B.A.A.L. / Cambridge University Press SEMINAR PROGRAMME 2018-19

Blowing away the dust: Illuminating the value of Practitioner Research in Applied Linguistics

April 8th – 9th 2019
School of Education, University of Leeds

Programme & Book of Abstracts

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BAAL-Cambridge University Press Seminar
Blowing away the dust:
Illuminating the value of practitioner research for applied linguistics.

Day 1 (Monday 8th April, 2019)

9.00-9.30	Registration	
9.30-10.00	Welcome	Ruth Swanwick – Director of Research, School of Education, University of Leeds
Sal Consoli – BAAL Executive Committee
10.15-11.00	Plenary Speaker 1	*Teachers doing research: Reclaiming teaching, understanding learning.* (Paula Rebolledo)
11.00-11.30	Coffee break	
11.30-12.00	Oral Presentation	*Teachers know their students and researchers don't: who has the right to do research?* (Sal Consoli)
12.00-12.30	Oral Presentation	*Assessing learner reflections: a stern test for the principles of Exploratory Practice?* (Chris Banister)
12.30-13.30	Lunch	
13.30-14.00	Oral Presentation	*Teaching English in low resourced contexts: evidence from Cameroon.* (Eric Ekembe)
14.00-14.30	Oral Presentation	*Action Research for teacher autonomy: the case of academic reading.* (Carol Griffiths & Kenan Dikilitas)
14.30-15.00	Oral Presentation	*Developing new scholarly practices in an EAP environment.* (Sara Montgomery & Angela Hulme)
15.00-16.00	Poster Presentations + tea	Hamdan Alzahrani; Yasmin Dar; Michael Hepworth; Yoshitaka Kato; Sophie Liggins; Marwa Massood; Elena Ončevska Ager; Assia Slimani-Rolls
16.00-16.30	Rapporteurs' reportage	Lou Harvey & Martin Wedell
17.00 -	Conference dinner	** Separate cost - Booking essential **

Day 2 (Tuesday 9th April, 2019)

9.30-10.00	Registration	
10.00-10.45	Plenary Speaker 2	*Strengthening the ecological nature of practitioner research: An Argentinian experience.* (Dario Banegas)
10.45-11.15	Coffee break	
11.15-11.45	Oral Presentation	*Empowering Teachers: Implications of Creating a 3D Vignette as a Reflective Practice for CPD* (Samiah Ghounaim)
11.45-12.15	Oral Presentation	*Teacher research: misgivings and reservations.* (Angi Malderez)
12.15-12.45	Oral Presentation	*Exploratory Practice: seeking and practising inclusivity in an MFL language classroom.* (Anna Costantino)
12.45-14.00	Lunch	
14.00-15.30	Round Table	Loreto Aliaga, Laura Grassick, Judith Hanks, Harry Kuchah Kuchah
15.30-16.00	Tea	
16.00-16.30	Final words	Martin Wedell & Lou Harvey
16.30-17.00	Closing ceremony	What next?

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Poster presentations

- Hamdan Alzahrani: A contextually appropriate version of teacher research: What could it offer from teacher perspective?
- Yasmin Dar: The value of fully inclusive Exploratory Practice research in a pre sessional language classroom.
- Michael Hepworth: Professional Identity Development in TESOL: Dialogic, Multimodal Participation in Online Spaces
- Yoshitaka Kato: Learner-Initiated Exploratory Practice: Is It Feasible in Japan?
- Sophie Liggins: Heritage language development and maintenance in secondary school aged students in England
- Marwa Massood: Analyzing the Learning Outcomes of Mixed-Ability Grouping in Comparison with Other Grouping Strategies
- Elena Ončevska Ager: Judgementoring: The elephant in the teacher education room
- Assia Slimani-Rolls: Negotiating professional identity through teacher engagement with Exploratory Practice

Plenary session 1

Paula Rebolledo
RICELT, Chile

Teachers doing research: Reclaiming teaching, understanding learning

Abstract:
Teacher research has become increasingly popular in recent years since it has been viewed as a transformative way to promote teachers' professional development and as an inclusive approach to subdue the theory/practice divide. Moreover, the teacher as a researcher movement claims one of its ultimate goals is empowerment.

In this talk, I would like to focus on the empowering effects of teacher research. To do this, I will draw on my experience in the Champion Teachers programme to illustrate how exploratory action research, the approached used, has allowed teachers to improve their confidence, increase their levels of awareness, build better relationships with their learners, ultimately developing perceptions of empowerment manifested in feelings of improvement of their professional status, autonomy and informed decision-making.

Additionally, I will look at the emancipatory nature of teacher research. By calling teachers to question their teaching and their students learning, I will look at ways in which teacher research encourages teachers to perform revolutionary acts where they become uncompliant with established educational norms and question the structures which control them and negate their professional freedom.

Biodata:
Paula Rebolledo has 21 years of teaching experience and has taught at primary, secondary, undergraduate and postgraduate levels and in INSETT programmes. She currently teaches at MA level and works as a researcher, consultant and teacher educator. She was the coordinator of teacher education at the Ministry of Education in Chile and for the past 6 years, she has been mentoring teacher-research initiatives such as the Champion Teachers programme, the APTIS Action Research Award Scheme both funded by the British Council and the Laureate Action Research Scheme funded by Laureate Languages. Her research interests include teaching young learners, teacher education, professional development and teacher-research. She co-authored with Richard Smith *A Handbook for Exploratory Action Research* and co-edited the Champion Teachers Chile and Peru *Stories of Exploratory Action Research*. She is the co-founder of RICELT, the Chilean network of researchers in ELT.
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Plenary session 2

Darío Luis Banegas

University of Warwick, UK; Ministerio de Educación del Chubut, Argentina

Strengthening the ecological nature of practitioner research: An Argentinian experience

Abstract

When is the value of practitioner research enhanced in applied linguistics? Certainly when (1) research outcomes enrich the context in which the research originated, and (2) lessons learnt are shared locally and regionally. In this talk I will reflect on the value of practitioner research in English language teaching drawing on a study which brought together three teacher education institutions, a journal, and a teacher association. Carried out in Argentina, this study aimed at (1) enhancing student-teachers' motivation and English language proficiency through collaborative writing, and (2) supporting teacher educators' professional development by engaging everyone in writing for publication. I will summarise the study research framework and conclusions.

In this talk I will concentrate on the ecological nature of our study, that is, how data collection emerged from the teaching and learning processes and how teaching, learning, and research acted in synergy. I will also discuss the sharing side of the experience, from presenting at conferences to writing for publication. Together we will think of ways in which colleagues, students, and policy makers can value practitioner research. I will underline the importance of learning about and doing research in initial English language teacher education.

Biodata:

Darío Luis Banegas is a teacher educator and curriculum developer with the Ministry of Education in Chubut, Argentina. He leads modules on linguistics, ELT research, and ELT didactics at initial teacher education programmes. He is also an associate fellow with the University of Warwick. Darío is the editor of the Argentinian Journal of Applied Linguistics, and through workshops he promotes teacher research in Latin America. Darío is a leading researcher involved in the Hornby Trust project 'Decentring ELT' which aims at empowering teacher associations in the developing world to generate contextually appropriate principles and practices in language education.
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Oral presentations

Sal Consoli
University of Warwick, UK

Teachers know their students and researchers don't: who has the right to do research?

Abstract
Whilst Practitioner research has gained momentum, guidance is required for teachers who wish to research their own classrooms or for academics who support teachers in such endeavours. I would like to report on a study of 6 international students who joined a pre-sessional programme before commencing a postgraduate course in the UK. Initially, I was their pre-sessional teacher, and during this programme I adopted *Exploratory Practice* to investigate their motivation to study and live in the UK. At the end of this programme, I followed them throughout their postgraduate year, this time, as a researcher who organised several rounds of semi-structured interviews.
Having worn the teacher and researcher hats, I wish to draw upon this experience to raise and answer questions such as *what research agency does a teacher have? How is such agency exercised in praxis? Who benefits from practitioner research? What ethical dilemmas might one face?*
I will argue that, as teachers, we are well-placed to conduct research with our own students, showing how teacher-research done *within* one's educational context can illuminate phenomena that an 'external' researcher may not see. However, we can benefit from tools and perspectives from academic research to support us in our inquiries.

Biodata
Sal Consoli is a PhD candidate in Applied Linguistics at the University of Warwick. He researches motivational psychology applied to TESOL classroom practice with a focus on English for Academic Purposes and Higher Education. His research sits within the epistemological and methodological traditions of narrative inquiry and practitioner research.
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Chris Banister

Regent's University London, UK

Assessing learner reflections: a stern test for the principles of Exploratory Practice?

Abstract

In recent years Exploratory Practice (EP) has established itself as a popular form of Practitioner Research (PR) in the field of English for Academic Purposes (EAP) (Hanks 2017). EP encourages 'puzzling', striving to better understand complex aspects of teaching and learning, in order to boost classroom quality of life (Allwright & Hanks 2009).

In this talk, I share my experiences of adopting EP principles as an epistemological approach to work collaboratively and inclusively with my undergraduate EAP learners in the UK. First, I outline the trajectory of our PR journey across three phases: 1) teacher-initiated puzzling 2) scaffolding of learner-initiated puzzling 3) combining EAP assessment (reflective writing) and learner-initiated puzzling. The main part of my presentation then focuses more closely on this third phase to discuss an ongoing research project: 'Why is assessing EAP learners' reflective reports proving a stern test for the principles of EP?' I describe the confluence of teaching, learning and research which my learners and I are navigating, alongside the challenges we face together. Finally, I reflect upon the unique value of EP, in the process unpacking my sustained engagement with this form of PR and detailing its transformative impact upon my practitioner-researcher identity, agency and beliefs.

Allwright, D. & Hanks, J. (2009). *The developing language learner: An introduction to exploratory practice.* Basingstoke, UK: Palgrave Macmillan. https://doi.org/10.1057/9780230233690.

Hanks, J. (2017). *Exploratory practice in language teaching: Puzzling about principles and practices.* London, UK: Palgrave Macmillan. https://doi.org/10.1057/978-1-137-45344-0.

Biodata
Chris Banister is Senior Lecturer in English for Academic Purposes at Regent's University London. He holds an MA TESOL from UCL Institute of Education and his current research interests include peer feedback and lists of academic vocabulary. Chris is a committee member of IATEFL Research Special Interest Group.
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Eric Ekembe
ENS Yaounde, Cameroon

Teaching English in Low Resourced Contexts: Evidence from Cameroon
Abstract

The literature in ELT today suggests a number of challenges in teaching English in low resource contexts with a lot of proposals for rendering work in such contexts appropriately situated. The literature relating to this suggests a variety of classroom activities and narratives from practitioners' experiences that have yielded positive benefits to learners. A constantly neglected dimension is how teacher research can inform policy and orientate practice to meet the constantly changing learners' needs. Equally, the role of teacher associations in such circumstances seems not to have been identified as a major agent in the ELT policy innovation processes. This paper draws evidence from teacher research and teacher development activities and the CAMELTA Research Group orientated by the IATEFL teacher research project initiated in Cameroon to explore how Cameroonian teachers co-construct ideas that can equip them with the skills necessary to navigate the challenges of their contexts. The paper explains how the research dimension of the CAMELTA Research Group has engaged teacher education colleges in Cameroon to start reflecting on locally responsive training packages for pre-service teachers. The Training- policy-practice cycle is reviewed as the implication of the teacher research and teacher association practices in low resourced context.

Biodata
Eric Ekembe teaches English Language to secondary and university students in Cameroon. He trains pre-service teachers at the Higher Teacher Training College Yaounde in Cameroon and runs a teacher development association- The CAMELTA Research Group. His research interest centres on postcolonial discourse in ELT and the dynamics of teacher development.
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Carol Griffiths & Kenan Dikilitas

Carol Griffits – University of Leeds, UK
Kenan Dikilitas - Bahçeşehir Üniversity, Turkey

Action research for teacher autonomy: the case of academic reading
Abstract

Action research is becoming increasingly recognised as a means for teachers to develop autonomy in the language classroom. This talk will first of all define both action research and the concept of teacher autonomy. In order to exemplify how action research can contribute to autonomy, a study will be described which explored an area with which students were observed to be struggling: high level academic reading. A class of PhD students (N=16) in a Turkish university was asked to identify the difficulties they experienced when reading for their assignments and theses. They listed a number of challenges (n=74) which were then grouped around 11 themes and written into a Likert-type questionnaire. Students were also asked to list strategies used to deal with these difficulties. They suggested 72 strategies which were then divided into 13 thematic groups. The strategies were discussed by the class to allow the students to benefit from each other's ideas. By engaging the students in reflecting on the challenges and strategies in academic reading, both the teacher and the students increased their sense of autonomy by raising awareness into reading processes.

Biodata

Dr Carol Griffiths has been a teacher, manager and teacher trainer of ELT for many years. She has taught in New Zealand, Indonesia, Japan, China, North Korea and UK. She has presented at numerous conferences and published widely. Learner issues and teacher education are her major areas of research interest.
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Kenan Dikilitaş is an Associate Professor at department of ELT at Bahçeşehir University. His research interests include language teacher education, qualitative research and bilingual teaching in classroom setting. He is currently the joint coordinator of IATEFL ReSIG.
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Sara Montgomery & Angela Hulme
University of Leeds, UK

Developing new scholarly practices in an EAP environment.
Abstract

Over the last three years, EAP practitioners at the Language Centre, University of Leeds, have been encouraged to participate in scholarly activity. Previously, teachers' focus was on the practicalities of teaching, but there has been a move towards a more evidence-based approach, informed by both scholarship and the theory that we are uniquely placed to challenge "EAP theories and ideologies that are not resonant with reality, praxis and experience" (Ding and Bruce, 2017, p.165).

As EAP practitioners, the opportunity to engage in scholarship has added a new dimension to our roles. The process of scholarship mirrors the student experience, encouraging a shift in our identities from teacher to scholar. Perhaps most importantly our pedagogy has been enhanced by our scholarship experience.

Our two scholarship projects have involved collaborative research working with academic departments at the University of Leeds, namely the School of Fine Art, History of Art and Cultural Studies, and Leeds University Business School. Investigating respectively: student writing and principles underpinning course design. In this presentation we would like to discuss our experiences as novice EAP scholars, and the opportunities afforded by our collaboration with subject specialists. We hope to show the benefits of blowing away the dust.

Ding, A and Bruce, I. 2017. *The English for Academic Purposes practitioner: operating on the edge of academia*. [Online]. [no place]: Palgrave and Macmillan. [Accessed: 1 February 2019]. Available from: https://www.dawsonera.com/abstract/9783319597379

Biodata
Sara Montgomery and Angela Hulme are teaching fellows in the Language Centre at the University of Leeds. Both teach on a range of courses from pre-UG to PG level and also engage in course design, course management, and scholarship.

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Samiah Ghounaim
University of Warwick, UK

Empowering Teachers: Implications of Creating a 3D Vignette as a Reflective Practice for CPD

Abstract

This presentation is part of an ongoing PhD dissertation on designing innovative reflective practices for intercultural training for educators. This research is significant because it places the emphasis on the value of practitioners in research. As a language teacher myself, my colleagues and I specifically focused on the increasing need for intercultural training for foreign language teachers due to the continuous challenges we face in our diverse classrooms. First, the structure of a 3D-vignette, its intended purposes, and co-construction will be elaborated on. Participants designed a personal incident into a 3D-vignette where each vignette dimension viewed the same incident from a totally different perspective. Then, the results and the implications of having participant co-construct their personal incidents into 3D-vignettes as a reflective practice, and possible extensions for the research will be discussed in detail. This process proved itself to be an effective reflective practice where the participants were stimulated to view their incidents in a different light. Co-constructing one's own critical incidents –be it a positive experience or not– into a structured 3D vignette encouraged participants to decentralise themselves from the incidents and, thus, creating a personal reflective space where they had the opportunity to see different potential outcomes for each incident, as well as prepare for the reflective discussion of their vignette with their peers. This provides implications for future developments in reflective writing practices and possibilities for educators' continuous professional development (CPD) and empowerment.

Biodata

Samiah Ghounaim is a lecturer at King Saud Bin Abdulaziz University, an Intercultural Awareness workshop facilitator, and a PhD candidate at the University of Warwick. Her research is on Reflective Practice and its great potential for Intercultural Awareness and Intercultural Competence Training for language teachers in Saudi Arabia.
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Angi Malderez
Teacher Research: misgivings and reservations

Abstract:
In the 1980s, after more than a decade of teaching English, I was a keen participant in the TDTR (Teachers Develop, Teachers Research) conferences available at the time. It was an exciting and empowering time. Life moved on, and both in my professional practice and in various forms of r/Research, my focus morphed into a primary concern with the learning of teachers and the practices I and others might employ to support this learning.

Although TR was an important stepping-stone for me personally, and I believe it to be 'A Good Thing', I propose in this talk to share some personal misgivings and reservations with the current wave of TR. I will consider the 'what', 'why', 'where', 'when', and 'who', and pose questions that I believe the TR community might usefully address.

Biodata:
Angi is an Honorary Senior Fellow of The University of Leeds, UK, and an independent education consultant. After a long period as an EFL teacher and materials writer, she now works principally in the areas of supporting teacher learning and mentoring. She has worked in initial preparation and in-service teacher support programmes for more than three decades in many parts of the world. Her main research interests currently relate to the development of contextually appropriate practices and processes for supporting teacher learning, through a more informed understanding of what it is teachers need to know and how they come to know it. She was co-director (University of Leeds) of the *Becoming a Teacher* research project (2003-2009), and consultant on the *Modes of Mentoring and Coaching* (2010-12) and *Mentoring and Coaching in Further Education* (2013-2014) research projects. Some of her publications include:

Hobson, A.J. & Malderez, A. (2013) Judgementoring and other threats to realizing the potential of school-based mentoring in teacher education, *International Journal of Mentoring and Coaching in Education*, 2(2), 89-108.

Wedell, M. & A. Malderez (2013) *Understanding Language Classroom Contexts: the starting point for change*. London:Bloomsbury.

Hobson, A. J., Ashby, P. Malderez, A, & Tomlinson, P.D. (2009) Mentoring beginning teachers: what we know and what we don't. *Teaching and Teacher Education: An International Journal of Research and Studies*, 25(1), 207-216.

Malderez, A. Mentoring. In Richards, J. & A. Burns. Eds. (2009) *Cambridge Guide to Language Teacher Education*, NY:Cambridge University Press

Malderez, A. (2010) A case for mentoring: why (beginning)teachers and education systems need mentors. In Jean-Claude Loos et al Eds. *L'accompagnement des nouveaux enseignants*. Bruxelles:EME, pages 51-62

Malderez, A. & M. Wedell (2007) *Teaching Teachers: Processes and Practices* London: Continuum Press

Malderez, A. and C. Bodóczky (1999) *Mentor Courses*: *a resource book for trainer-trainers* Cambridge: Cambridge University Press (Winner of the Ben Warren Prize 1999)

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Anna Costantino

University of Greenwich, UK

Exploratory Practice: seeking and practising inclusivity in an MFL language classroom

Abstract

Inclusivity is at the core of a number of educational policies and practices across the UK HE sector. Certainly, some of those practices seek to build collaborations between teachers and learners – as, for instance, in the Staff-Students Partnership and in the Inclusive Curriculum Framework, only to name a few. However, those are often top-down initiatives, impacting intermittently on everyday MFL classroom practices.

In this paper, I illustrate how I have taken up the learner-centred thrust opened by those institutional spaces by implementing Exploratory Practice (EP) in my undergraduate Italian language classes; as an ongoing language teacher development, but also, inclusively, as a way to engage my language students in an enquiry for mutually understanding and development.

First, I introduce how I have embedded the tenets of EP in my everyday language pedagogy. Then, I reflect on how our mutual puzzling has opened empowering spaces for my language students to engage with their language learning. Finally, I consider the epistemological tenets of practitioner research (1) in understanding language occurrences and instances, traditionally investigated by university-based research; and, importantly, (2) in blurring the boundaries of standardised and routinized classroom protocols, so allowing for creative and embodied practices to unfold.

Biodata

Anna Costantino is Lecturer in Italian and Italian Programme Co-ordinator at the University of Greenwich, and Lecturer at Regent's University London. As a practitioner-researcher, Anna has been involved for some time in Exploratory Practice (EP). She is a member of AILA Research Network Fully Inclusive Practitioner Research in Applied Linguistics.

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Poster presentations

Hamdan Alzahrani
University of Leeds

A contextually appropriate version of teacher research: What could it offer from teacher perspective?

Abstract
Teacher Research (TR) can be broadly defined as research conducted by teachers in their own classrooms and contexts for different purposes- here for their own Professional Development (PD). In English Language Teaching (ELT) much academic discussion is concerned with what form TR should take and what purposes it should serve to identify how teachers can best benefit from the affordances of TR. Yet the literature offers very few examples of TR initiatives in which teachers own conceptions of TR and of its feasibility for their context have formed the basis for actually planning TR (Borg, 2009).

My research sets out to contribute to filling this gap in the ELT literature by exploring language teacher understandings of TR and its feasibility in a Saudi University Language Institute using a qualitative research design. Interested teachers were offered an opportunity to conceptualise TR for their own purposes drawing on the plethora of ideas from the different TR conceptual frameworks that currently exist. These teachers also considered the workplace constraints that would need to be addressed to enable their conception of TR to begin to be carried out in their working context. By involving teachers in this way, it is hoped that the form of TR that is adopted will be one that is relevant to these teachers' (and potentially their colleagues') needs and is also feasible in their own context at this point in time. In this poster, I present some of my research findings germane to the potential value of a contextually appropriate version of TR for PD.

I conclude that TR with teachers at the core of its planning could contribute to creating contextual relevance, authenticity, ownership, mutual collaboration amongst colleagues, critical reflection, self-awareness, and ultimately informing learner learning in a non-linear manner

Biodata
Hamdan Alzahrani is a PhD student in Language Education at the University of Leeds.
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Yasmin Dar
University of Leicester

The value of fully inclusive Exploratory Practice research in a pre sessional language classroom.

Abstract

My pre sessional learners often wonder why they have difficulties following a speaker's ideas when listening to an audio in class, e.g. from a course book. I decided to use the principles of Exploratory Practice to help them pin point the root of this problem and then identify short and long term strategies to reduce this burden. In the presentation, I will outline how I used normal classroom activities to collect data that prioritised language learning and teaching; how I involved the learners in taking responsibility for identifying the reasons for not being able to follow a speaker's ideas in a classroom audio. I also challenged myself to combine this particular EP research project with my annual formal observed lesson and was surprised with how natural it was to involve my observer as well as my learners in the EP research process. The Exploratory Practice framework has helped my students, myself, and the line manager to successfully reach mutual understandings of why listening to an audio in a language class can be difficult and how we collaboratively identified strategies to reduce the burden that the students were experiencing. This case study demonstrates the value of fully inclusive Practitioner Research in Applied Linguistics.

Biodata:

Yasmin Dar is an EAP tutor at the English Language Teaching Unit (ELTU) University of Leicester. She is a committee member of the IATEFL Research SIG and the International Teachers Research! Conference held in Istanbul. She has successfully carried out and shared her Exploratory Practice case studies since 2009.

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Michael Hepworth
University of Sunderland

Professional Identity Development in TESOL: Dialogic, Multimodal Participation in Online Spaces

Abstract

This pilot practitioner-research project seeks to better understand the affordances and constraints of using a more participatory approach with trainee language teachers on an MA TESOL Independent Distance Learning (IDL) programme at the University of Sunderland.

Evidence suggests no significant differences should be expected regarding the effectiveness of well-designed online learning compared with well-designed classroom based study. However, significant differences still exist in the way students perceive online learning experiences and negative perceptions contribute to higher dropout rates, lower student motivation and lower student satisfaction.

Specifically, Muilenburg & Berge (2005) observe that a lack of online participation is a barrier teacher educators can readily respond to.

Sociocultural and dialogic approaches to pedagogy, (Vygotsky, 1986; Bakhtin, 1981) assert the value of learner participation. For teachers in training, this participation can be key to fostering the professional identities vital to the quality of the educational experience (James, 2017).

So, drawing upon an Action Research methodology, and in response to student feedback, this project aims to evaluate the efficacy of adding more interactive content to an IDL module on theories of second language learning.

In terms of a specific intervention, data analysis tasks were designed and presented in an online Voice Thread site, facilitating dialogic and multimodal engagement with data from research studies. Learners were encouraged to post responses to the data, and to ideas from their peers and teachers.

To evaluate these online posts, and learner and tutor interview feedback, we use a sociocultural approach to agency (Lantolf, 2000) and positioning theory (Davies & Harré, 1990) to gain insight into how trainee language teachers construct professional identities for themselves through online interaction with peers and instructors.

Preliminary findings suggest participation through Voice Thread provides an important space for identity construction. Students report feeling motivated to position themselves professionally as researchers and creators of knowledge, rather than passive recipients of established truths.

Further findings will be used to develop the effectiveness of other modules on the MA TESOL IDL program, and this may be of interest to others working in IDL teacher education contexts.

Bakhtin, M. (1981). *The Dialogic Imagination*: *Four Essays*. Holquist, M. (ed.) Austin, Texas: University of Texas Press

Berge, Z. and L. Muilenburg. (2005) *Student Barriers to Online Learning: A Factor Analytic Study. Distance Learning, 26 (1), pp. 29-48.*

Davies, B., and Harre, R. (1990). Positioning: the discursive construction of selves. *Journal for the theory of Social Behaviour.* **20** (1), pp. 43-63.

Lantolf, J.P. (ed.)(2000). Sociocultural Theory and Second Language Learning. Oxford: Oxford University Press.

Vygotsky, L. (1986). *Language* and *Thought.* Cambridge MA: Harvard University Press.

Biodata
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Yoshitaka Kato

Chubu University, Japan

Learner-Initiated Exploratory Practice: Is It Feasible in Japan?

Abstract

Given the premise that learners can be 'practitioners' of their own language learning, this study reports on a case study of learner-initiated Exploratory Practice (EP) in the Japanese context. 'Learner-initiated EP' here indicates a style of EP where learners (i.e., not teachers) explore their own puzzles. As one of the earliest studies that focused on learners' perspectives on EP, Hanks (2015) persuasively argued that EP was feasible and worthwhile in an EAP classroom in the UK. We have not been sure, however, whether it works in the Japanese context, where, generally speaking, the class size is relatively large, learners tend to be used to being taught and teachers have to follow a fixed syllabus. This study demonstrates 'voice' collected from 60 students at a university in Japan by introducing their puzzles and posters as well as their impressions on doing EP. The findings suggest that EP can be surely manageable in Japan and the students actually enjoyed the learner-oriented nature of EP. The results also revealed that the puzzles created by learners can be categorized into puzzles about language itself and about language learning and teaching, which will be discussed in relation to the professional development of language teachers.

Hanks, J. 2015. ''Education is not just teaching': learner thoughts on Exploratory Practice', *ELT Journal*, vol. 69, no. 2, pp. 117-128.

Biodata

Yoshitaka Kato, Ph.D., is a lecturer in the Faculty of General Education at Chubu University, Japan. He teaches English for Academic Purposes (EAP) classes utilizing various small group activities. His research interests include practitioner research, cooperative and collaborative language education, and task-based language education.
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Sophie Liggins

University of Essex

Heritage language development and maintenance in secondary school aged students in England

Abstract

The second stage of my PhD study, which explores the experiences of speakers of heritage languages (HLs) in English secondary schools, is an action research intervention with a group of 10 of HL speakers with a variety of languages and experiences. It is positioned in the view that embracing and utilising plurilingualism is an unutilised yet valuable endeavour in terms of language development and identity in young learners (Roberts 1994) which offers benefits in terms of understanding the role of HLs in literacy, enhanced critical thinking and social development (Cummings 2005, Smyth and Toohey 2009, Moll *et al* 1992).

The intervention is designed to explore a view of bilingualism not as two autonomous languages but as 'sets of resources' (Heller 2007:15) and seeks to highlight inter-related language practices (García and Li Wei 2014). The 19-week programme of plurilingual awareness and translanguaging practices that I am implementing is taking place in my current workplace where I work as a languages teacher. The findings from my research will be fed back to the staff body with the objective to develop perspectives and strategies on language use beyond English, in turn challenging the monolingual norm within which the languages curriculum is often delivered.

Cummings, J. (2005) A Proposal for Action: Strategies for Recognizing Heritage Language Competence as a Learning Resource within the Mainstream Classroom *The Modern Language Journal* Vol. 89, No. 4, pp. 585-592

García, O . & Li Wei (2014) *Translanguaging: Language, Bilingualism and Education* Palgrave Macmillan. Hampshire

Heller, M. (2007) 'Bilingualism as ideology and practice' in M. Heller (ed.): Bilingualism: A Social Approach. Basingstoke: Palgrave.

Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992) Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. *Theory into Practice*, Vol. 31, No. 2, Qualitative Issues in Educational Research (Spring,1992), pp. 132-141.Taylor & Francis.

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Biodata

A languages teacher for seven years, I developed an interest in students who have a home language different from the dominant language. I began to research the topic of heritage language speakers in schools during my MA in Applied Linguistics in 2016 am now in my second year of PhD study on the topic.

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UNIVERSITY OF LEEDS

Marwa Mohammad Masood
University of Warwick

Analyzing the Learning Outcomes of Mixed-Ability Grouping in Comparison with Other Grouping Strategies

Abstract

It is a well-known fact that group work can facilitate cooperative learning which promotes individual development in the process (Slavin, 1980). From my personal experience of team-teaching at both the school level and the university level in Bangladesh, I have experienced that mixed-ability grouping is the only appreciated way of forming groups for a group activity in an ESL classroom, which teachers believe to be the most effective way for bringing out the best learning outcomes. This belief is based on Vygotsky's theory of Zone of Proximal Development, which suggests that an individual can reach a higher level of development by surpassing their usual cognitive capability with the help of a more competent peer or a teacher (Chaiklin, 2003). To question this belief, I conducted an exploratory action research as an endeavour to challenge teachers' bias towards a certain grouping technique and carried out a comparative study of the learning outcomes by using alternative grouping strategies in three different classes, namely, mixed-ability grouping, random grouping and friendship grouping. The findings showed that mixed-ability grouping does not always induce the best learning outputs which I believe this practitioner research can encourage teachers to reconsider their classroom practices and rethink future actions.

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Biodata

Marwa Masood is a Hornby scholar (2018-19) from Bangladesh. She is currently pursuing her MA in TESOL at the University of Warwick. She has been working as a Lecturer of English at BRAC University since 2016 and previously worked as a middle-school English teacher at Oxford International School in Bangladesh.
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Elena Ončevska Ager

Ss Cyril and Methodius University, North Macedonia

Judgementoring: The elephant in the teacher education room

Abstract

This poster outlines a practitioner research project which I undertook on one of my teacher education modules. I longitudinally followed an initially struggling pre-service teacher (PST) who appeared to eventually benefit considerably from the mentoring on the course.

The mentoring was shared between myself, the teacher's university instructor, and a school-based teacher. I sought to identify, among other things, the extent to which our mentoring appeared to support the development of the PST. To understand this, I drew on my own, the PST's and the school-based teacher's reflective notes, interviews with them, and video recordings of the PST's classes.

I found that even though the PST appreciated and used most of our support, the quality of the mentoring offered would ideally be more in line with the PST developmental needs, and with a stronger focus on elicitation rather than judgementoring, i.e. "revealing readily and/or too often [one's] judgements and evaluations of the mentee's planning and teaching (e.g. through 'comments', 'feedback', advice, praise, criticism)" (Hobson & Malderez, 2013, p. 90).

I argue that less prescriptive and more dialogic approaches to mentoring may be more conducive to professional learning, including developing teacher agency.

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Biodata

Elena Ončevska Ager is Assistant Professor in Applied Linguistics at Ss Cyril and Methodius University, North Macedonia. Her work involves supporting the development of pre-service EFL teachers in face-to-face and online contexts. Apart from second language teacher education, her research interests also include group dynamics, motivation and learner autonomy.
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Assia Slimani-Rolls

Regent's University London

Negotiating professional identity through teacher engagement with Exploratory Practice

Abstract

This paper/poster reports on some aspects of a three year long project whose main objective was to enable a group of six language teachers (three ELTs and three MLs in French, Italian and Spanish) to implement Exploratory Practice (EP), a form of inclusive practitioner research, in their classrooms.

The project reveals that all six participating teachers remained on task throughout its duration illuminating teacher learning and various levels of personal (perseverance in engaging with challenges which, at times, seemed impossible), social (collective and collegial approach developed, both in the classroom, and as members of a community of teachers) and professional developments (dissemination and contribution to the wider community) gained from engaging with EP. These gains will be illustrated when discussing the development of the modern language (ML) teachers as practitioner researchers and the (re)construction of their professional identity in the backdrop of the decline of ML uptake and the spread of English as a global language.

The presenter draws on sociocultural theories of learning (Lantolf, 2000, Norton 2000, Freeman and Johnson 1998), particularly situated learning theory and identity formation within communities of practice (Lave and Wenger 1991, Wenger 1998) to articulate the teachers' role as agents in the construction of their professional identities.

Although this paper/poster is about ML teachers, there will be references to the ELTs as all six practitioners worked collaboratively throughout this enterprise.

Biodata

Assia Slimani-Rolls is Head of Research and Professional Development at the Institute of Languages and Culture at Regent´s University London. She is interested in all forms of practitioner research and in particular Exploratory Practice whose theoretical framework she has used in several projects. Assia has more recently guided a group of ELT and MFL teachers to implement EP in their classrooms in a longitudinal project whose outcomes have been disseminated in Slimani-Rolls, A., & Kiely, R. (2018). *Exploratory Practice for Continuing Professional Development. An Innovative Approach for Language Teachers.* London: Palgrave Macmillan.
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