

Teacher as Researcher Symposium



NAME: _____

**20th to 22nd February 2013
Kuching, Malaysia**

Welcome

I am very pleased to welcome you to the Symposium 'Teacher as Researcher' which will showcase the work of teachers and mentors from across East Malaysia. The English Language Development Project has 120 mentors working with 600 schools and over 2000 teachers across Sarawak, Sabah and Labuan.

In January 2011 the Ministry of Education (MoE) launched a new primary curriculum designed to transform the way children are taught. The English language part of this curriculum focuses on communicative teaching and early literacy with a new emphasis on continuous assessment. The English Language Teacher Development Project (ELTDP) was conceived to support this by providing Early Primary English teachers with in-service mentoring and professional development opportunities. The British Council was contracted to undertake this project in East Malaysia in the states of Sabah and Sarawak as well as the federal territory of Labuan and we have 120 mentors working with 600 schools and more than 2000 teachers

Our project is based on the principles of partnership, relationship building and sustainability. Our key partners are the Ministry of Education and the State Education departments of Sarawak, Sabah and Labuan and I would like to take this opportunity to thank our colleagues for their enormous support, and commitment to our shared vision. Along with forging new relationships, our project aims to help develop new perceptions of teacher development, learning and change and this symposium is part of this process. This is a great opportunity to celebrate the work of Malaysian teachers and their mentors

Tricia Thorlby

Director ELTDP

British Council, Malaysia

Andrew Pollard



Professor Andrew Pollard is an Assistant Director with responsibility for Research Impact at the [Institute of Education](#), University of London, and a Professor of Education at the Graduate School of Education, [University of Bristol](#), UK. He chairs the Education Sub-panel for the 2014 Research Excellence Framework on behalf of UK Higher Education Funding Councils. Formerly, he was Director of the [ESRC Teaching and Learning Research Programme](#) from 2002-09 — the UK's largest ever research investment in education,

of the UK Strategic Forum for Research in Education from 2008-11 and of ESCalate, the Education Subject Centre of the UK's [Higher Education Academy](#). As a former school teacher, Pollard's research interests include teaching-learning processes and learner perspectives, as well as the development of evidence-based classroom practice. He is responsible for a popular series of textbooks and support materials on reflective teaching within primary and secondary schooling.

He has worked extensively on the effects of national and institutional policies on learning. For instance, he led the impact work of TLRP, focusing project findings on contemporary issues in lifelong and workplace learning, higher and further education and in schooling. Previously, he co-directed the Primary, Assessment, Curriculum and Experience project (PACE) tracking the impact of education legislation on practices and experiences in English primary school classrooms. His early research developed into the Identity and Learning Programme (ILP), a longitudinal ethnographic study of the interaction of identity, learning, assessment, career and social differentiation in children's experiences of schooling from age 4 to 16. During 2011, he was one of four in an Expert Panel advising the English government on a Review of the National Curriculum.

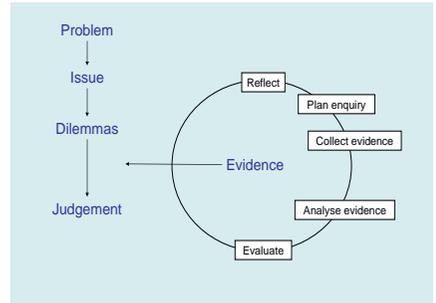
With a long-standing interest in the design, management and evaluation of research projects in education, Pollard has worked extensively with schools and local authorities including many UK education agencies and funding bodies such as [ESRC](#), Training and Development Agency for Schools, [QCA](#), the [Esmee Fairbairn Foundation](#) and [HEFCE](#).

Keynote Abstract

Improving Teaching and Learning

This presentation will begin with a review of contemporary challenges facing education systems in many parts of the world and of the efforts which are being made to understand and respond to these. It will draw on international research and on the synthesis attempted by the UK's

A key model



Teaching and Learning Research Programme. This proposed ten 'evidence-informed principles' for effective teaching and learning as a foundation for the application of professional judgement through reflective practice. The ways in which such general principles may be combined with evidence from particular classroom settings will be described. It will be argued that this application of cumulative evidence and professional judgement is key to the future development of high quality education.

The ten principles concern: Education for life; Valued knowledge; Prior experience; Scaffolding understanding; Assessment for learning; Active engagement; Social relationships; Informal learning; Teacher learning; Policy frameworks

Workshop: Reflective Teaching and its Application

This workshop is designed to extend and illustrate the strategies for improving teaching and learning which are explored in the keynote. To maintain a consistent message and enable direct follow-up of a wide range of issues in schools and other settings, it is based on Chapter 1 of Reflective Teaching (Pollard, 2008).

In addition to presentation of material in three parts, there will be two practical activities. Prior preparation for these is requested (see the Annex below). The activities assume a classroom setting but can be adapted by colleagues working in other contexts.

Simon Borg



Simon Borg is Professor of TESOL at the School of Education, University of Leeds. He has been involved in TESOL for 25 years, working as a teacher, teacher educator, lecturer, supervisor, examiner, consultant and researcher in several language teaching contexts around the world. His key areas of research and professional activity in applied linguistics and TESOL are teacher cognition, teacher education, professional development, teacher research, and research methods training.

His new book entitled ***Teacher Research in Language Teaching: A Critical Analysis*** is being published by Cambridge University Press early in 2013.

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Keynote Abstract

Teacher Engagement With Research

This talk examines teacher engagement with research – the extent to which teachers read published research in the field of language teaching, the nature of their engagement with such material, and the extent to which it impacts on their work in the classroom. These are important issues which have, however, only received limited empirical attention in our field. I will first discuss the notion of teachers as consumers of research then consider the relationship between research knowledge and classroom practice. This will be followed by a brief review of existing research, in education generally and in language teaching, which provides insight into teachers' practices in reading research.

Following this introductory overview, I will draw on my own programme of research to examine the following questions: (a) how often do language teachers say they read research?; (b) what sources of research do they say they read?; (c) what do teachers say about the impact that reading research has on their teaching?; and (d) what reasons do teachers give for not reading research? The insights that emerge from the analysis of these questions have implications for efforts to make engagement with research a more central part of teachers' professional activities.

Workshop: Quality in Teacher Research

Teacher research is often dismissed as being of 'inferior' quality. In this workshop we will consider why such attitudes exist, examine what 'quality' in research means and discuss strategies that can be used to generate high quality teacher research.

Carol Read



Carol Read has over 30 years' experience in English language teaching as a teacher, teacher trainer, academic manager and materials writer. She has taught students of all ages and levels, from very young children to adults.

Carol's main specialization is in primary language teaching and she has run numerous teacher education courses and worked as an

educational consultant in many different countries in Europe, Latin America and Asia. Carol has published extensively in the field of teaching English to young learners, including course books, supplementary materials, online storytelling and CLIL projects, as well as many articles on primary ELT methodology.

Carol's award-winning titles include *Is it a Butterfly?* which won an Extensive Reading Foundation Award, *Bugs* (with three co-authors), which won a British Council Innovation Award, and *500 Activities for the Primary Classroom* which was Highly Commended in the ESU Duke of Edinburgh awards. Her most recent publication, *Footprints*, is a highly successful, fully-digital, primary course-book series. Carol is currently Vice-president of IATEFL (International Association of Teachers of English as a Foreign Language).

Keynote Abstract

Creative Teaching, Creative Learning

Creativity is an elusive concept to define and a challenge to develop and foster in the English language classroom, whatever the age or level of students we teach. In this talk we will explore the notion of creativity and look at issues and tensions in the relationship between teaching, learning and creativity.

The talk will begin with examples from the world of art in order to establish a number of key points about the essential nature of creativity and how these may be applied to our own field. We will then go on to compare and contrast a range of definitions and assertions by key writers in recent creativity literature. While these capture core elements of the concept of creativity, they are also divergent and raise a number of questions.

In the main part of the talk we will explore the questions about creativity that are most pertinent to language teachers and learners through an engaging, interactive story quest. Participants will be invited to consider such matters as the differences between creative teaching, teaching for creativity and creative learning. We will also look at the differences between big 'C' and little 'c' creativity, and the implications these have for our classrooms. A range of easy-to-implement strategies to promote creativity in teaching foreign languages to all ages and levels of learners will be offered. We will also squarely confront the reality of barriers to creativity in our classrooms that exist for all of us.

Workshop: Creativity and communication through story and drama

This session shows how a well-managed, whole-child approach to storytelling and drama develops pupils' potential for creativity and helps them to become confident communicators in English. We will use an integrated combination of storytelling and drama techniques to explore ways to engage children in relevant issues and to link learning English to authentic culture and real content. We will also explore the role of storytelling and drama in developing positive values in today's world.

Symposium Protocol

- ✦ Please arrive 5 minutes before the workshops start. We will be closing doors and not admitting late comers out of respect to our presenters.
- ✦ As a presenter, you will get a reminder every 15 minutes from the usher during your presentation/workshop.
- ✦ Please make sure that your mobiles are on silent or turned off at all times during workshops. Listening to presenters during workshops is much appreciated.
- ✦ There will be media coverage during the symposium and you may be interviewed or videotaped during the conference.
- ✦ It is vitally important to have your program book with you at all times. **Get your program book stamped for attendance** as that will be added to your hours log.
- ✦ Make sure that you **sign up for attending workshops one day in advance**. You will get a ticket with workshop information when you do so at the registration/information desk.
- ✦ **Please wear your name badges at all times during the conference. You will not be admitted into the workshops.**
- ✦ If you lose your name badges please contact the registration– information desk immediately.

Quick Reference

- ✦ **Registration-Information Desk** : Is located on the first floor. Staff are available to offer any support you need and answer any questions.

- ✦ **Support team**: Administrative staff, Ushers, PM's and committee members on duty will be identified by a red cross the shoulder sash. They will be available round and about to answer your questions. The information desk on the first floor will be open during the symposium. Hotel staff will be able to direct you to various hotel locations.

- ✦ **Panel Discussion**: Symposium keynote speakers, Professors Andrew Pollard and Simon Borg, and Carol Read will discuss your questions in this end-of-Symposium session. To ensure as many questions are covered as possible, please write yours on separate slips of paper, identifying yourself and which panel member you are addressing, and post it in the box on the Symposium Information-Registration Desk by 6:00 p.m. on Thursday 21st February.

- ✦ **Workshop Introductions**: Mentors are asked to introduce mentees at workshops. For mentees attending without a mentor please ask your mentor to arrange cover to undertake this task.

- ✦ **Photography & Painting Exhibitions**: Are located on the first floor

- ✦ **Publishers**: Meet with Linda Lingard, the owner of Oyez! Books, a publishing house for children's literature, based in Kuala Lumpur, regional advisor for the Society of Children's Book Writers and Illustrators in Malaysia, and a managing partner in the Yusof Gajah Lingard Literary Agency. She will be giving advice and guidance to delegates who wish to write for children.

- ✦ **Environmental Sustainability**: There will be bins available for paper and plastic recycling. Please use them wisely.

- ✦ **Internet Access Options**: At Café Cino 30 minutes free with tea or coffee; buy 24 hours of broadband from hotel reception; Use your own broadband dongle

Day 1: Wed. 20 Feb. 2013

6:30 – 8:00	Breakfast	Waterfront Café
8:00 – 8:15	Welcome & Intro	Ballroom
8:30 – 9:45	Mentee Workshops	
9:45 – 10:00	Assemble in the ballroom	
10:00 – 10:45	Symposium Opening	Ballroom
10:45 – 11:15	Tea Break	Ballroom Foyer
11:15 – 12.30	Keynote Speaker – Andrew Pollard	Ballroom
12: 30 – 1:30	Lunch Break	Waterfront Café
1:30 – 2:45	Key Note Speaker – Carol Read	Ballroom
2:45 – 3:15	Tea Break	Ballroom Foyer
3:15 – 5:00	Mentee Workshops	

6:00 – 7.00	Cocktails	Ballroom Foyer
7.00	Symposium Dinner	Ballroom

Special Stamp

Symposium Opening	
Andrew Pollard Keynote Speech	
Carol Read Keynote Speech	

Day 1: Wed. 20 Feb. 2013

Workshop Abstracts

Mike White & Rosmini Bt. Lobah **8:30 - 9:30** **Ballroom 3** **40 PAX**
Learn English Families: Creating an English Environment in Rural Homes

In this session, I will share my experience of carrying out Learn English Family workshops, and give participants the opportunity to discuss their experiences of involving parents in the school. Last year I delivered LEF workshops for parents and this year more workshops are planned. The workshops last year included effective storytelling, choosing the right storybooks, creative materials and creating an English environment at home. Workshops have been tailored based on research about what the parents want from the workshops.

Moss Wilson & Mariana Sim **8:30 - 9:30** **Enseng** **20 PAX**
Developing Literacy in Primary Schools with Buddy Reading

The facilitator will explore their experience of introducing and developing a whole school approach to buddy reading in English. The talk will use video to share the facilitator's research into students' experiences and conceptions of buddy reading. Also presented via edited video will be the variety of approaches pupils took to retell stories through song, acting and presentations to their peers. Participants can expect to have the opportunity to do storytelling themselves, as well as ask questions from the facilitator / mentor in a Q + A format at the session's conclusion.

Rosnah Sahilan **8:30 - 9:30** **Kenyalang** **25 PAX**
Teaching Pupils with Special Needs Effectively in Mainstream Classes

Every class has challenging pupils. They are being put in mainstream classes where teachers aren't equipped to deal with them. In the past two years I've had several boys with high energy, low concentration skills similar to ADD and a boy with autism. I decided to research how to handle them and integrate them into lessons so they can also learn effectively, without being too disruptive. In this session I will share my research and the processes undertaken, as well as having attending participants discuss and plan what they can do to make a difference with pupils with special needs.

Day 1: Wed. 20 Feb. 2013

Workshop Abstracts

Colette Kane, Ida Hendramaria 8:30 - 9:30 Entebar 25 PAX
& Aqmal bin Ekhlas
Researching Your Students to Better Manage Your Classroom

A short power point presentation will highlight the importance of using the students as a research tool, in order to adapt oneself to their changing needs and react to their behaviour to create an interactive, harmonious and fun learning environment. In groups participants will critically assess classroom management skills from various case studies. Through group presentations of their findings, participants will be offered the chance to share personal experiences in order to take home practical solutions to everyday classroom management challenges.

Stefanie Nirmal 8:30 - 9:30 Rajawali 20 PAX
Using "The Gruffalo" in a Year 3 Class

In this workshop, participants will discuss ways they use story books in class and challenges they face. Then I will describe a week long project using "The Gruffalo," outlining the research conducted and used throughout the planning and execution, followed by reflection on the challenges and outcomes including the effectiveness of each of the methods (read aloud strategies, choral reading, shared reading and readers' theatre) highlighting how different methods were used to meet the needs of students. Finally, participants will review their ideas from the first part and discuss how these methods can be used in their classrooms to overcome their challenges.

Lis da Rocha & Dayana binti Nayan 3:30 - 5:00 Ballroom 1 40 PAX
Using Puppets to Increase Pupils' Confidence in the Language Classroom

This session is about sharing my findings in a classroom study about the effects of using puppets to increase students' confidence in speaking English. During the session, I will share how I use puppets to encourage my students to speak English by showing pictures and videos of my lessons as well as my observations of the students' responses when the lessons are facilitated using puppets. We will wrap up our session with some hands-on activities where we will make some simple puppets that we can use in the classroom or for our students to 'talk' to.

Day 1: Wed. 20 Feb. 2013

Workshop Abstracts

Kerrilee Barrett & Jaineh Sulaiman **3:30 - 5:00** **Ballroom 2** **40 PAX**
Using Puppets: Enriching the Language Classroom

I used puppets as an experiment in class as I wanted to get my pupils to speak to each other more. The effect was a great increase in confidence, improved classroom management, and increased learner autonomy. I started to share with others, who teach English and other subjects who also found they helped. I presented at a focus group and then a conference and shared with others through this. Participants will explore the topic, and make their own puppets using minimal and existing materials as well as planning for their own classes.

Derek Bower & Pangquot Lambaya **3:30 - 5:00** **Ballroom 3** **40 PAX**
Murut in Murut

I have always wondered, "Why is it so difficult for my pupils and I to remember new English words?" Recently, through efforts to save my own language, Murut, I saw a method with constant interactivity, repetition (with careful attention to challenge), recycling and non-translation that I thought could be adapted for my English lessons. Participants in our workshop will experience the adapted method first hand in an unknown language and will likely see (as I have, in the Year 1 classroom and adult lessons) that it is effective.

Fiona Wright & Harianeh Anting **3:15 - 4:15** **Enseng** **20 PAX**
Using Music Tools to Develop Skills in Language Acquisition

This interactive session will be based on research into phonology done by the facilitator in her own class. Children were struggling to read 'with feeling', and so the facilitator used her own knowledge of musical theory to improve their ability to use the correct stress and intonation while speaking English. The rhythm, stress and intonation of a language can be taught with jazz chants, rap songs and rhymes as well as music techniques to develop pupils' auditory skills, which is essential in learning new languages. Participants will have the opportunity to explore the music of languages.

Day 1: Wed. 20 Feb. 2013

Workshop Abstracts

Steve Ellis & Stella ak **4:30 - 5:00** **Enseng** **20 PAX**
Jocelyn Beduru

Allowing for Different Learner Styles and Abilities

My detailed preparation and resource development has aided vocabulary retention, developed reading and pronunciation skills and proved motivationally successful. However, ongoing assessment and initial appraisal for the Power of Reading project indicates that although students show confidence in reading out loud, this often masks weak comprehension of texts. My presentation will demonstrate how I am overcoming this by changing the balance of my approach to make it less 'mechanical', allowing for different learner styles and abilities and by using shared, guided and independent reading in our new child-friendly reading environment. I will also discuss further ideas and welcome feedback/suggestions.

Bronwyn Collard, Christine **3:30 - 5:00** **Kenyalang** **25 PAX**
Anak Naos & Silan anak Nyupeng

Learn English Family: Supporting Children & Families to Enjoy Reading Together

We plan to share our experiences of introducing Learn English Family workshops in our schools. Research on parent involvement will be explored. A variety of successful activities used at the workshops will be modeled with opportunities for audience participation. Teacher contributions will cover parental involvement and outcomes for parents and children. Developing parent/caregiver skills to read with their children was a focus which was celebrated in a final workshop with parents and children participating in language activities and reading together. With further workshops planned for 2013 research is ongoing.

Sandra Randall & Zuanah Azala **3:15 - 4:15** **Entebar** **25 PAX**
Using Music as a Behaviour Management Tool

Children love music. It can be a great teaching tool and can be used in a variety of ways to encourage and engage pupils. In my research I wanted to discover the benefits for my pupils, such as behaviour management. After attending a focus group I experimented with different genres of music and activities. I filmed the activities and reflected on what worked and why. I discovered they feel freer to learn as it's more fun, their concentration improved and they have increased confidence levels. In this session I will demonstrate some activities and share videos of the activities.

Day 1: Wed. 20 Feb. 2013

Workshop Abstracts

Justyna Skowronska & Haniza binti Khamis 4:30 - 5:00 Entebar 25 PAX

The "Sound" Formula for Literacy: A Teacher's Reflections & Discovery

The aim of the session is to share the findings from the classroom research conducted on using phonics to help pupils to learn to read. I will share my reflections on teaching early reading before and after I discovered phonics. I will present how I conducted phonics-based activities in my lessons. I will share pictures and videos of my lessons and invite the audience to give their feedback. As part of my presentation, I will get the audience to try some of the activities that I have conducted with my pupils in the classroom.

Emily Davies, Grace Peter Maduli & DeQuincey Lojinin 3:15 - 4:15 Rajawali 20 PAX

Learner-Centered Storytelling through Digital Video

Storytelling in Malaysia has traditionally been teacher-centred and teacher-led, but for pupils to enjoy reading at home, they must enjoy the techniques used to teach reading at school. One such engaging technique is digital storytelling. The facilitator will speak about her use of a digital video camera to support her students in understanding and retelling stories in English, through filmed role-plays. This technique has been used in a large, semi-rural school, and photos/video will be shown, illustrating the initial action research that formed the basis of the technique.

Malik Farooq, Muhammad Mustaqim & Rosti Bt Lambitah 4:30 - 5:00 Rajawali 20 PAX

Should we use Malay in the Teaching of English?

The question of using Malay to teach English has been a long standing issue. We conducted a research through questionnaires. The sample involved 20 English teachers and 100 students from 10 primary schools. Based on our research, 90% teachers and 85% students supported the use of Malay in English lesson. The research was limited to Sandakan only. The aim of this workshop is to gain feedback from the conference participants who are from different backgrounds through questionnaires and open discussion on the merits and demerits of the use of Malay in English lesson.

Day 1: Wed. 20 Feb. 2013

Workshop Abstracts

Jackson Tahot

3:15 - 4:1 Selasi

20 PAX

How to Increase Enjoyment and Participation in Speaking English

If you are tired of your students not being able to communicate in a simple way or answer basic questions then this workshop is for you. Over the last year I have tried and developed a number of role-play and communicative drilling activities that have led students to improve dramatically in their communication, fluency, enjoyment and confidence. In this fun interactive workshop I intend to share videos of these activities in action and the reasoning behind their success as well as giving participants the opportunity to try a few of these activities out.

Susan Verghese & Sabdin Ibrahim

4:30 - 5:00 Selasi

20 PAX

Empowering, engaging, and motivating primary pupils to write

Children learn better when they are excited and engaged but a key question is how to motivate primary pupils to write and how to sustain their interest in writing. This talk will explore pupils' opinions on writing and how through a classroom research project focusing on writing the teacher introduced a creative writing project. This interesting project involved two ELTDP schools in Keningau and both Guru Besars. Photographic and film evidence of the activities will reveal how successful this mini project has been. In this session, participants will be able to experience this fun interactive writing activity for themselves.

Day 1: Wed. 20 Feb. 2013

Poster Presentation Abstracts

**Emily Davies, Juriah Yassin,
& Zaliffah Paidi** **8:30 - 9:30** **Selasi** **20 PAX**

Using Visual Aids to Support Reading Skills in Low-achieving Learners

Teaching reading skills to pupils in a rural environment needs more than just words, to help pupils contextualise and understand texts. The purpose of a small-scale study carried out by the presenters was to determine the effectiveness of using illustrations in helping low-proficiency pupils to understand a story better. The use of illustration aids, such as simplified big books and storytelling picture-boards, in practising vocabulary can increase attainment in English. Therefore, in this poster, we will share the methods that we use in our school, and present the study undertaken in our small, rural school.

Saeida Rouass & Selina Chew **8:30 - 9:30** **Selasi** **20 PAX**
'Formative Assessment for KSSR'

This poster presentation aims to show case how formative assessment can be used effectively within the KSSR format. It will illustrate the experiences of one English Teacher and how she explored various approaches to formative assessment with her KSSR Year 2, until settling on a suitable process. It will narrate the experimental processes involved for the teacher, with support from her mentor. Finally, it concludes with the argument that learning through research allows teachers to devise practice suitable to their context, particularly with formative assessment.

Justyna Skowronska & Norainah Arif **8:30 - 9:30** **Selasi** **20 PAX**
Classroom Transformation - Creating a Language-Rich Environment in the Classroom

The poster will showcase the project of creating an English language-rich environment for the Year 1 classrooms in SK Kunak 2. It will also highlight the impact of the 'new environment' on the Year 1 pupils' learning and motivations. The different phases of the project will be presented through 'before and after' pictures. Feedback from pupils and parents will also be shared through the poster presentation.

Day 1: Wed. 20 Feb. 2013

Poster Presentation Abstracts

Fiona Wright & Asmah Sisan
Classroom Management

8:30 - 9:30

Selasi

20 PAX

The poster will explore a teacher's research in classroom management over the past school year. It began with the problem of difficult, unruly and uninterested pupils in Year 2. Through researching and trying different methods and approaches to manage the classes in a more effective way, a solution to the problem was sought. There were some methods who worked better than others however by the end of the school year the pupils were much more manageable, interested and active in their learning. The poster is a personal story about the various different approaches using action research in finding a solution.

Day 2

Thursday 21 February 2013

6:30 – 8:00	Breakfast	Waterfront Café
8:00 – 8.15	House keeping	Ballroom 2
8:15 – 10:15	Mentee Workshops	
10:15 – 10.45	Tea break (Go to the ballroom)	Ballroom Foyer
10.45 – 12:00	Key Note Speaker – Simon Borg	Ballroom
12.00 – 1.00	Lunch	Waterfront Café
1:00 - 2.15	Mentee Workshops	
2.15 – 3.45	Workshops: Andrew Pollard, Simon Borg, Carol Read,	Ballroom
3.45 – 4.15	Tea break	Ballroom Foyer
4.15 – 6:00	Mentee Workshops	
7:00 – 9:00	River Cruise with Dinner (130 PAX) or Dinner at the Hotel	TBA

Special Stamp

Simon Borg Keynote Speech	
Workshop Andrew Pollard	
Workshop Simon Borg	
Workshop Carol Read	

Day 2: Thurs. 20 Feb. 2013

Workshop Abstracts

Martin Froggett & Priscilla Nelus 9:30—10:00 **Ballroom 3** **40 PAX**
How my Developing Research has Developed Me

When I started conducting research I wasn't really sure why, but as my research has developed so have I, In this session I aim to share what changes research has brought to my view as well as to my professional and personal development. I will also look at how this development benefits your learners and how adopting a reflective approach can benefit you too. I now know why we do research.

Jainah Sulaiman 8:15 - 9:15 **Enseng** **20 PAX**
ELC: English Language Centre

The pupils did not have much exposure to English language materials outside school, and were not confident using English. We were given keys to a disused teachers house, created a language-rich environment, the English Language Centre (ELC). The ELC is about learning from each other. I will describe how the ELC came about, the effects on the confidence of pupils and ask participants to come up with ideas to help pupils in their own contexts. Pupils use the ELC during break times as well as classes, and are proud of their achievements in using English more around the school.

Justyna Skowronska & Cynthia C. James 9:30 - 10:00 **Enseng** **20 PAX**
Changing Children's Perceptions of Reading through Parental Involvement

This talk is about sharing the findings from a qualitative research on the impact of parental involvement in children's perceptions on reading. Two workshops had been conducted in SK Kunak 2 to introduce parents to rhymes and story-telling with children at home. To investigate the impact of these workshops on the children's perceptions on reading, we recorded videos of pre-intervention and post-intervention interviews. The aim of the talk is to inspire the audience through some of the highlights of the research. Audience will also be engaged interactively through reflective activities, feedback sharing and Q&A sessions.

Day 2: Thurs. 20 Feb. 2013

Workshop Abstracts

Jen Renita binti Mappah **8:15 - 9:15** **Kenyalang** **25 PAX**
Understanding the Culture of Implementing Classroom Action Research for Professional Self-Development

The study advocates the relevance of Classroom Action Research (CAR) in today's classrooms. It shows ways in which implementing CAR by schoolteachers can lead to enhancement in the teaching and learning process. This study focuses on efforts that can ensure a culture of implementing CAR is able to enhance the self-professional development of schoolteachers and also the example of how to conduct the CAR concept. It arrives at the conclusion that CAR raises teachers' awareness in enhancing the betterment of what and how the basic mechanism of CAR can lead to a higher level of professional self-development among school teachers.

Malik Farooq & Cecilia **9:30 - 10:00** **Kenyalang** **25 PAX**
Bte Ambrose Linsua
Language Art Lessons to Attract Pupils' Interest in Learning English

I noticed that English is not a favourite subject in my class. I discussed it with my mentor and he encouraged me to conduct a re-search. I created activity based learning in my 'Language Arts' classes which were video recorded by my mentor. I watched my own videos and discussed with my mentor and found out that pupils were interested in learning English more through activity based learning. Feedback from the mentor and the students proved it. I started conducting some interesting 'Language Art' sessions such as 'crafts', 'sing-and-act', 'gardening' etc which made English as the most interesting subject.

Sandra Randall & Ernie **8:15 - 9:15** **Entebar** **25 PAX**
Stephanie Edward
Using ICT with Mixed Ability Pupils

Technology education is important in the twenty-first century. As I've introduced ICT to my pupils they've become more focussed in lessons and have gained confidence in their own abilities. Pupils, who stay quiet in other lessons, suddenly come to life and get involved answering questions, participating in activities. Experimenting with various activities, my classroom management improved. In this session I will discuss the processes used in my research and demonstrate some examples through video. I will also show how this can benefit pupils of mixed abilities in class, and generate a discussion amongst participants with their ICT experiences.

Day 2: Thurs. 20 Feb. 2013

Workshop Abstracts

Ann Eastlake & Morinie Linus **9:30 - 10:00** **Entebar** **25 PAX**
My Journey with Year 2 Amanah

I turned this Year 2 class around which had severe behavioural problems and learning difficulties using these strategies: classroom management techniques which involved rewards and sanctions, seating plan, group monitors, assigning pupils duties and responsibilities: instilling a sense of pride and ownership in what they do. From teacher-centred teaching, I experimented with task-based learning, project work, group work, pairwork, differentiated learning and finding out from the pupils what they wanted to learn, giving them a sense of ownership. In the presentation, I'll be exploring some of the techniques I used with the audience.

Anne Loh Jin Lin & Ling Jing Loon **8:15 - 9:45** **Rajawali** **20 PAX**
Varied and Creative Approaches in Teaching English

Together with our mentor we undertook a Classroom Research Project, the focus of which was "*Varied and Creative Approaches in Teaching English*". Using approaches such as games, mime and group work we want to cover the four main skills of reading, writing, listening and speaking and using different topics such as sports. One such creative approach was colouring/drawing dictation used for listening and speaking skills. We would like to provide a workshop in which we can present some of the techniques we have developed but foremostly to get the teachers to be creative and think of ideas for themselves.

Anna White & Rasidah Rasjid **8:15 - 9:45** **Selasi** **20 PAX**
Building Pupils' Confidence to Speak English

In teaching experience in Malaysia, pupils respond with single words or not at all, this workshop will explain classroom research conducted into this issue and techniques used by Rasidah to overcome this. We will encourage participants to think about the causes of this issue and experiment with different activities to build the confidence of their pupils. The workshop will include some interactive demonstration of classroom activities to promote speaking and through group discussion we will consider the contrast between traditional teaching methods and a more communicative approach with greater opportunities for pupils to practice speaking.

Day 2: Thurs. 20 Feb. 2013

Workshop Abstracts

Norlia Duramin 1:00—2:00 **Ballroom 1** 40 PAX
From District to School: Increasing the Impact of Training

Participants will explore what the current cascade training situation is in their schools before exploring recommendations to take back to their districts and also share with the JPN and KPM. Using a case study, participants will discuss a non-ideal cascade training situation and through a series of guided tasks will explore the challenges facing teachers in that situation. Each group is then given a challenge to discuss, focusing on causes and solutions. Finally, participants decide how these changes might be taken back and implemented in their districts, while the presenter with ELTDP support will share these with MOE colleagues.

Pauline Bezzant & Gerache Ismail 1:00—2:00 **Ballroom 2** 40 PAX
Introduction to Mixed Ability Classes

The session's objective is how to implement effective teaching and learning in mixed ability classes. Lahad Datu IV was opened in 2002 with all the classes streamed. Following successful trials with mixed ability classes in Year 2, the whole school has abandoned streaming classes in 2013. The results of pupil and teacher research before and after the change will be shared as well as video footage of the children studying different skills in their classes. Participants will have the opportunity to define what mixed ability means to them, and its strength as a different approach.

Mark Smith & Siti Maisarah 1:00—2:00 **Ballroom 3** 40 PAX
Developing Pupil's Speaking Skills through Effective Activities

The aim of my workshop is to share my experience as a researcher in the classroom. I will begin by discussing the situation in my class at the start of the year and the difference by the end. I want to share the processes I went through as a researcher to achieve this. Speaking is a very important part of teaching and I found many different steps were needed in order to develop this skill. I will explain my journey through practical demonstrations, group discussions and the reflections needed for this to occur.

Day 2: Thurs. 20 Feb. 2013

Workshop Abstracts

Shaheera Mobarak & Anna Ung 1:00—2:00 **Enseng** 20 PAX
The Effect of Puppets on Students' Use of English

Puppets are an effective tool in the English language classroom. Based on research in the teacher's own class, this session will present the effect of using puppets in building students' confidence to use English. In the class, students were too shy and lacking in confidence to use English in the classroom. A number of tasks were used to re-search the effect of puppets on students' use of English in the classroom; among which some or all of the following: videotaping, interviews and/or questionnaires with students, and reflection of teacher (mentee). Different ideas for using puppets in the classroom will be shared with attendees.

Colette Kane & Mohd Kamurulizian 1:00 - 2:00 **Kenyalang** 25 PAX
Abdul Aziz
Minimal Resources, Maximum Research

Many teachers are faced with the daunting and challenging task of making English fun and enjoyable with minimal resources and budget. Through discussing a case study, with experienced input from the facilitator, participants will discover ways in which to achieve the above. They will also be introduced to the DOGME method of teaching, which will point them in the right direction when researching the timeless question of "How to teach with no resources". Participants are encouraged to teach the students and not the course book, while still covering their syllabus.

Grace Ormsby-Boon & Lau Sie 1:00 - 2:00 **Entebar** 25 PAX
Siong
Using Technology as a Tool for Feedback and Further Development

What do I teach? How do I teach it? And why do I teach in this way? These three questions arose from a reflective enquiry process. This came as a result of other English teachers asking about how to teach. In order to answer these questions I worked with my mentor, using technology to record what I was teaching and how I was teaching. This interactive talk will present the process that was used to research the answers to the initial three questions. We will also share how this has lead to sharing using technology with other teachers.

Day 2: Thurs. 20 Feb. 2013

Workshop Abstracts

Kerrilee Barrett & Aisah Suyade 1:00 - 2:00 **Rajawali** 20 PAX
How Learning Communities Will Continue After the ELTDP Has Ended

Teachers sometimes lacked ideas or wanted new ideas. They went to focus groups and shared techniques and methods other teachers tried to keep students engaged and eager to learn. They returned to their classroom and adapted the ideas. They went back to the focus group and reflected on it. Teachers started to lead sessions, and asked for or hosted resource sessions where teachers gather in a smaller group to create or to share practical teaching and learning resources. Participants of the symposium will discuss what to do and how to ensure the learning community continues after the mentors have gone.

Vicky Aitken & Mas Adiba 1:00 - 2:00 **Selasi** 20 PAX
Binti Mahusain
Shared Reading in the Classroom

By shared reading teachers can demonstrate the skills of reading and children learn about print as a stimulus. Based on research from workshops, discussions/observations with colleagues and own classroom experience, this session will focus on the advantages of using a shared reader. The teachers own classroom research is from a level 1 class and is based on evidence seen through trialling of shared reading in the classroom. The evidence includes; high level of student engagement, increased level of reading comprehension; increased level in spoken English and in addition teacher's enjoyment of teaching reading. The session will explore the ways in which a shared reader can be used.

Suhaina Hassan & Tina Haron 1:00 - 2:00 **Mendu** 20 PAX
Involving Schools & Stakeholders and Engaging Parents in KSSR

The aim of our session is to discuss and share ideas on how to connect the school and the PTA with the community, through links such as government agencies and NGOs. We will share our experiences on organizing school events in the community to get stakeholders involved in KSSR activities through 2 short presentations about our events with a chance for Q & A, and then participants will take part in a group activity to help them plan their own events in and out of school and learn how to encourage all stakeholders to be involved in ELTDP.

Day 2: Thurs. 20 Feb. 2013

Workshop Abstracts

Sue Goodman & Jenifer ak 4:15 - 5:45 Ballroom 1 40 PAX
Andrew Bugat

Motivating Under-achieving Learners to Read and Write Independently

After classroom research on motivating writers, we concluded that some Level one pupils lacked interest and motivation, rather than ability. We decided to look at the role of phonics, gender, learning environment (including teacher and pupil confidence), relationships with the teacher and each other and experimented with a variety of activities to motivate children to write independently. We thought it important to involve, pupils, parents and other teachers of BM and Arabic. At our workshop, experience some of the activities and teaching techniques we used to improve motivation, discover what we learned and discuss the impact on language teaching.

Sue Ahmad & Nurliana Lanna 4:15 - 5:45 Ballroom 2 40 PAX
Advantages of Building a Mutually Beneficial Relationship with Our Preschool

The aim of our workshop is to explore the benefits and obstacles present when embarking on a mutually beneficial relationship with pre-school. We will begin by considering the current situation in our individual contexts, and will then explore the advantages of deepening these existing relationships. This will be followed by a sharing session of what has been happening in SK Kabogan, and Semporna as a district, and will demonstrate how relationships here started to take root. Using graphic thinking tools, we will work together to find starting points so that we are able to plan for future work in this area.

Anne Sloan & Susan Sabin 4:15 - 5:45 Ballroom 3 40 PAX
The Power of Fun: Activities to Develop Reading

As a result of the new KSSR curriculum, several teachers in Tambunan have been conducting research to find ways of making English fun and therefore motivating pupils to want to learn and to read. The purpose of this workshop is to share some of the more successful activities/techniques they have trialed. Participants of the workshop will experience a brief overview of how the research was conducted and then take part in several fun activities focussing on the development of reading at both word and text level utilising resources other than the KSSR textbook.

Day 2: Thurs. 20 Feb. 2013

Workshop Abstracts

Lela nor Rafida Hamid **4:15 - 5:15** **Enseng** **20 PAX**
& Roszita Asma Abd Rahman
A Practical Approach to Classroom Research

Lela and Roszita will talk about how they have used Classroom Research as a tool to help them solve problems they have had in the classroom. They will first discuss the principles and process of their approach to Classroom Research, and then go on to share the research they have carried out in two different areas: Lela on teaching writing, and Roszita on parental involvement in their children's English education. Members of the audience will be given the chance to ask questions and to share their own experiences.

Kerry Carruthers **5:30 - 6:00** **Enseng** **20 PAX**
& Siam Ching Wah
Does Differentiation Make a Difference

With the aid of photo and video this presentation will aim to share a teacher's experience of working with a large mixed ability group, and the challenges that this presents. We will focus on a variety of teaching techniques and activities which have been tried in the classroom, explaining how and why these were attempted and what effect it had, if any, on the class as a whole as well as specific groups of pupils within the class. Drawing on this 'shared' experience we would also hope, together with the audience, to outline future steps to take when faced with the challenge of widely varying abilities.

Victoria John & Rebecca Jimmy **4:15 - 5:15** **Kenyalang** **25 PAX**
Using Resources to Improve Literacy through Storytelling in KSSR

The aim of the talk is to share with other teachers about the research that I have conducted in my classrooms which is "Using resources to improve literacy through storytelling in KSSR". The content of my talk are including the resources that I have selected, prepared and used during the research such as the Big Book, text book, task sheets, ICT tools and school lab. Besides that, I would like to share about how teachers can be creative to prepare different types of activities for the pupils from the resources to improve the pupils' literacy. Learning how other teachers conducted their story telling in the classrooms by watching videos and discussion help teachers to understand the useful techniques that we could experiment with our pupils and see what

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Workshop Abstracts

Steve Ellis & Hajar binti Abdul Aziz **5:30 - 6:00** **Kenyalang** **25 PAX**

Meeting the Challenges of Teaching a Lower Ability Class

My presentation focuses upon my response to meeting the challenge of teaching classes of 'low achievers' (so designated by my school's streaming policy), amongst which there are children who exhibit learning difficulties and behavioural problems, but also others who show a desire to learn. I put a lot of thought into my lesson preparation, classroom management, allowing for differentiation of ability. Then I try to learn from what worked and what did not based on student response, assessment and occasionally observing myself on video (disconcerting sometimes!). This kind of investigation and experimentation is working for me. I will welcome feedback/suggestions.

Satimi Binti Sidan & Masny Haja Sakilan **4:15 - 5:15** **Entebar** **25 PAX**

Reflections on Experimenting with Resources and Teaching Aids

An interactive discussion reflecting on how teachers have changed their teaching methods and are using a greater variety of resources to enhance their lessons, in order to increase pupil participation, motivation and enjoyment through learning by play. The session will focus on solutions for overcoming lack of resources in schools. Participants will explore ideas for creating teacher-made resources from cheap and readily available materials. The presenters will share their experiences of making and using songboards, puppets, masks and a variety of games. Delegates are invited to share their own ideas and experiences.

Varley Fernandes & Renuka Devi Ramachendran **5:30 - 6:00** **Entebar** **25 PAX**

Parental Involvement with Year 3 Pupils at SK Batu 6.5

The objective is to share results of pupil and parent research done on parental involvement sessions with year 3 pupils. Parents attend a bimonthly in-school session and participate in and assist in the teaching of action songs, stories, phonics, and language speaking activities around the themes in the text book. The overall aim of these sessions is to encourage parental support, and increase both pupils and parents confidence in using English. The teachers will use PowerPoint presentation and photographs at the Symposium as well as allowing the participants to do some of the activities themselves that worked well at school.

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Workshop Abstracts

Brenna Cheers & Freddy Graman 4:15 - 5:15 **Rajawali** 20 PAX
Using Choral Reading to Improve Reading Skills

In this workshop, I will explain how choral reading works and how it can improve students' reading skills. Then I will share what I learned by using choral reading, including asking effective questions, giving students opportunities and ways of supporting students and the improvements I observed in my students' abilities. As a group we will go through the process of planning a choral reading lesson, including choosing a text, introducing the story and asking comprehension questions.

Martin Froggett & Roslind Ak 5:30 - 6:00 **Rajawali** 20 PAX
Lambing
Increasing Learner Participation and Motivation for a Happier Life

This session aims to explore the methods I used to transform my classes into a fun, supportive environment with a lot more learning and a lot less stress. Participants can expect to gain simple solutions to common obstacles and the evidence based reasoning for why these methods work. In keeping with the workshop title participants can be expected to participate and will have fun whilst being kept on their toes.

Malik Farooq & Aminah 4:15 - 5:15 **Selasi** 20 PAX
Ahamad Ghani
Should Malaysia start year 1 at age 5?

Are we wasting two precious years of our children's lives? Being Head of English panel I visit KG section of my school and found that the level of reception of 4-5 year old children convinced me to conduct a research. I want to discuss this initiative of starting Y1 at the age of 5 with the participants of the conference to dig deeper into it. Early childhood education benefits children, their families and their communities. It results in improved academic outcomes, economic savings and these children score higher on measures of thinking ability and language development with long-term benefits for children.

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Workshop Abstracts

Moo Mui Li & Cheong Ai Chee **5:30 - 6:00** **Selasi** **20 PAX**
Improving Speaking and Listening Skills Through Role-play

From my experiences of classroom research, I have learnt the benefits of applying the role playing game in the classroom. Role playing game able to gain fun in learning English among the kids. It gives lot of chances to the kid to explore ways how to communicate using English as well. First of all, I will introduce about how I applied role playing during teaching and learning activities in class, problems with the game, how would I modified the game. In groups, participants share opinions and experiences about the game. Lastly, quick presentation as well.

Mariani Asah **4:15—5:45** **Mendu** **20 PAX**
Literacy: A School Community Approach

Mariani will share her classroom research on developing literacy using the KSSR phonics approach and share school activities carried out involving parents, pupils and teachers to increase support for pupils learning to read. We will explain the approach taken for the Learn English Family programme leading to the successful application and implementation of the Power of Reading scheme. Participants will be involved in group discussion activities to consider ways to involve the school community to support literacy development. Participants will share their ideas and be asked to think about how to apply the ideas in their classrooms/schools.

Day 3

Friday 22 February 2013

6:30 – 8:00	Breakfast	Waterfront Cafe
8.00 – 10:00	Mentee Workshops	
10:00 – 10:30	Tea break	Ballroom Foyer
10:30 – 12:00	Workshops: Andrew, Pollard, Simon Borg, Carol Read,	Ballroom
12:15 – 1:00	Panel Discussion with Keynote Speakers	Ballroom
1:00 – 1:30	Closing ceremony	Ballroom
1:30	Lunch	Toh Yuen Restaurant

Special Stamp

Workshop Andrew Pollard	
Workshop Simon Borg	
Workshop Carol Read	
Panel Discussion	

Day 3: Fri. 22 Feb. 2013

Workshop Abstracts

Tim Hughes & Rosmah **8:45 - 9:15** **Ballroom 2** **40 PAX**
Binti James

Are My Classes Clear and Motivated? Checking and Making Sure

The topic is developing strategies for improving student involvement in classes through observation and reflective planning. Using the reflective cycle Mdm Rosmah planned and evaluated new strategies based on observations of struggling students, examining the effects of times of day, task types, clarity of tasks and teacher's actions. This talk explains Mdm Rosmah's experiences, useful questions for investigating student's engagement, practical methods for helping students understand and for teachers to cooperate to improve classes. We will have a short introduction from Mdm Rosmah, then discuss class photos, have small group discussion of the topic and share questions and answers.

Nur Khadijah & Dorene Francis **8:00 - 9:30** **Ballroom 3** **40 PAX**
Participatory Video: Understanding Your Learners

This workshop aims to get participants to think, feel and need as the young learner does. It will cover basic research tools that can be used to gain more insight into your learners for moving toward a more student centred approach. It will also include some practical suggestions on how to process and what to do with your findings. The research tools covered will mainly revolve around participatory video as used by teachers in their rural school. Participants can be expected to get a little younger in the workshop as they try to predict the research outcomes.

Barbara Milburn & Jong **8:00 - 9:00** **Enseng** **20 PAX**
Sze Chun

Chinese Whispers: Speak Up!

Arriving at a tiny rural Chinese school in Sabah and facing pupils and teachers who all dreaded using English was quite disheartening for a newly-qualified teacher from Sarawak. What to do? I decided to use my classroom as an English laboratory and experimented with fun, creative language activities to encourage my pupils (and fellow teachers) to speak up, in and out of the classroom. The outcome was surprisingly encouraging! Embark on the tale of the Chinese whisper to experience how you too could be equipped with interesting communicative language activities and watch as your pupils use the authentic language acquired.

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Workshop Abstracts

Sandra Randall & Rin Angraini Mohd Terang **8:00 - 9:00** **Kenyalang** **25 PAX**

Working with Weaker Pupils to Maximize Their Potential

Every teacher must learn how to deal with weaker learners. Different methods and approaches are required. Last year, I noticed an increasing problem with weaker pupils falling behind, many of whom, joined school later in the year with limited schooling in the past. I decided to experiment activities to work out what I could do to make a difference with these pupils. I trialled a variety of activities and reflected on what worked best for different pupils. In this session I will demonstrate and share some of the activities that I found successful for working with weaker pupils.

Fiona Wright & Ruwaida Ibrahim **8:00 - 9:30** **Entebar** **25 PAX**

Developing Critical Thinking in Young Learners

The workshop will highlight ways in which teachers can develop children as critical thinkers in simple ways. Children need to have skills that allow them to listen, analyse and interpret information they are receiving. Using Bloom's Taxonomy as a model the facilitators will show how Level 1 pupils can be encouraged to analyse, evaluate and create. The focus of the workshop will be the story of "Little Red Riding Hood" which the teacher has used in her own class. Activities will explore the aspects of the narrative and the characters, and illustrate how critical thinking can be fun.

Mike White & Nurhanisah Biran **8:00—8:30** **Rajawali** **20 PAX**

Involving pre-school parents and teachers in your school community

Participants will explore the barriers and benefits of involving pre-school parents and teachers in their school community. Participants also have the chance to share their personal experiences of involving pre-school parents. I have worked with the pre-school parents and teachers to help improve the student reading skills. I will quickly present what I have done with the preschool parents and teachers at my school. Participants will then make their own plans for their schools about improving the links with the pre-school parents and teachers.

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Workshop Abstracts

Mike White & Sin Ruh Wong **8:45 - 9:15** **Rajawali** **20 PAX**
Using classroom routines to improve speaking and listening skills

From my experiences of classroom research, I have learnt the benefits of introducing routines in my classroom, I want to share my experiences in this session. The main aim of this session is to inform participants how introducing simple routines in the classroom can help improve classroom management and increase opportunity for learning. First I will introduce the classroom routine, what I've done with my students, the benefits, what would I change or add to my classroom routine. Then in groups, participants share their ideas or experiences which can be practised. then there will be a quick group presentation.

Colette Kane, Rudyansyah **8:00 - 9:30** **Selasi** **20 PAX**
Bin A Hamblee Ruslee & Farazieta binti Zakaria
Creative Learning Through the Essence of the Textbook

By researching : Why? When? What? How? - we supplement the course book, participants will have 'ready to go' ideas for more creative lessons. Sections of the text book will be discussed, researched and dissected in order for participants to present and record ideas to bring the pages alive through game, song, realia and role play. If all these elements are seen as part of a jigsaw then without creativity the textbook alone leads to an uncompleted image. With parts of the puzzle missing the complete picture cannot be fully appreciated or understood.

Zoe Hibbert & Lu Mee Yian **9:30 - 10:00** **Ballroom 1** **40 PAX**
Motivating Pupils Through a Balanced Reading Programme

The presenter will describe strategies she has been researching with a year 2 class in order to encourage even the most reluctant children to participate in and enjoy reading activities. A short presentation of a balanced approach to teaching reading skills through guided reading, shared reading, creative projects and games will be given and photos and pupil feedback will illustrate the positive change the presenter has seen in attitudes to reading and to English lessons as a whole. At the end of the presentation, the audience will have an opportunity to look at resources and photos and to ask questions.

Day 3: Fri. 22 Feb. 2013

Workshop Abstracts

Diana anak Febrie 9:30 - 10:00 **Ballroom 2** 40 PAX
Reflections on Different Classroom Strategies

We will explain how we identified an urgent need to improve classroom management and pupil engagement. I will reflect on classroom research with a challenging Year 1-2 class, some of which had an individual pupil focus. A range of different strategies were tried and some were more successful than others. In the end I found that successful classroom management was strongly linked to sound and careful lesson planning. There were aspects of classroom management which I needed to develop to support my lessons, including rules for learning, seating arrangements, preparation, and teacher vigilance.

Anna White & Ganesh Pillai 9:30 - 10:00 **Enseng** 20 PAX
A Language Rich Environment: The Potential Impact on Learning

Ganesh will present his research on what a language rich classroom is and why it is a must in every school in Malaysia. We will encourage participants to consider the situation in classrooms now and what can be done to upgrade the learning environment, simple methods to transform classrooms into more effective learning spaces. Ganesh will present a case study from his school and discuss the impact on learning for the pupils. Participants will be involved in group discussion around the practical steps they can take and the range of materials that can be used.

Martyn Stephens & Margaret Yong 9:30 - 10:00 **Kenyalang** 25 PAX
Classroom Research Project: Researching to Find Solutions

Do your students talk too much in their first language? Do they not understand or respond to you when you explain things in English? Do your students lack motivation to speak or participate in the lesson? How can we find solutions to these kinds of problems that arise from simply teaching English as a second or third language? In this 30 minute interactive talk, we will explore ways in which we can research solutions to classroom and learning issues such as these, as I sought to do last year when I undertook a Classroom Research Project.

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Workshop Abstracts

**Anne Clarke & Ling
Siew Ping**

9:30—10:00

Rajawali

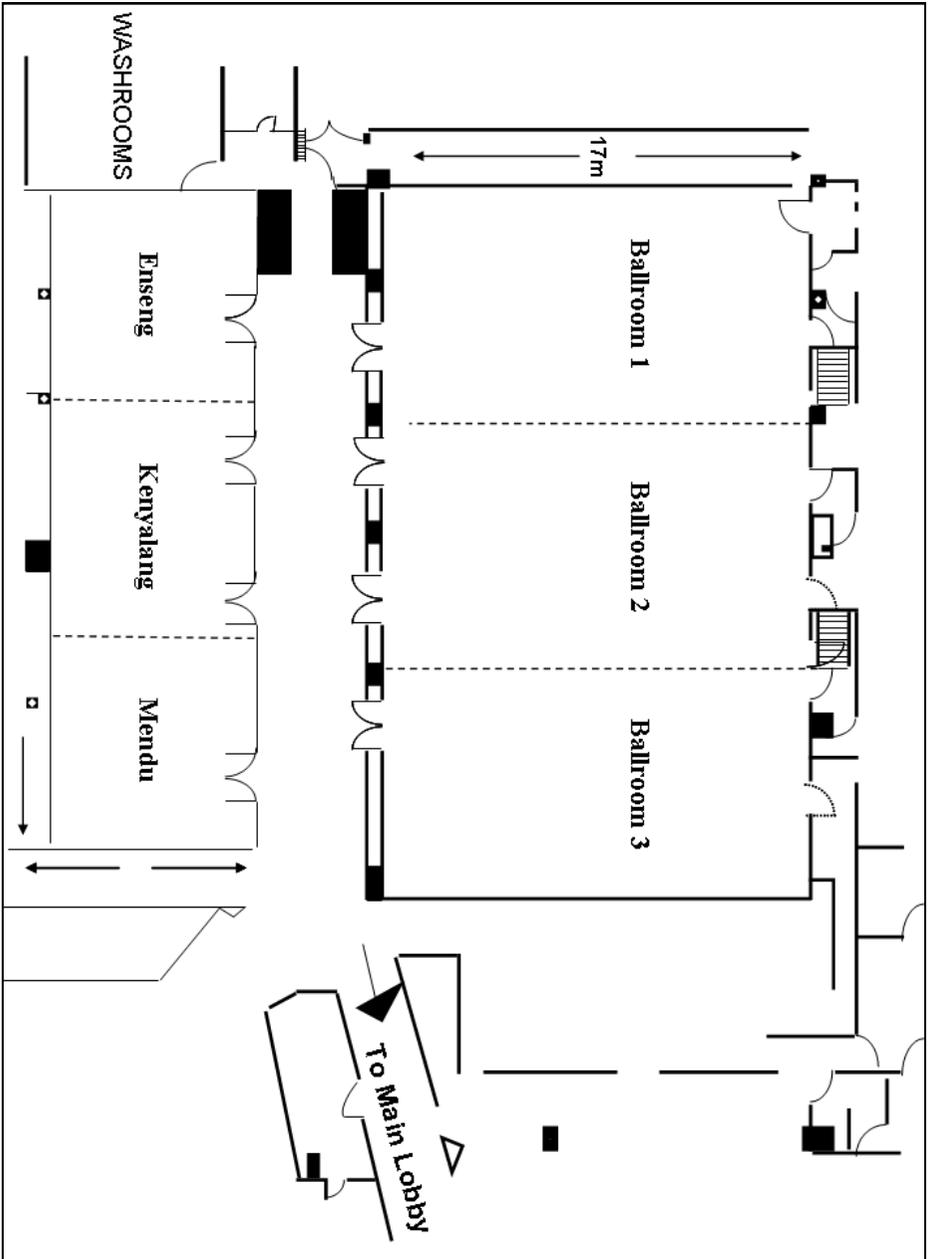
20 PAX

Developing Independent Writing Skills with Year 1 Children

The presenter will describe a research cycle showing how she moved away from the traditional approach to the teaching of writing, and more towards the encouragement of independent writing. A short demonstration of the techniques used will be given and the audience will be invited to participate. Big books and other materials which were used as stimulus will be available, and examples of children's work will be presented as evidence of development. Photographs will illustrate the progress of the programme over time and suggestions will be given as to how this progress will be nurtured.

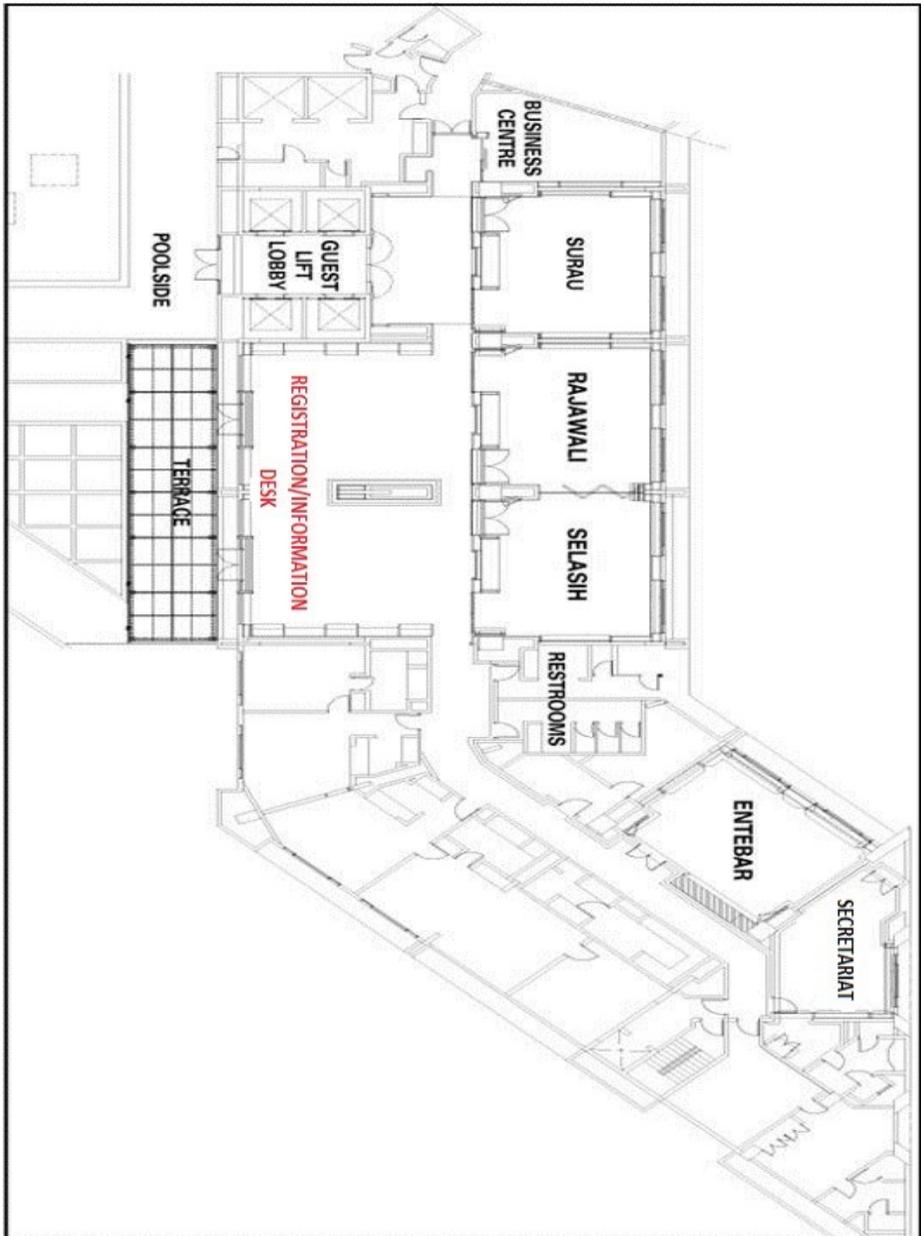
Floor Plan

Lobby Floor



Floor Plan

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