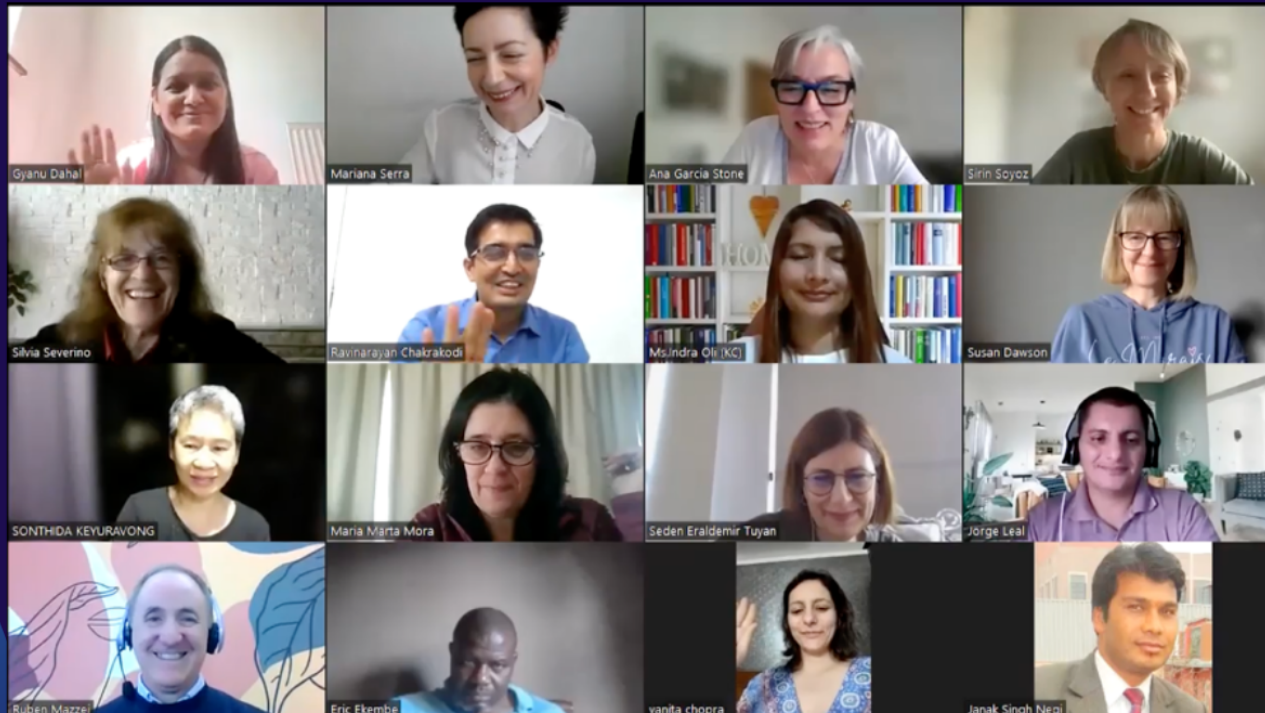




Stories of Mentoring Teacher-Research

FEATURING POSTER PRESENTATIONS AND Q&A WITH MENTORS OF
TEACHER-RESEARCH FROM AROUND THE WORLD



17th June 2023; 14:00-17:00 (UK time, GMT+1)

Programme with links to Zoom rooms and padlet posters

[About IATEFL Research SIG](#)

[About mentoring teacher-research](#)

14:00 UK time (GMT + 1)

Room 1

[Introduction to the mini-conference:](#)

[Ernesto Vargas Gil \(Coordinator, IATEFL Research SIG\)](#)

[Seden Eraldemir Tuyan, Eli Békés, Mariana Serra and Richard Smith \(Organizing Committee\)](#)

Zoom link: [\[IATEFL 1\]](#)

14:15–15:25 UK time (GMT + 1)

Session 1

Room 1

Zoom link: [\[IATEFL 1\]](#)
Chaired by Eli and Mariana

How to sustain teachers' motivation and engagement in a long-term teacher-research program?

Meifang Zhuo

This is a mentoring story about sustaining teachers' motivation and engagement in a teacher-research project. Measures taken are explained, results outlined, and implications drawn based on the mentor's reflections.

Link to poster:

<https://warwick.padlet.org/meifangzhuo/mini-conference-stories-of-mentoring-teacher-research-bj3ljwbayutz03ao/wish/2617456477>

Room 2

Zoom link: [\[IATEFL 2\]](#)
Chaired by Richard and Seden

Top five reasons why mentoring is important for Iraqi teachers: Iraqi MoE listen to your teachers!

Mayamin Altae

Iraq's Ministry of Education (MoE) is still struggling with supporting teachers CPD. The country has gone through wars, civil war, and Covid-19. Teachers are struggling to update their knowledge in the classrooms. After talking to teachers and asking them what they wanted I thought of introducing mentoring to them without the help of the Iraqi MoE.

Link to poster:

<https://padlet.com/drmayaminaltae/mentoring-df60sfhbegdwskkf>

Mentoring a large group of teachers in Africa: A journey into myself

Eric Ekembe

In this narrative, I share my experience mentoring a large group of teachers during a period of one year. I describe how I started the journey; the characteristic features of the journey; and the successes and failures. I end my presentation with an exploration of how the journey itself created an opportunity for me to unlearn my established practices and gain further awareness of the implications of teacher-research and professional development in contexts of top-down pedagogies.

Link to poster:

<https://warwick.padlet.org/elsdr/eric-ekembe-mentoring-a-large-group-of-teachers-in-africa-a--lzctygtij81ggjc>

Need for management of different time zones and inspirational story-telling to motivate mentees

Dipti A. Trivedi

With enthusiasm, I selected 4 teachers from India and one from Malaysia, who challenged me to communicate with passion to convince them for one convenient time for a common session of mentoring. For a year-long mentoring process, to inspire and to get all the mentees attached to the teacher research programme, I interacted with them through a story-telling strategy.

Link to poster:

https://www.canva.com/design/DAFlcpT_mpE/kJQ5y44iQFHtZYZ3zA0rUA/edit?utm_content=DAFlcpT_mpE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

A cross-cultural mentoring experience

Gyanu Dahal

I will share a distance mentoring experience with teachers from Thailand government schools who were teaching in primary to higher secondary level. Despite my and my mentees' enthusiasm for learning and achieving goals, there occurred challenges due to the time differences (Thailand and UK). However, flexibility in time management and in means of communication made us achieve the goals.

Link to poster:

<https://padlet.com/gyanudahal2011/cross-cultural-mentoring-story-dream-it-believe-it-achieve-it-pl7nkwvz8z9008im>

Is exploration sufficient for action in teacher-research?

Ravinarayan Chakrakodi

Teachers who complete exploratory research studies during a one-month CELT course encounter challenges in carrying out action research in the classroom after the training. However, these challenges can be addressed through use of appropriate mentoring strategies.

Link to poster:

<https://padlet.com/raviric/mentoring-teacher-research-june-2023-d9wkeh1o7b53q6xg>

Three minutes of fame?: Should teachers be introduced to international publications and conferences before the completion of a long term teacher research program?

Meifang Zhuo

This is a mentoring story about the benefits and problems of introducing teachers to international publications and conferences. Data were collected from the reflective journals of both mentor and mentees. A conclusion and advice about this mentoring issue are drawn based on the data analysis.

Link to poster:

<https://warwick.padlet.org/meifangzhuo/mini-conference-stories-of-mentoring-teacher-research-bj3ljwbayutz03ao/wish/2617456290>

Sharing useful tips to motivate the unmotivated!

Vanita Chopra

In the enchanting land of Thailand, I had the privilege of mentoring not one, not two, but eight esteemed government school teachers spanning across primary, secondary, and higher secondary levels. Challenges emerged as some teachers experienced a lack of motivation stemming from personal struggles and professional obligations. Join me for an exciting presentation on how I utilised effective strategies to inspire and empower teacher researchers to become self-motivated and driven through the power of online mentoring.

Link to poster:

<https://padlet.com/vanitam8188/sharing-useful-tips-to-motivate-the-unmotivated-6c1bgob3dvg8koq7>

Mentoring fellow teachers in situated CPD

Maria Marta Mora

Can EAR be a powerful tool for teachers of subjects other than English in the school system, too? This is a particular mentoring story in which the mentees are non-English-speaking teachers of school subjects other than English.

Link to poster:

https://www.canva.com/design/DAFLGvCh2Ic/wB1YEzUtV701C_HUEUhVpQ/edit?utm_content=DAFLGvCh2Ic&utm_campaign=designshare&utm_medium=link2&utm_source=share_button

15:30–16:40 UK time (GMT + 1)

Session 2

Room 1

Zoom link: [\[IATEFL 1\]](#)
Chaired by Eli and Mariana

Mentoring Chinese EFL in-service university teachers to do EAR

Chang Liu

Two Chinese in-service female university teachers pro-actively approached me to ask for my help as they were interested in conducting classroom-based research and publishing but did not know how to start. This narrative describes how I mentored them over a 15-month period between October 2020 and March 2022 and what I learnt during my journey as a beginning teacher research mentor.

Link to poster:

https://www.canva.com/design/DAFlyTYOnYs/QFhaCzSa2tzaUYqL8nrROQ/edit?utm_content=DAFlyTYOnYs&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Room 2

Zoom link: [\[IATEFL 2\]](#)
Chaired by Richard and Seden

How did I overcome the black spot in my vision as a mentor for PhD students?

Seden Eraldemir Tuyan

As an advocate for teacher-research, mentoring, and ongoing professional development in English language teaching, I faced a challenge when assigned to teach a 'Language Teacher Education & Professional Development' course for PhD students. I had received theory-based training as a PhD candidate from 2000-2003 myself but I realised that this was a blind spot hindering my vision to bring about meaningful change in my PhD students, since my teaching philosophy had evolved to prioritise reflexivity and criticality over the years. This is the story of my personal experience of overcoming this obstacle.

Link to poster:

https://www.canva.com/design/DAFla4w8FgY/44THpLPtmToA5yjsSpzFiA/watch?utm_content=DAFla4w8FgY&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Mentoring research on emotional intelligence development in class

Simona Macenaite

I worked with teachers in a small community of practice where we all tried to help each other regarding particular issues. This presentation is about how I helped one of the teacher's explorations of emotional intelligence development among the children in her class.

Link to poster:

<https://padlet.com/simonamacenaite/mentoring-research-on-emotional-intelligence-development-in--29vzwswnoaksz6g3>

Addressing 'academic' conceptions of research

Fauzia Shamim & Richard Smith

A group of 9 teacher educators participated in a year long exploratory action research (EAR) project at a College of Teacher Education In Pakistan. The aim of the project was to engage and support teacher educators in researching their own classroom practice in order to give them an experiential foundation for subsequent mentoring of student-teachers' EAR projects. Participants were all already experts in their own fields – English, Maths, Science, Social Studies and Research Methodology – and had quite strong pre-existing 'academic' notions of what research should involve. We narrate how we attempted to address this issue.

Link to poster:

<https://padlet.com/fauziashamim/stories-of-teacher-mentoring-conference-june-17-2023-aa2vwgoacb3dhlru>

Establishment of rapport as a precursor for a dynamic relationship: Our story from Thailand

Vanita Chopra & Gyanu Dahal

We got the unique opportunity to mentor twenty government school teachers from different provinces of Thailand. We faced a pertinent challenge in the beginning of the program, as we couldn't give much time for rapport building to know our teacher's context /background. However, with a positive mindset and flexibility in our mentoring approach, how we established a 'connection' with our teachers is the main focus of our enchanting story.

Link to poster:

<https://padlet.com/gyanudahal2011/good-beginning-is-half-done-mentoring-experience-with-thai-t-f2nati9vs90hg0pz>

Mentoring student-teachers to do action research in a teacher education programme in Pakistan

Afaq Ahmed, Umair Khan & Zenab Moiz

While mentoring 10 student-teachers, we observed that mentees perceived issues related to teaching and learning during AR as additional hurdles rather than opportunities to understand the research problem in depth. The technical and emotional support we provided and the dual role we played in providing both subject-oriented support and supervision helped the student-teachers overcome this issue.

Link to poster:

https://padlet.com/afagahmed_edu/mentoring-student-teachers-to-do-action-research-in-a-teache-1gt8ub9w2tu5q7yo

“Am I an effective mentor?” A story of running a local mentorship project with seven mentors from Uzbekistan

Ella Maksakova

This story zooms in on challenges that influenced Uzbekistan mentors' attitudes toward their mentorship responsibilities and impacted their capacities to continue being effective as a mentor. Being the lead of the local mentorship project, in this presentation I reflect on lessons learnt and make an action plan of what could be done in the future to better support local mentors.

Link to poster:

<https://padlet.com/ellamaksakova/my-experience-of-running-a-local-mentorship-project-46km0aw6a3wfrstk>

Improving communication with mentees by asking good questions

Suchita Mahorkar

Online communication has its limitations. Effective communication requires an exchange of information for better understanding. I worked on asking good questions and responding well, as ten out of my twenty mentees conducted their EAR around spoken English. And my challenge was to make them understand their classroom better and to present their EAR successfully -standing distinct from other presentations.

Link to poster:

[Better communication by asking good questions](#)

Mentoring EAR in higher education EASP courses

Mariana Serra & Ruben Mazzei

Mentoring Exploratory Action Research (EAR) in Higher Education poses challenges because of the scholarly nature of this level. As mentor and co-mentor, we share the findings of our mentoring scheme for two teams of teachers in online platforms in the EASP and academic literacies course at the University of Buenos Aires. We also describe the synergy between our roles and how it has impacted on our mentees' research process.

Link to poster:

https://jamboard.google.com/d/1hbkfN7f4mHcsPFlwOZBz4-N3U4K_EuU3S1Y1GQFvaBY/viewer?f=0

Mentoring teacher-research in Bangladesh: Sharing experiences of leading a launch project with TESOL.BD Research SIG

Tasnima Aktar

As a project lead of the teacher-research mentoring being carried out in Bangladesh by the Research SIG of TESOL Society of Bangladesh (TESOL.BD), I intend to share my experiences of setting up the project, coordinating with the mentors, and mentoring mentees, including challenges which emerged at each level. We started our launch project last year with four mentors (three senior university teachers and myself) and 10 mentees (all in-service teachers: five from primary and five from tertiary levels) and currently, we are in the Action Phase of the EAR with three primary teacher mentees.

URL for a poster:

<https://padlet.com/tasnimaaktar/mentoring-teacher-research-in-bangladesh-dqny890ahv17w1vf>

16:40 – 17:00 UK time (GMT + 1)

Room 1

Zoom link: [\[IATEFL 1\]](#)

Mini-conference round-up:

Eli Békés and Mariana Serra reporting on Room 1

Seden Eraldemir Tuyan and Richard Smith reporting on Room 2

Ernesto Vargas Gil (Coordinator, IATEFL Research SIG)