore, in the subsequent stage, they efficiently completed supplementary tasks and

How can I activate my students' prior knowledge?

Gothrunnada Almubarakah
MA TESOL student, Warwick, UK. Previous
post as English secondary school teacher,
Indonesia.

I have been teaching secondary pupils in Indonesia for the past three years. I faced a problem where sometimes students were engaged with me and sometimes, they were not. So, in my research I investigated how I can activate students' prior knowledge (schemata) related to the topic I will teach. Drawing on the importance of prior knowledge as a foundation for learners, the study employs various strategies to stimulate and harness students' existing knowledge before introducing new concepts. Through a survey, observation, reflective writing and interview with other teachers with similar context, I discovered various strategies for stimulating and harnessing students' existing knowledge before introducing new concepts. Overall, I found that strategically eliciting students' prior knowledge can positively influence students' comprehension. Additionally, I found that a Know-Want-Learned (KWL chart) can help with prior knowledge activation. To implement this strategy and see if it works best, I plan to do an intervention in my teaching context and evaluate the result. By gathering students' response through feedback, it is valuable to reflect my teaching experience and tailor my future

individuals to excel in various personal, academic, and professional endeavours.

[How did I implement informal way to learn grammar through the activities beyond the textbook in my 9th class?](#)

**Suwarna Nandkishor, Kulkarni.
Adarsh Vidyalaya Chikhli Buldhana, India**

This action research aims to address the challenge of English Language (L3) Grammar proficiency among secondary students in Adarsh Vidyalaya Chikhli by implementing informal interactive teaching learning strategies. In Marathi Medium schools English language education is often limited. The study focuses on live activities for secondary school students that integrate informal interactive teaching methods to improve high school students' English Grammar (L3) language skills. The engagement of students in role-playing, group discussions, language games and collaborative learning activities proves to be an impactful approach for language grammar (L3) development. This emphasises the need to move beyond traditional teaching methods to foster a participatory learning environment. The research evaluates the effectiveness of these strategies in enhancing students' language grammar proficiency and their ability to use proper usage of grammatical concepts asked in question

were also able to deliver a presentation about the lesson's related topics in English with much more ease and confidence.

[Link to poster](#)

[My students don't know English words](#)

**Bhunnarak Bhurampawe,
Kuthong Pitthayalai School, Khon Kaen,
Thailand**

This study aimed to explore students' opinion of learning English words – what they do when they don't understand the words, what challenges they have faced – and what strategies the teacher uses. I discovered that the students find spelling and words meaning are a big challenge. They are worried and upset when they don't understand the meaning of new words especially with unfamiliar topics.

The suggestions to motivate students to learn new words for this scenario were to support group work activities with the topic selected by the students in three stages as follow; 1) survey, in this stage each group of students will survey new words and convey the meaning in English 2) sharing, the students will share those new words to their friends then practice the spelling and create the sentences, and 3) summary, in this stage students will select 1-2 words to present to the class with the sentence.

[Link to poster](#)

actions. Hence, I can see how this strategy works in my teaching context.

[Link to poster](#)

[How can I deal with disruptive behavior to deliver my lessons effectively?](#)

**Sarah Aljabeli
MA TESOL student, Warwick, UK. High school
teacher, Bibi Alsalem Alsabah High School for
Girls, Kuwait**

In my teacher-research, I looked for possible solutions to the incessant problem I have faced in my teaching career in Kuwait: managing a class of secondary school students with disruptive behaviour. The issue here concerns trying to handle problematic conduct in class such as students throwing items across the class, calling out my name loudly in the midst of my instructions or explanations and many other such incidents. Many novice teachers I know have expressed frustration with similar experiences, but my problem has persisted for six years, and I felt that it truly needed further investigation. By consulting former colleagues, current peers and reading relevant literature, I was able to find suitable solutions for my context that may help me in dealing with similar situations in the future. With these valuable suggestions in mind, I plan to show more empathy towards students while building a stronger relationship with them in ways like asking about their well-being or having a small chat whenever I bump into them in school corridors. I've also been advised to use a rewarding system in

papers. Data is collected through pre- and post-workshop assessments, classroom observations, and students feedback surveys. The findings aim to provide insights into innovative approaches for capacity building among secondary schools.

[Link to poster](#)

[Enhancing primary students' English pronunciation of final consonant sounds through systematic phonics methods](#)

**Mr.Pheerapol Muprasert
English teacher**

Wat Pho-Jae Maliratbumrung School, Thailand.

I conducted a study to help children improve their ability to recognise the correct pronunciation of final consonant sounds in English. I covered sounds like /z/, /ʃ/, /θ/, /ð/, /dʒ/, and /tʃ/. I used the students' prior knowledge by implementing phonics methodologies, engaging in flashcard exercises, and progressively incorporating a minimum pair strategy. The students showed their proficiency in recognising the final sounds through a well-organized pronunciation activity. It was evident that they possessed a solid understanding of this skill. The key finding of my study was that it was extremely important for students to be engaged in a brainstorming exercise to discuss the vocabulary used in the textbook of the target language. which was a method of associating vocabulary with familiar words. I wrote the word on the whiteboard and asked the students to pronounce words that went along with new vocabulary words by the students focusing on the final sounds. For example, when I wrote the words "breath, south, /θ/", "cash, wish /ʃ /", and "badge/dʒ/", the students said "breathe, north /ð/", "catch, witch /tʃ/", and "beige /ʒ/". It helped them create a visual reference for students while writing and pronounce the words on the whiteboard. This inspired my students to develop their abilities in identifying and confidently articulating the

class accompanied by gamification, which I believe could help in creating a healthy sense of competition among the students. Then, I will evaluate the outcomes and, if necessary, try out alternative plans of action to help me manage my classroom well.

[Link to poster](#)

[Dealing with student hyperactive behaviour whilst using games in class](#)

Laila Aljabeli

**MA TESOL student, Warwick, UK.
Secondary teacher, Sharifa Alawadhi high school for girls, Kuwait**

My main issue concerns my reluctance to implement gamification techniques in my lessons in a Kuwaiti secondary school, particularly when teaching a class with hyperactive students. My attempts to enhance engagement through gamification with such students often led to increased hyperactivity, making it difficult for me to maintain control and restore the class to a calm state. This issue led me to reflect more deeply, seek clarification from relevant literature and gain insights from different perspectives, particularly from colleagues and students. Ultimately, I realised that such behaviours were impacting my well-being as a teacher, and my exploratory research has enabled me to come up with several proactive strategies to attempt to solve this issue which I plan to implement and evaluate when I return to teaching after my MA studies.

concluding sounds. In the end, nearly all of my students had a robust feeling of self-assurance and courage in discerning these sounds.

[Link to poster](#)

[Link to poster](#)

Mentor: Meifang Zhuo (China and United Kingdom)

[Exploratory practice in improving students' sentence writing skills](#)

**Chunrong Duan
Changting No.2 High School, Fujian, China**

In this study, I explored my students' difficulty in producing correct sentences in writing. Through normal pedagogy activities, including classroom discussion, interview and questionnaires, I found that the core reasons resulting in their difficulty is their weak grammar, limited vocabulary and a lack of understanding of collocation. My reflection from this study is that I need to design strategies to assist my students in expanding their vocabulary, enhance their awareness of the word chunks in reading texts, and create opportunities for students to practice their learning in writing

[Link to poster](#)

15:30–16:00

Final Reflections and Round-up: Closing Plenary Session

Ernesto Vargas Gil, Richard Smith, Vanita Chopra and Sidney Martin Mota

Acknowledgments

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We also would like to thank IATEFL Research SIG and MenTRnet committee members for their contributions to the success of this conference.

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We would also like to give special recognition to the reviewers of the content being presented at the conference and the session chairs who volunteered to facilitate the presentations and discussions.

A special thanks to the 31 mentors who served as a point of contact for the teacher-researchers.

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

Ernesto Vargas Gil, Vanita Chopra and Sidney Martin Mota

Conference Co-Chairs