



IATEFL Research SIG / Global Issues SIG
Pre – Conference Event
AfricaTESOL conference

**Teachers in Action: Exploring Global
Issues through classroom research**

Aug 8, 2019 | Abuja



Programme

9.30: Introductions and welcome

10.00-11.00: Teacher empowerment through autonomous enquiry into global issues in their practices - Eric Ekembe

Thanks to the Hornby Trust for sponsoring Eric to attend the event

11.00-11.10: Break

11.10-12.10: Choice of 3 workshops

- How to do Action Research - Ishraga Bashir
- Collaborative practitioner research: a step-by-step guide - Harry Kuchah Kuchah
- Materials for change: simple research in low-resource contexts to help both teachers and students - Linda Ruas & Ali Djau

12.10-13.10: Lunch

13.10-14.10: Choice of 3 workshops

- Re-imagining the ELT classroom through research into global issues: a practical approach - Tim Hyua
- Doing Research into Gender in ELT in Benin Republic - Flavien Lanmantchion
- Doing classroom research: Thinking global and acting African - Amira Salama

14.10-14.30: Break

14.30-15.30: Choice of 3 workshops

- Collaborative practitioner research: a step-by-step guide - Harry Kuchah Kuchah
- Doing classroom research: Thinking global and acting African - Amira Salama
- Re-imagining the ELT classroom through research into global issues: a practical approach - Tim Hyua

15.30-17.30: introduced by Hind Elyas

Brief reports

- Caetano Capitaio - local curriculum with global issues for ELT
- Justine Okomo Allogo - rural women learning about sustainability from kids
- Catherine Njau - menstrual education and support for school girls
- Feyzullah Bilgin (NTIC) - PCE sponsor- social engagement of NTIC

Q & A to workshop presenters about research

Close: what next for classroom research? IATEFL Research SIG / Global Issues SIG



Abstracts & Bios

PLENARY: Eric Ekembe

Teacher empowerment through autonomous enquiry into global issues in their practices

The African teacher in general and the ELT practitioner has generally been at the periphery of societal issues and even issues regarding their own profession due to the hierarchical structures in their surroundings. I draw from the experience of teacher research in the CAMELTA Research Group to explain processes through which teachers can redefine their identities and reposition themselves in the broader society; develop a greater sense of agency to influence and become agents of change through researching global issues in their own classrooms. I will conclude that teacher research and wider dissemination of new understandings of their profession will not only be a pragmatic response to the way global issues have shaped (mis)understandings/representations of Africa but will empower and give them greater recognition in the broader society.

Eric Ekembe has a PhD in Applied English Linguistics from the University of Yaounde 1 and teaches TESOL courses at ENS Yaounde. He has presented papers in local and international conferences on teacher practices, teacher development, global issues, and teacher association research. He has published research articles and book chapters on postcolonial discourse in ELT and currently runs the CAMELTA Research Group.

How to do Action Research - Ishraga Bashir

The workshop aims to equip teachers with the competencies needed to engage in action and learning research to help them address issues in the classroom, refine their practices and ultimately improve students' learning. The main purpose of the workshop is to enable participants to carry out an educational enquiry to improve teaching and learning through understanding the fundamental principles of action research. The workshop will focus into setting goals, identifying strategies to meet those goals and tracking which strategies are working for participants and adjusting accordingly. The questions that expected to be answered are: What is the problem? And 'How do I improve what I am doing?'

Dr. Ishraga Bashir graduated at Khartoum University in 1998, and completed her MA in linguistics on ELT in 1996 and PhD on Applied linguistics in 2001. She is full professor at Al-Neelain University, Department of English, Faculty of Arts. She is a member of the research committee and was the head of the department. She is a supervisor of AM and PhD programs. She is the president of TESOL Sudan. Primary research interests are in the field of linguistics ELT pedagogy and theory

Collaborative practitioner research: a step-by-step guide - Harry Kuchah Kuchah

This hands-on workshop will develop around the notion of collaborative practitioner research. Participants will be encouraged to identify and discuss classroom puzzles from their different contexts with the aim of identifying common themes for further exploration/investigation. Then they will be invited to frame a set of research questions around common puzzles and identify and design methodological procedures for investigating these puzzles. By the end of this workshop, participants will hopefully be equipped with the necessary tools for developing classroom-based research which is embedded in their practice and be inspired to work with colleagues within their own context and in other parts of Africa to share inquiry based practices.

Harry Kuchah Kuchah is a Lecturer in language education at the University of Leeds, UK. He has extensive experience in language teacher education and classroom based research especially with young learners and their teachers in different parts of sub-Saharan Africa, Europe and South East Asia.



Abstracts & Bios

Re-imagining the ELT classroom through research into global issues: a practical approach - Tim Hyua

The English Language Teaching (ELT) classroom continues to evolve through a re-imagination of approaches and methodologies for greater output. As a new way of thinking about and recreating the ELT classroom experience, this session aims to support teachers to use classroom research in exploring global issues as a way of improving the learning of their students. Through guidance and modeling, it provides and demonstrates practical ways in which ELT practitioners can gainfully engage in research into, for example, peace education to expose learners to relevant themes, skills and methods in their classrooms with genuine excitement, relevance and motivation.

Tim Hyua is a teacher of English Language and Literature in English in Nigeria. His experience spans over eleven years of teaching both national and international curricula, with research interest in educational linguistic and discourse analysis.

Doing Research into Gender in ELT in Benin Republic - Flavien Lanmantchion

This workshop will begin with brief reports of studies related to differences in numbers and roles between women and men in ELT in secondary schools and universities in Benin Republic. Descriptive research was adopted and statistics and group bar charts were used. We will discuss various obstacles women face, including: social perspectives, religious factors and lack of ambition. We will then have a series of engaging pair and group tasks to help participants do their own research into similar issues or spark participants' ideas of what to research in their countries.

Flavien Lanmantchion is an instructor and researcher of EFL and ESP at the Institute of Industrial Technology (INSTI) of Lokossa, Benin Republic. He also teaches at the Université d' Abomey Calavi (UAC) and was the first president of the Beninese Teachers of English Association, BNTEA. He is now writing a book to develop an African Pedagogy in EFL Classes.

Materials for change: simple research in low-resource contexts to help both teachers and students - Linda Ruas / Ali Djau

Can global, social and local issues help both English students and teachers? ELTA-Guinea Bissau have been creating simple lessons and materials based on topics such as the environment, gender and human rights, and researching whether these can both increase student motivation and help make teaching more effective. In this session, we will look at the research, and the results, and how we can create more similar lessons and materials. We will also look at how to research attitudes to global issues content in the English curriculum.

Ali Djau is Secretary General of ELTA-Guinea Bissau, and a secondary school teacher with many years' experience of working with environmental and social issues.

Linda Ruas, IATEFL GISIG, now teaches ESOL and trains teachers at London South East Colleges. She has an MA in Teaching and Learning Second Languages, has written several books, runs the Easier English New Internationalist wiki, and has been working with ELTA-GB.

Doing classroom research: Thinking global and acting African - Amira Salama

In this workshop, participants will be engaged in inquiry-based and self-directed activities that encourage classroom research and reflective teaching. They will be guided on the steps to do classroom research on topics of relevance to the larger ELT community in Africa, such as technology use, language policy, large class size, and scarcity of resources. By the end of this workshop, participants will be equipped with tools to start doing classroom research in their context.

Amira Salama is an English Instructor at SCE, the American University in Cairo and an Academic Reading and Writing Instructor at Nile University, Egypt. She has a master's degree in TESOL with a research focus on teacher leadership from the American University in Cairo and in-service teacher training certificate in materials development from Hawaii Pacific University, US. She is a former President of NileTESOL. Amira developed and led several teacher training workshops and programs in Egypt, US, Qatar and Turkey. Her recent published contribution is in Coombe, C. (2018) *An A to Z of Second Language Assessment: How Language Teachers Understand Assessment Concepts*. London, UK: British Council. Amira's research and professional interests include teacher leadership, language materials development and assessment and intercultural communication.