



2ND INTERNATIONAL L.R.I. SUCCESS STORY CONFERENCE OF TEACHERS 2019

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2ND INTERNATIONAL L.R.I. SUCCESS STORY CONFERENCE OF TEACHERS 2019

PROGRAM SCHEDULE

- 7:15am - 7:45am: Registration and Refreshment
 7:50am - 8:10am: Inauguration
 8:10am - 9:00am: Keynote on “Effective Integration of ICT in Education: A sustainability perspective” by Prof. Dr. Françoise Blin, Dublin City University, Ireland
 9:00am - 9:50am: Special Remarks on “Inclusion in Education: Preparing for the Challenges by 2025” by Prof. Dr. Basu Dev Kafle, Tribhuvan University, Nepal
 9:50am - 10:40am: A Reflection on “How to Talk So Kids Can Learn?” by Prof. Kathryn Bueno de Mesquita, University of Rhode Island, USA

CONCURRENT SESSIONS

TIME	ROOM A	ROOM B	ROOM C	ROOM D	ROOM E
10:40am – 11:10am	Mr. Prateet Baskota - Trends of EFL Novices' Innovative Inscription through Evaluation: An Action Research	Webinar: Mag. Hilda Joanna Terán Romero - Preventing Psychosocial Problems by Strengthening School Leadership	Mr. Dharmanand Joshi - Are We Running in Opposite Gear?	Mr. Ravikant Kumar Sah – Effective Learning Skills through Movies: An Action Research	Mrs. Rashila Shakya Suwal & Ms. Meera Shrestha - Circle Time and Other Innovative Teaching Learning Blueprints
11:10am – 11:40am	Mr. KP Ghimire - Developing Students' Writing Skills	Mr. Binod Duwadi - My Auto-Ethnography of Large Class: Myself a Student and Teacher!	Mrs. Deepti Adhikari Acharya - Transforming Classroom Challenges into Opportunities	Mr. Kritesh Bhatta – How Can Language Class be Fun-Filled?	Mr. Rajeeb Shrestha - Problems to Solve Questions of Unseen Texts
11:40am – 12:10pm	Ms. Yamuna Tamang & Ms. Kusum Chhetri - E.A.R.: A Perfect Way to Motivate Underachievers	Dr. Shanti Kala Subedi - Motivated Teacher and Student for Quality Educational Delivery	Mr. Puskar Chaudhary – Movable Classroom: Reinventing Classroom Space and Enhancing Active Learning	Mr. Man Bahadur Khadka – QUIZZZ: An Excellent Web Tool for Formative Assessment	Mr. Sajan Chaudhary – Teaching and Learning through Songs

- 12:10pm - 12:45pm: LUNCH BREAK
 12:45pm - 1:35pm: Keynote on “Realizing the Dream: Why Our Future Depends on Nonviolence Education” by Prof. Dr. Paul Bueno de Mesquita, University of Rhode Island, USA
 1:35pm - 2:15pm: Plenary on “Hobson's choice, extra miles, and serendipities: Recounting my teacher stories” by Prof. Dr. Laxman Gnawali, Kathmandu University, Nepal

CONCURRENT SESSIONS

TIME	ROOM A	ROOM B	ROOM C	ROOM D	ROOM E
2:20pm – 2:50pm	Ms. Manda Pokharel – Use of ICT to Teach Literature	Mrs. Gyanu Dahal - Classroom Based Research for Teachers' Professional Development	Mr. Rabin Rachalica - How Students Converted Bare Land into Productive Paddy Field	Ms. Geeta Bhattarai - Fostering Learner's Autonomy in EFL Class	Mrs. Yuri Subedi Baral & Ms. Yogeshwari Joshi – Student as Perfect Flower of Nobel Character

- 2:50pm - 3:05pm: TEA BREAK
 3:05pm - 4:05pm: Workshop on “Integrating ICT in Classrooms” by Prof. Dr. Françoise Blin and PhD scholar, Sagun Shrestha, Dublin City University, Ireland
 4:05pm - 5:05pm: Workshop on “Best Practices for Nonviolence in the Classroom and beyond” by Prof. Dr. Paul Bueno de Mesquita, University of Rhode Island, USA
 5:05pm - 5:45pm: A talk on “Valuing and Promoting Reading Culture” by Bal Ram Adhikari, Tribhuvan University, Nepal
 5:45pm: Closing



MESSAGE FROM THE CHAIRPERSON

Greetings!

It is my immense pleasure to write my foreword here as we have been able to organize Second International L.R.I. Success Story Conference of Teachers 2019. I am delighted to see how this event is growing with the support of an enthusiastic team.

I could clearly see how teachers teaching various subjects come together in this Conference and share their success stories related to teaching and learning, while other Conference participants learn from their own colleagues. This is the unique feature of this conference and therefore, it has got a name Success Story Conference of Teachers. Last year, we had 20 presentations and participants from more than 30 different institutions. This year, we have 20 plus presentations. It is growing now, and we are very much fortunate to host it every next time nurturing its essence, i.e., providing a platform for teachers to share their success stories related to their own teaching and learning.

I would like to thank entire supporters and well-wishers for their help to make this Conference happen. And finally, I wish this Conference a great success.

Thank you and Namaste,

Shiv Raj Pant

Chairperson

Board of Trustees



FOREWORD BY THE PRINCIPAL

Namaste.

Education in essence is for making the world a better place to live. Educational systems and practices have always focused enabling people prosper in the ever-evolving global society. The relevance has been consistent in improving the gateway to never-ending discoverability of knowledge. In this backdrop, Educational Conferences necessarily provide amazing opportunities for the participants to learn from the experiences of each other and treasure new inputs of the Experts in the field. Every Conference does bring new intellectual horizons.

With a track record of putting important academic events together, LRI partnered with numerous educational communities at home and abroad last year to design and conduct the **1st International L.R.I. Success Story Conference of Teachers** as a platform for free flow of ideas and cross-border sharing. It gives us immense pleasure and a sense of pride that the response of the cross-section of educational stakeholders was overwhelming. The participants displayed creative potential and original thinking in ample. The discourse was interesting and absorbing, and contained stimulated thoughts and varied hues.

Here comes yet again the ‘must-attend’ second episode of our **Success Story Conference of Teachers** with the inspiring speakers and motivated presenters. The rendezvous is bound to offer unparalleled learning opportunities with the emerging trends, new research findings, and networking. The event will facilitate sourcing valuable insights from the world-renowned members of academia from a diverse range of perspectives. We hope for the highest level of engagement in thought-provoking discussions that address contemporary educational issues and challenges.

Welcoming you all to this year’s august gathering, LRI stands testimony to collaborative exploration of how innovative teaching and learning practices are being used by educators across a wide variety of disciplines and countries. The program is expected to work as a connect for the presentation of alternative grounded theories, models, paradigms, frameworks, and concepts that educators would consider when adopting, implementing, assessing, and evaluating innovative teaching and learning practices.

In gist, the combination of expertise, experience, and endeavor will certainly support each one’s needs of promoting excellence, broadening thinking, and challenging coasting.

With the best wishes and regards,

Dr. Devkant Joshi
PRINCIPAL



EDITORIAL

Valued readers,

We are delighted to present the **Conference Memorabilia** of the 2nd International L.R.I. Success Story Conference of Teachers 2019 on the theme “**Connecting Educators: Sharing Success Beyond Boundaries**”.

It is always important to bring educators together at a common venue where they get to discuss current issues in the area of teaching and learning. This is a platform where scholars from home and abroad can exchange successes thereby renewing their professional energy.

Attending Conference is always rewarding for teachers and researchers. The learning and understanding become progressive through such participations, conversations, and dialogues. The interactions about content, pedagogy, and recent trends can help teachers internalize and integrate the concepts and issues into their own tutoring framework. It even helps build network of practitioners to share their experiences and at the same time enhances their professional skills. We are absolutely sure that all of you will take away remarkable experiences from this Conference. We also hope you will share your comments and remarks to help us do better in the future.

We express our sincere thanks to School Management Committee for entrusting us with the responsibility to organize this event. We also would like to remember members of our Sub-Committees for their lasting efforts. This wouldn't have been possible without the generous support of participants, officials, sponsors, well-wishers and all who directly and indirectly contributed to the success of this Conference.

Our sincere gratitude goes to the members of Publication Committee for bringing out this Memorabilia.

We wish you all a great time here in LRI!

Editorial Team



Effective Integration of ICT in Education: A Sustainability Perspective

Prof. Dr. Françoise Blin
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ABSTRACT

In response to the emergence of knowledge societies and digital economies around the world (Zelezny-Green, Vosloo & Conole, 2018), educators have been facing growing pressures to integrate Information and Communication Technologies (ICT) in their everyday teaching practices. In an increasingly globalized and technologized world, enabling all citizens to participate in and benefit from digital technology integration in key societal, economic and environmental sectors is said to contribute to enhancing their lives and livelihood (op. cit.). The adoption and successful integration of ICT in Education is therefore seen both as a means to support and enhance learning and as a means to promote quality education for sustainable development through the development of digital literacy and lifelong learning skills.

However, rapid and significant technological developments have made it “increasingly difficult for students, teachers, and teacher educators to know what technologies to employ and how best to employ them” (Farr & Murray, 2016: 1), in ways that meet the present and future needs of teachers and learners (Blin, Jalkanen & Taalas, 2016) while “[ensuring] inclusive and equitable quality education and [promoting] lifelong learning opportunities for all” (UN Sustainable Development Goal 4). Following a brief presentation of a framework for the sustainability of ICT in Education (Blin et al., op. cit.), I will discuss some of the factors that may prevent or facilitate the adoption and sustainable integration of ICT in education. I will then explore some possible digital solutions that may promote education for sustainable development.

PRESENTER’S BIOGRAPHY

Prof. Dr. Françoise Blin is the Head of the School of Applied Language and Intercultural Studies. Until August 2017, she was the President of the European Association for Computer Assisted Language Learning (EUROCALL) and the co-editor of ReCALL, published by Cambridge University Press. She has been teaching French and researching the use of technology in language teaching and learning for over 30 years.



Best Practices for Nonviolence in the Classroom and Beyond

Prof. Dr. Paul Bueno de Mesquita
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ABSTRACT

Many modern educational systems are focused primarily on cognitive achievement goals and classroom environments that promote student conformity to academic norms, often at the expense of students' social, emotional, and psychological development. A review of relevant educational research provides clear evidence that the highest achieving schools and the most effective classroom learning environments are those that offer a balance between cognitive and social emotional learning goals. Educational conditions that recognize and support the positive development of students' social emotional competence can be empowering and transformational for students, and they set the stage for authentic learning experiences that are personally meaningful and intrinsically motivating. Such approaches can shape positive teacher-student and student-student relationships and reduce or eliminate behavioral management tensions. One perspective that combines many of these approaches into a cohesive learning community where students excel at high levels and accomplish positive character development is found in the field of Nonviolence Education. Nonviolence includes an educational philosophical framework as well as specific strategies, methods, and skills that prepare students not just for the library, but for life. The session will explore best practices for how nonviolence can be applied and practiced in classrooms.

PRESENTER'S BIOGRAPHY

Prof. Dr. Paul Bueno de Mesquita is Director of Center for Nonviolence and Peace Studies in the University of Rhode Island, US. He has worked as a scientist-practitioner psychologist and advocate for violence prevention and positive psychological development of children and youth in schools and direct service treatment settings, particularly in under-represented and underserved economically disadvantaged immigrant communities in the US. Earning graduate degrees at Indiana University and the University of Texas at Austin, he completed both his doctoral internship training and postdoctoral fellowship in Child Clinical Psychology at the University of Tennessee Health Sciences Center Internship Consortium in Memphis TN.

PROFESSIONAL AWARDS

The Avi Schaefer – Seek Peace and Pursue It – Award (April 2019). In recognition of those who exemplify the values and qualities that Avi lived. To honor the deeds of those who step up publicly for Justice, Peace, and Compassion.

Martin Luther King Jr. Peacemaker Award (2015) Presented by the University of Rhode Island Chaplains Association



Inclusion in Education: Preparing for Challenges by 2025

Prof. Basu Dev Kafle, PhD, Post-Doc.
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ABSTRACT

Inclusion is much talked around but little understood in educational field as it is more related with rights based approach to political dispositions than what is understood as integration initially in the field of education. The seed of inclusion and inclusive approach to the system of governance was long sown in the Declaration of UN Charter for Human Rights in 1948 as a universal approach to reach the unreached with more rights than duties for the excluded people. There is inclusion confusion for the many as some see it as a form of integration while others understand it as an antonym of exclusion.

There are functional inclusion as well as structural inclusion which actually permeates through our system into our mind to be wondering why exclusion at the cost of inclusion. Inclusion engages people in equitable learning and work opportunities, enables them to do the needful for themselves first, enriches their opportunities to be involved and speak for themselves and empowers them to share and benefit from the systemic opportunities.

Inclusion, to say about it critically, is all about our attitude: our attitude toward people who are different from us. The biggest challenge of inclusion first lies in defining the structure of our system: how welcoming it is to differences and diversities and how does it address differences in the existing structure; the second critical challenge lies in transforming the structure into an amicable environment where diversities are celebrated as the asset of the system.

The 21st century has started speaking about the identity of the structurally excluded people who were not welcomed to the hegemonic structure; and the time is already ripe now to translate our promises into actions which will work as the bases of inclusion. It is moving away from a paradigm of less recognition and acceptance of diversities and differences to a state of full participation and enablement of the people who did not speak about themselves.

PRESENTER'S BIOGRAPHY

A Professor of Inclusive Education, the first and the only in Nepal, **Dr. Basu Dev Kafle** is the Founding-Chair of the Department of Special Needs Education, Faculty of Education, TU. Decorated with M.S. from Western Oregon State University (under American-Nepal Education Foundation Scholarship), USA, PhD from Banaras Hindu University, India (under the SAARC Fellowship award) and Post-Doctoral Study/ Research from University of Delaware, USA (under the Fulbright research scholarship program, USA), he is a UNESCO Laureate being awarded as one of the ten best educators of the world for outstanding achievements and innovations in the field of teaching and educational research with Jan Amos Comenius Medal and a Diploma to be the first Nepalese Teacher Educator to receive such prestigious UNESCO award in Geneva, Switzerland in 2008.



Interactive Workshop: How to Talk So Kids Can Learn?

Prof. Kathryn Bueno de Mesquita
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ABSTRACT

This interactive workshop focuses on the attitude and language that lie at the very heart of the learning process. We will consider various ways that children can be moved to take responsibility and exercise self-discipline. The methods presented focus on five specific skills that help us, as teachers, to engage cooperation, to communicate with children in positive ways and that help students develop competence and independence, and to guide them to make solid decisions and solve their own problems.

Based on the research of Haim Ginott, we will explore how we communicate with children, understanding that WHAT we say and HOW we say it affects our students. We will begin to build a repertoire of skilled responses that invite children to cooperate and help them focus on true, successful learning. There are various ways to communicate with students to invite their cooperation and to make our classroom a positive environment. The information reminds us, encourages us, and supports our intuitions about interacting with children.

PRESENTER'S BIOGRAPHY

Prof. Kathryn Bueno de Mesquita is the education coordinator for the Center for Nonviolence & Peace Studies at the University of Rhode Island, USA. She has taught for over 20 years in the URI School of Education and supervised student teachers at the elementary level. She instructed pre service teachers in methods and strategies in Language Arts, focused on teaching reading, writing, and communicating. Recognizing the importance of creating a positive classroom, she holds a particular interest in the language teachers use to communicate and interact with students, encouraging cooperation and building a peaceful school community. She has authored eight books and conducted nonviolence training workshops in several countries, infusing Dr. Martin Luther King, Jr.'s Principles of Nonviolence into her educational curriculum to help create Beloved Communities in classrooms and schools.



Hobson's choice, Extra Miles and Serendipities: Recounting My Teacher Stories

Prof. Dr. Laxman Gnawali
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ABSTRACT

The I. Ed. practice teaching class was over but my story was just beginning, not with a tunnel vision but with self-doubt. The lessons had been a mess, the classes badly managed and now a question stood before me: is this my cup of tea? In college, I had learnt direct methods, but at this school, I could hardly speak English in the classroom. I thought and thought and thought and felt a nervous breakdown coming.

The I. Sc. students had been busy working on their first issue of their annual class magazine. They had collected contributions from students as well as teachers and photos of key moments as well. Just before the final results of their second-year examination were to be announced, the magazines arrived at the school. The editors distributed the copies to all the teachers and students. Suddenly, I started receiving “Congratulations” from everyone around me. The reason? I was voted the “Best Teacher!” But, self-doubt still didn't let me go. Did I deserve that title?

Between these moments, I had lived with two phenomena. First, I had made several choices but each choice was a Hobson's choice. I had choices but I had just one alternative. Second, I did not have the sense of delimitations. Running an extra mile was my rule of life. I tried to create my future with these two mantras. I still do. The future is always a future, I must plan for it. Here I tell the story of my career path as a teacher built around the Hobson's choices and the extra miles, but the role of the serendipities as the major characters takes the centre stage.

PRESENTER'S BIOGRAPHY

Prof. Dr. Laxman Gnawali is Professor of English Language Education at the Department of Language Education. An alumnus of Kathmandu University, Nepal, University of Exeter, England, and Hornby Trust, he taught English language at primary, secondary and tertiary levels before coming to the field of EFL teacher education and training. He now leads degree and short-term EFL teacher education and trainers training programs. He has co-authored EFL textbooks for school students and special education learners, and designed English language development courses for teachers as well. His national and international contributions include articles and book chapters on ELT methodology and materials, action research, and teacher networking and professional development. He has contributed to ELT Survey of Nepal, Examination Reform Project, English Language Course Development for Primary English Teachers in South and East Asia and several other ELT related projects. He is actively involved in the ELT community in Nepal and he currently serves NELTA as its Senior Vice President. He travels in and outside Nepal delivering sessions at teacher/teacher educator conferences facilitating teachers for professional development through publications, conference participations and network building.



Workshop: Integrating ICT in Classrooms

Prof. Dr. Francoise Blin
Dublin City University, Ireland

Sagun Shrestha
PhD Scholar
Dublin City University, Ireland

ABSTRACT

This workshop aims to introduce participants to various ICT tools and applications, which they can use in the classroom to fulfill their lesson objectives. Following a brief overview of Web 2.0 tools, such as Kahoot, Padlet, Google Doc, Edmodo, etc., workshop participants will be given pedagogical scenarios and asked to design lesson plans integrating some of these tools. These lesson plans will then be shared and discussed with the group. The workshop will conclude with a summary of strategies to successfully integrate Web 2.0 applications in lesson plans.

CO-PRESENTER'S BIOGRAPHY

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Editor | The Warwick ELT (2016-2017)
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Recently published work

Using Machinima as Teaching and Learning Materials: A Nepalese Case Study, International Journal of Computer Assisted Language Learning and Teaching (IJCALLT): Volume 9, Issue 2 (Co-authored)

The lessons developing countries can take from Ireland's language and digital policies (RTE Brainstorm, published on 17 June, 2019)

Sagun Shrestha is a PhD Scholar at School of Applied language and Intercultural Studies in Dublin City University, Ireland. He completed his master's degree in English Language Teaching (Specialism in ICT) from University of Warwick, Coventry, UK and master's in English Education from Tribhuvan University, Nepal. His areas of interest include teacher professional development and ICT, affordances of ICT and materials development using technology.



Valuing and Promoting Reading Culture

Bal Ram Adhikari
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ABSTRACT

The role of reading in the development of language and knowledge cannot be overrated because it is a skill which is highly valued by students and teachers alike; (Richards & Renandya, 2002, p. 273). However, teaching reading in the EFL context like Nepal is fraught with such constraints as poor reading culture, lack of integration of the internet into teaching and learning, weak teaching methodology, and limiting views of teachers on reading. In this context, I propose three different zones of reading, namely the core, the peripheral and the expanding in order to overcome the constraints above. In the core zone, students read prescribed texts under direct control of the teacher. It is teacher-controlled intensive reading essential for passing examinations. Core reading paves the way for peripheral reading where students read additional materials to explore more about what they have read in the classroom. It is teacher-guided extensive reading that takes classroom reading one step further, making it freer and more creative. Finally, students are led to the expanding zone where they read beyond the classroom for information, language, pleasure and vision. It is teacher-guided and self-motivated extensive reading which gradually inculcates in them lifelong reading habit.

The paper discusses the approach to and activities for engaging students in these reading zones. The proposed approach is student-centered, discovery-oriented, collaborative and integrated, and the suggested activities are answering lead-in questions, journal writing, teacher-initiated discussion, project work and reading favorite books. It is assumed that engaging students in these different, yet interrelated reading zones is instrumental in blending intensive and extensive modes of reading.

PRESENTER'S BIOGRAPHY

Bal Ram Adhikari, M.Ed. in English and MA in English literature, is a lecturer in English Education at Mahendra Ratna Campus, Tahachal (TU). Apart from teaching and training, Mr. Adhikari loves translating, and writing poems in English and essays in Nepali. He is the recipient of Award for International Participation at TESOL, Chicago (2018) for teaching reading, Khemlal Lamichhane Memorial Prize (2072 B.S.) for the collection of essays Irejar, NLG Kalashree Creative Prize (2075) for essay writing, and Nepali Talent Prize, England (2018) for Nepali literature and translation. He is the author of *Time is Dripping*, a collection of English poems. He has contributed to SAARC Cultural Center, Colombo in his capacity as country editor (2012–2013), *Journal of NELTA* as editor (2015–2016), and *Nepalese Translator* as chief-editor (2018–2019). At present, he is pursuing a PhD in literary translation.



Concurrent Session 1

TIME: 10:40 AM – 11:10 AM

ROOM A

Mr. Prateet Baskota - Trends of EFL Novices' Innovative Inscription through Evaluation

Session Chair: Hira Lama

Rapporteur: Krishna Shrestha

ROOM B

Webinar: Mag. Hilda Joanna Terán Romero - Preventing Psychosocial Problems by Strengthening School Leadership

Session Chair: Bikram Limbu

Session Co-Chair: Kusum Chhetri

Rapporteur: Srasta Shrestha

ROOM C

Mr. Dharmanand Joshi - Are We Running in Opposite Gear?

Session Chair: Yogeshwari Joshi

Rapporteur: Raj Rajeshwori Lekhak

ROOM D

Mr. Ravikant Kumar Sah – Effective Learning Skills through Movies: An Action Research

Session Chair: Hans Raj Khatri

Rapporteur: Aakriti Thapa

ROOM E

Mrs. Rashila Shakya Suwal & Ms. Meera Shrestha - Circle Time and Other Innovative Teaching Learning Blueprints

Session Chair: Dharma Raj Joshi

Rapporteur: Sneha Pant



Trends of EFL Novices' Innovative Inscription through Evaluation

Prateet Baskota
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ABSTRACT

This paper explores to what extent reading enhanced writing skill of the seventh grade students belonging to teen age group. I wanted to develop writing skill of my students as most of them considered it as the most difficult and challenging skill. Cole & Feng (2015) state, 'Writing has been identified as one of the most essential skills because the world has become so text-oriented'.

Most of the educational institutes in Nepal have started to give priority in improving students' writing. I used classroom action research and employed Krashen's (2003) Comprehension Hypothesis and Felder and Brent (2003) active learning principle theories for my research study. The data were collected through observation, interview, students' written samples and journals, researcher's journals, photograph and test (pre-test and post-test). I also found that when students get exposed to different reading materials, they are likely to produce good writings. In my sharing of action research, I will equally emphasize on how I became successful to develop writing skills of my students in English and the kinds of reading texts I selected to enhance their writing.

PRESENTER'S BIOGRAPHY

Prateet Baskota is M.Phil Scholar of in ELE at Kathmandu University. He has presented papers and conducted different workshops in the areas such as, Digitalization, Graphic Fiction, Animation and Education. He works as a Spanish Language Instructor for A-graded School of Kathmandu Valley, Nepal.



Preventing Psychosocial Problems by Strengthening School Leadership

Mag. Hilda Joanna Terán Romero
NGO Equity Promotion Center Maria Elena Moyano
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ABSTRACT

"Leaders in Action" program was an initiative of the Education Management of the Metropolitan Municipality of Lima, Perú, which through the objective of encouraging the active role of students as social actors for their insertion as agents of change in their society sought to prevent serious psychosocial problems that occurred in public schools, such as drug abuse, criminal behavior, teenage pregnancies, among others. This presentation highlights the strengthening of leadership, increasing levels of participation and the use of personal and community resources as a way to increase personal, emotional and cognitive skills in solving personal and social problems and personal growth, in order to increase the protective factors of students.

To do this, Participatory Action Research was chosen as an intervention method, seeking to strengthen capacities from a transformational leadership model, establishing three theoretical-practical axes: critical awareness on a personal and social level, personal growth and active role in the solution of the school and community problems.

Several workshops were held, the number of which depended on the process of the educational institution itself, beginning with the familiarization process between facilitators and members of the educational community, the participative diagnosis, the elaboration and execution of a project that seeks to solve some of the problems, and the evaluation of the impact of the project. In most educational institutions, it was decided to transform unused land into a significant space for the educational community (a library, a park, a meeting center, etc.).

PRESENTER'S BIOGRAPHY

Hilda Joanna Terán Romero holds Master in Community Psychology and licensed in Clinical Psychology from Pontificia Universidad Católica del Perú. She is a specialist in Empowerment of Rural Women by the Egyptian International Center for Agriculture (EICA). She is also the Vice-president of the NGO Maria Elena Moyano and is serving as responsible for itinerant actions in rural areas of the national plan against family and sexual violence of the Ministry of Women and Vulnerable Population. She also served as a Coordinator of educational programs in the Metropolitan Municipality of Lima.



Are We Running in Opposite Gear?

Dharmanand Joshi
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ABSTRACT

I have found each student different from another in terms of learning speed and the way they learn. If they are not dealt within time, their learning takes roots to vicious learning failures. If the students are not considered and not dealt with appropriate actions, they may, as Sprague and Walker (2000) report, tend to develop problems like alienation from school, early drop outs and sometimes social maladjustment. So, proper understanding of their presence, behavior, linguistic and para-linguistic features and their personal intuitions is indispensable.

This presentation highlights widely practiced tendency of the teachers in classroom teaching and the consequences they encounter as a result. This step aims to create background for the presentation and to emphasize the need for understating learners prior to teaching. It further presents some exciting stories of the students and the ways employed to bring them in gear for classroom learning such as formal and informal talks, observation in and out of the class, building rapport with the students and so on. The presentation concludes with question answer session with the observers about the problems they have felt.

PRESENTER'S BIOGRAPHY

Dharmanand Joshi one of the Editors of NELTA ELT forum, has earned his MPhil degree in English Education from Kathmandu University. His MPhil research entitled “English Language Teachers differentiated Instruction Practices: Narrative Inquiry” is instrumental to the teachers addressing learning diversities. His areas of interest include teaching methods and techniques and addressing learning differences.



Effective Learning Skills through Movies: An Action Research

Ravikant Sah
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ABSTRACT

In this presentation, I share the findings of the research so far completed on 'Developing Listening Skills through Movies'. This presentation will share insights on the role of movies in developing listening comprehension skills of the students. Based upon the findings of the action research, I conclude that teaching listening skills through movies is effective, motivating and encouraging for developing the comprehension abilities of students. Before the intervention studies, the average score was 4.82 but after intervention through movies the average score in 1st progress test was 7.97, in the 2nd progress test, 13.18 and in the 3rd progress test the average score was 13.18. Equally, a majority of students enhanced listening skills, became more familiar with foreign culture, felt relaxed and had fun while learning through movies in the classroom. The presentation will highlight significance of movies in teaching language skills to school students.

PRESENTER'S BIOGRAPHY

Ravikant Kumar Sah is an M. Ed. and M. A. graduate from Tribhuvan University. He is a life member of NELTA. He has about six years of teaching experience. Currently, he has been teaching at Tilingatar Secondary School, Dhapasi, Kathmandu. He has presented papers in national/international conferences. His professional interests include ELT, SLA, research and professional development.



CIRCLE TIME AND OTHER INNOVATIVE TEACHING LEARNING BLUEPRINTS

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Meera Shrestha
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ABSTRACT

Innovative teaching is not only about using chalk and talk by a teacher and students listening to the instructor in a classroom setting, rather it involves motivating the students where learning will be fun. This presentation will highlight different innovative teaching strategies and will equally focus on 'Circle Time' which is one of the innovative teaching strategies.

Different ways can be adopted under innovative teaching such as, the students will be asked to meditate for a minute or two, and then, it will focus on meaning making in which subject matter is discussed in a group involving all students particularly in a problem solution task. Students will be asked to reflect the subject matter and encourage doing the activities by themselves.

Innovative teaching develops self-esteem in students. It builds confidence, teaches to respect their work and their peers and be respected.

Circle Time is also one of the innovative teaching strategies where learning becomes fun both for students and teachers. Circle time involves up down game, move your body, tell the next word activity to name a few which help to energize the students, help them to engage in the contents and make the classroom ready to learn.

Innovative teaching strategies develop self-esteem in a student. They help the learners to build confidence in them and respect their peers' opinions.

PRESENTER'S BIOGRAPHY

Rashila Shakya Suwal is a teacher who has been teaching since 1995, and a certified trainer from Junior Chamber International Nepal after she has graduated Training of Trainer (TOT). A person with excellent management skills, extremely professional to her approach, she was appreciated for her participation in ISA (International School Award) by British Council.

Meera Shrestha from Sorakhutte, has completed her Master's Degree from Shanker Dev Campus. She worked in Pragma School as a teacher for 6 yrs. It's her fourth year in LEARNING REALM INTERNATIONAL School as a math teacher. Last year she visited four schools of Thailand with 16 other teachers of LEARNING REALM INTERNATIONAL School.



Concurrent Session 2

TIME: 11:10 AM – 11:40 AM

ROOM A:

K.P. Ghimire - Developing Students' Writing Skills

Session Chair: Ms. Hira Lama

Rapporteur: Krishna Shrestha

ROOM B:

Mr. Binod Duwadi - My Auto-Ethnography of Large Class: Myself a Student and Teacher!

Session Chair: Bikram Limbu

Rapporteur: Srasta Shrestha

ROOM C:

Mrs. Deepti Adhikari Acharya - Transforming Classroom Challenges into Opportunities

Session Chair: Yogeshwari Joshi

Rapporteur: Rajrajeshwori Lekhak

ROOM D:

Mr. Kritesh Bhatta – How Can Language Class be Fun-Filled?

Session Chair: Hans Raj Khatri

Rapporteur: Aakriti Thapa

ROOM E:

Mr. Rajeeb Shrestha - Problems to Solve Questions of Unseen Texts

Session Chair: Dharma Raj Joshi

Rapporteur: Sneha Pant



Developing Students' Writing Skills

K.P. Ghimire
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ABSTRACT

This workshop presents some of the innovative strategies for writing skills. Writing strategies are deliberate, focused ways of thinking about writing. The major objective of this workshop is to explore some latest pedagogical skills for developing English writing skill in quite easy way. During the workshop session the facilitator mostly focuses in some important strategies for developing writing skills for the classroom teaching procedures. At first, he divides the whole participants into different groups and applies interaction, group discussion, demonstration and mostly child centered techniques for exploring various teaching writing skills.

The workshop on the aforementioned topic provides the quite latest strategies and techniques for the participants where they can directly transfer the all techniques in to their real classroom situation.

PRESENTER'S BIOGRAPHY

K.P. Ghimire is pursuing his M. Phil in ELE at Kathmandu University. He is a Visiting Faculty of School of Education, Kathmandu University. Professionally, he is working as a Teacher Educator and Educational Consultant in some NGOs/INGOs in Nepal. He is a member of IATEFL and life-member of NELTA. He has translated and published some literary books as well. He has participated in some national and international Conferences and frequently presented his papers on ELT profession. He has also published some articles and journals about educational issues. His interests include researching, training, and translation.



My Auto-ethnography of Large Class: Myself a Student and Teacher!

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ABSTRACT

The report of 14th National Plan by Government of Nepal shows that the dropout rate of students at basic level (Grade 1 to 7) is 3.9 percent. The report has shown that one of the major reasons behind it is 'large and under resource classroom situation' of community schools in rural part Nepal. In such context, every student is not equally focused as my experience shows me a lot. In this context as a student of such class I did not drop out but I continued my study despite many hurdles and challenges. I had struggled with no expert teacher, no enough furniture, large class and poor condition of the school where I studied my basic to secondary level. I was not provided proficient teachers to teach English subject since they were not good at English, but I was very interested to learn the language.

In this seminar, I want to explore how I struggled during my study. Moreover, I want to unpack the secret of my success. This presentation aims at unpacking my struggle in large class when I had been a student. I conclude my presentation with the points that the continuous effort and firm determination to achieve the goal, which I learnt in my life. I now feel happy to be a teacher of English in various colleges and schools; it is what I dreamt of.

PRESENTER'S BIOGRAPHY

Binod Duwadi is an M.Phil Scholar in Kathmandu University, School of Education. He has been working as the Head of English Department in Amar Jyoti Secondary School, Nagarjun Municipality-10, Kathmandu. His areas of interests are teaching in difficult circumstances, large class research, use of low cost and no cost materials in language teaching and ICT in ELT.



Transforming challenges into opportunities

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ABSTRACT

Classroom management refers to a wide variety of skills and techniques that teachers use to keep students organized, focused, attentive on task, and academically productive during class. This presentation draws on a research that studied various aspects which most of the time appears as hindrance in managing the classroom. It is the outcome of Exploratory Action Research – A project of British Council, where the presenter researched for five consecutive months to find out students' psychology and further worked on it to manage her classes.

Studies says that Classroom Management most of the time becomes challenging for those teachers who join a new institute. There are many problems while dealing with the class where we have multiple brains involved in doing the same set of activities. Change in teaching methodology, regular rewards, counseling, and vigilance towards students' body language are some essential elements which when applied in systematic manner works miraculously in facilitating the teaching-learning process.

This presentation offers some tips which can help the teachers to overcome difficulties while managing class. It is a quick guide to handle smartly the various challenges which teachers often face in the classroom.

PRESENTER'S BIOGRAPHY

Deepti Adhikari Acharya is presently teaching in LRI School, Nepal. She was one of the presenters who presented her paper on Group Work- All about Togetherness in the First Success Story Conference. She has worked with children and adolescents in various contexts for over 9 years as a teacher in Nepal and India. Her pedagogy highlights mostly the holistic approach



How can language class be fun-filled?

Kritesh Bhatta

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ABSTRACT

In the context of rural village of the inner Terai region of Nepal (Parsa), English is mostly considered as a third/foreign language after Bhojpuri/Hindi and Nepali. Ability to speak accurate, appropriate and effective English is vital for meaningful interaction that ensures students' communicative competence in English. This is possible if students have good knowledge of vocabulary in English.

The main purpose of this paper is to share the success story of teaching and learning strategies related to vocabulary and other functions of English language that has been effective in the class. The paper also highlights fun ways of teaching language by making the class student-centered thereby involving them in different games like Run to the Board, Run to the end, Point to your friend and so on. It also focuses ways of connecting students with the outer world through various audio/visual documentaries or life stories of famous persons of the world. In a nutshell, the paper presents about the different methods used while teaching English language in a class which turns out to be fun and engaging.

PRESENTER'S BIOGRAPHY

Kritesh Bhatta is currently teaching English in Shree Nepal Rashtriya Secondary School, Parsa. He is doing his 2nd year of fellowship from Teach for Nepal, a movement of outstanding graduates to end the education inequity in Nepal. He believes that every child has the right to get the best of education regardless of the socio-economic condition s/he comes from.



Problems to solve questions of Unseen Texts

Rajeeb Shrestha
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ABSTRACT

In secondary school language classrooms, I found that the students were having difficulty to solve different types of questions related to unseen comprehensive passage. Despite telling them how they should write the answers, they were unable to write down the appropriate answers in the tests. After this problem was identified, I discussed it in the group, and my mentor in my school suggested me to collect the views of the students. I asked several questions to my students and also let them write down specific problems or difficulties while solving the unseen comprehensive passages. Similarly, I discussed it with my colleague, who is teaching at the same level and also having the similar problem. These all helped me to understand my issue and it is the first phase of exploratory action research (EAR). Exploratory Action Research taught me to identify the problems of the classrooms and further involved me to explore the issue and find some actions to implement them in the classrooms.

Here, I want to share the outcomes of my EAR which shows my successful actions to cope with the issue that I have mentioned above. In the meantime, I will also share my experiences of getting involved in EAR.

PRESENTER'S BIOGRAPHY

Rajeeb Shrestha is an experienced teacher in Little Angels' School with Master's Degree in Literature. He has presented his papers in national and international platforms. He is also a writer and has published many articles in different newspapers. He completed Exploratory Action Research being a part of APTIS Action Research Mentoring Scheme (AARMS), a Project conducted by British Council.



Concurrent Session 3

TIME: 11:40 AM – 12:10 PM

ROOM A:

Ms. Yamuna Tamang & Ms. Kusum Chhetri - E.A.R.: A Perfect Way to Motivate Underachievers

Session Chair: Ms. Heera Lama

Rapporteur: Krishna Shrestha

ROOM B:

Dr. Shanti Kala Subedi - Motivated Teacher and Student for Quality Educational Delivery

Session Chair: Bikram Limbu

Rapporteur: Srasta Shrestha

ROOM C:

Mr. Puskar Chaudhary – Movable Classroom: Reinventing Classroom Space and Enhancing Active Learning

Session Chair: Yogeshwari Joshi

Rapporteur: Rajrajeshwori Lekhak

ROOM D:

Mr. Man Bahadur Khadka – QUIZIZZ: An Excellent Web Tool for Formative Assessment Session

Chair: Hans Raj Khatri

Rapporteur: Aakriti Thapa

ROOM E:

Mr. Sajan Chaudhary – Teaching and Learning through Songs

Session Chair: Dharma Raj Joshi

Rapporteur: Sneha Pant



EAR: A Perfect Way to Motivate Underachievers

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ABSTRACT

Exploratory Action Research is a way to explore, understand and improve our practice as teachers. It is a research design to investigate a particular activity with the aim of determining whether the change can produce effective and positive improvements especially in the students learning.

This presentation highlights how the action research helps students improve their learning and understanding level. It also presents stages in the action part of the research. The presenter shares her own success story as to how the classroom-based research was beneficial to improve the underachievers by using some strategies.

Finally, in this presentation the participants are expected to learn more about how we can observe, analyze and reflect upon the changes that we may make in our teaching as a result of doing Exploratory Action Research.

The presentation is guided by the common saying that 'Social action, just like physical action is steered by perception'.

PRESENTER'S BIOGRAPHY

Yamuna Tamang has completed Master's Degree in Finance and 1 year B.Ed. She has 11 years of teaching experience. Currently, she has been teaching in LRI School, as Social teacher. She has successfully presented her paper entitled "Fun and Learn through Drama" in 1st Success Story Conference 2018 and conducted action research by British Council. She took part in Teacher Exchange program in Thailand.

Kusum Chhetri is a Primary level teacher. She has been teaching for more than a decade. She has attended different teacher training workshops and was also active mentee of Exploratory Action Research. She was appreciated for her active participation in ISA (International Award) By British Council. She is enthusiastic in bringing change in her teaching and learning career.



Motivated Teacher and Student for Quality Educational Delivery

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ABSTRACT

Motivation of teacher impacts on student's interest on learning and their academic performance. There are various motivational factors that increase teacher's teaching capacity and efficiency which directly relate to student's interest, engagement, satisfaction, and their better result outcome. The adaptation of such strategy, which is also known as effective teaching learning pedagogy, is important to apply by every academic institution to get thorough in this competitive world.

The previous studies showed that the impact of using such strategy is always positive, however, the application may not be employed everywhere.

This research, therefore, aims to analyze the motivational factors for teachers and students and evaluate whether that are employed or not by the academic institutions for quality education delivery. Both qualitative and quantitative research methods will be used in this study. The primary data will be collected from the sampled higher academic institutions, located in Kathmandu valley, by using key informants interview, and observations. The secondary data will be taken from literatures review. Statistical analysis, and any appropriate model if necessary, will be used for data analysis. The findings of the previous studies will be compared with the findings of this research. Finally the result outcome will be shared through recommendations.

PRESENTER'S BIOGRAPHY

Dr. Shanti Kala Subedi a PhD in Engineering, Science and Technology. She attained 25 years of experience in professional engineering services. Dr. Subedi has been teaching in several Universities in Nepal and abroad. Currently she has been working as a Research and Innovation Unit Chief in Himalaya College of Engineering, and as a Managing Director in an engineering company in Nepal.



Movable Classroom: Reinventing Classroom Space and Enhancing Active Learning

Puskar Chaudhary
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ABSTRACT

The arrangement of the furniture namely, desks and chairs, lockers and the boards define our classroom spaces and often the way we teach. Generally, our classrooms are organized in the traditional ways where classroom desks are heavy, sometimes bolted to the floor, sometimes with benches attached, and shared by three or four students. They are often arranged in rows, and they stay that way for hours and hours just to listen to the teachers' lectures. There are positive associations between classroom-based physical activity and indicators of cognitive skills and attitudes, academic behavior, and academic achievement (The Centers for Disease Control and Prevention, 2010). Some teachers are fortunate to have hybrid desk-chairs that can be picked up and moved.

This paper explores the creative and innovative ideas about how to have more movement and activity in the classroom. It further highlights and discusses on how by adopting movable class methods, we can use more group work and do so more effectively; we can design more student-centered activities; we can become a more confident classroom manager and set free from sitting disease. Finally, the paper persuades teachers to allow a dynamic classroom space for more student movement, even if just a little.

PRESENTER'S BIOGRAPHY

Puskar Chaudhary is a teacher of English Language at Triyog High School. He is pursuing MPhil in English Language Education at Kathmandu University. He is also professionalizing his teaching career being a Toastmaster. His research interests include second language reading, motivation in language teaching and learning, language learner strategies, learner self-assessment, and ELT leadership development.



QUIZIZZ: An Excellent Web Tool for Formative Assessment

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ABSTRACT

The present paper is an attempt to show an innovative idea of assessing students using a web tool called QUIZIZZ. It is a free formative assessment tool that can be best used to obtain information about how the class as a whole is doing in understanding content material in a fun and engaging way for students of all ages. Here, the presentation highlights the introductory part of the tool, the practical tips of creating and using quiz inside as well as outside the classroom. Moreover, the paper also reveals the ways to send the reports of the students to the guardians as well as to the students.

First, the presentation begins with the demonstration of a web tool – QUIZZIZ, to the participants. Then, it proceeds with the introduction of the web tool and a successive story of its use in the ELT classroom. Finally, the presentation ends with sharing some practical tips of creating and implementing a quiz, and the ways to send the quiz report to the students and their guardians too.

PRESENTER'S BIOGRAPHY

Man Bahadur Khadka is an English teacher. He has presented papers in international conferences of NELTA, AINET India and has conducted different types of teacher training and workshops. He has participated in a two-week workshop in a US host university in California as a participant of exchange program. Use of technology in ELT classroom is his area of interest.



Teaching and Learning through Songs

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ABSTRACT

The present workshop draws on my own classroom experience. The session begins with a short introduction and importance of songs. Songs have unique power to draw the attention of listeners so it can be an interesting tool to teach language.

In the very beginning, the presenter distributes some cut-outs of a song and let the participants read for a moment. Then he plays the song at least two times and requests participants to arrange in correct order. Next, he distributes another song with blank spaces and he plays the song at least two times to fill in the gaps with correct words. Similarly, he provides the next song with underlined words which should be replaced by synonyms and antonyms after listening to the song. Each time, he keeps the record of the first performer and appreciates. From the above activities, we can teach pronunciation, vocabulary, ordering, and spelling and develop listening, writing skills etc.

Finally, the presenter seeks the ways of replicating the techniques in other language classes. In addition, he elicits responses from the participants about their understanding and experience of using poems in the class and promoting students' learning.

PRESENTER'S BIOGRAPHY

Sajan Chaudhary is an English teacher of a Janata Secondary School, Sunsari and he has been teaching English since 2004. He has presented several papers in conferences of NELTA and TU English department. He is associated with professional organizations like NELTA, TESOL and IATEFL for his professional development. He has also served as an instructor of Access Program.



Concurrent Session 4

TIME: 2:20 PM – 2:50 PM

ROOM A:

Ms. Manda Pokharel – Use of ICT to Teach Literature

Session Chair: Ms. Hira Lama

Rapporteur: Krishna Shrestha

ROOM B:

Mrs. Gyanu Dahal - Classroom Based Research for Teachers' Professional Development

Session Chair: Bikram Limbu

Rapporteur: Srasta Shrestha

ROOM C:

Mr. Rabin Rachalica - How Students Converted Bare Land into Productive Paddy Field

Session Chair: Yogeshwari Joshi

Rapporteur: Rajrajeshwori Lekhak

ROOM D:

Ms. Geeta Bhattarai - Fostering Learner's Autonomy in EFL Class

Session Chair: Hans Raj Khatri

Rapporteur: Aakriti Thapa

ROOM E:

Mrs. Yuri Subedi Baral & Ms. Yogeshwari Joshi – Students as Perfect Flower of Nobel Character

Session Chair: Dharma Raj Joshi

Rapporteur: Sneha Pant



Use of ICT to Teach Literature

Manda Pokharel
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ABSTRACT

The present paper explores the techniques of incorporating ICT in the English class so as to make the lesson interactive and to motivate students towards learning. Teachers at times think that teaching English to higher secondary level students of public school, who have very weak competence in English, is a challenging job. This paper shares the success of an EFL teacher teaching in a public school where students did not prefer using English in class and who were promoted to the next level due to the support of their rote learning. It shows the effort made by both, teachers and students, lead to successful teaching learning.

This presentation starts with description of general background of what was in practice before I started teaching those students. Then I proceed with my practice, the difficulties faced and achievement I made. I will highlight the effort made by not only the teachers but also by the students, which is the ultimate source for success.

PRESENTER'S BIOGRAPHY

Manda Pokharel has completed her M. Ed. in English education from Tribhuvan University. She has also been working as an English teacher for almost 4 years in Neel Barahi Secondary School of Kathmandu as a secondary level teacher (+2). She has been pursuing her MPhil in English Language Education from Kathmandu University.



Classroom Based Research for Teachers' Professional Development

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ABSTRACT

Teaching comprises some form of challenge. Teachers sometimes can't address the needs of the learners and sometimes will not be able to identify their learners' multiple intelligences. Though they prepare their lesson plans well, they frequently face some challenges. In the meantime, they also get successes in the classroom. They feel motivated if their plan go well and get successes but at the same time, they feel frustrated if their plans fail. This presentation highlights how teachers can learn from their own classroom experiences by deeply understanding their own classroom contexts. For this, the process of exploratory action research (EAR) will be discussed. Exploratory action research can help in-service teachers to learn from their own experiences. EAR begins with a question or questions about classroom experiences, issues, success stories or challenges. In this paper, together with the introduction of EAR, I will present some examples of EAR that some of the Nepalese teachers have carried out. They are the success stories of different teachers whom I worked with.

EAR encourages teachers to examine their own practice and discover what will and will not work for their students in their classrooms. It helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve.

PRESENTER'S BIOGRAPHY

Gyanu Dahal is an English teacher in Little Angels' School and College for 10 years. She has worked in British Council as Mentor in Aptis Action Research Mentoring Scheme (AARMS) and Teacher Trainer in ETTE Project. She has been working in teaching and mentoring field since 2008. She has presented papers in national and international conferences and workshops.



How Students Converted Bare land into productive Paddy Field

Rabin Rachalia
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ABSTRACT

Most of Nepali Youth are out of the country for employment or education. As a result, most of the fertile land is not used for cultivation. So, we have engaged our students to convert bare land to rice field in our attempt to solve the problem. For that we have engaged our students of class 10 and 9 in farming.

Students of class 10 found the land not being used because the landowner lacked human resources. The students decided to plant rice in that bare land. So, they cleared the land during month of Baisakh. On that day they prepared seed beds, which was later, planted by students of class 9 dividing in following groups in Asar.

1. Weed Removing and Cleaning,
2. Land Management and Singing
3. Spading
4. Irrigation
5. Seed Collection
6. Mud Making
7. Planting
8. Washing and Mud Removing
9. Food Distribution
10. Monitoring and First Aid

The rice planted is currently growing. We have planned to take students of class 8 to follow up the condition of field during rainy season. Similarly, class 7 students will harvest the crop in the month of Kartik. I also hope all the schools would follow this model of teaching by engaging their students in a practical activity like this.

PRESENTER'S BIOGRAPHY

Rabin Rachalia is working as a Field Trip Planner since 1997. He believes that education should be connected to society in order solve social problems. He strongly emphasizes learning beyond the classroom to prepare the global citizens capable of being a change maker.



Fostering Learner's Autonomy in EFL Classrooms

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ABSTRACT

The paper discusses how EFL teachers can be benefitted by using different activities in the classroom to foster learner autonomy. It begins with the conceptualization of the term learner autonomy as it has become the trending issue in the field of ELT from past few years. Inozu (2011) opines that it is the ability to control one's own learning. The paper also tries to advocate that learner autonomy can be fostered effectively only when the teachers bring various effective activities in the classroom. This paper also discusses learner autonomy and its need in EFL class. Moreover, it presents its importance and requirement in international field through different journal, articles, researches and books written on it.

This research based paper presents the study done in one of the private schools of Kathmandu valley to explore the activities to develop learner's autonomy. Furthermore, the research designs, methods, process of data collection, site and participants selection are presented sequentially. In doing so, interview and classroom observations with photos are also be prioritized to present since it facilitated the researcher authenticate the research. Finally, it also presents the list of the activities which were effective and proved to enhance pupil's autonomy.

PRESENTER'S BIOGRAPHY

Geeta Bhattarai is an M.Phil scholar of ELE from Kathmandu University She is a life member of NELTA and has been teaching at Ullens School, Lalitpur as an English teacher. She has also presented her paper in conferences organized by NELTA, T.U and Learning Realm International. She has written course books of social studies.



Student as Perfect Flower of Nobel Character

Yuri Baral

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Yogeshwari Joshi

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ABSTRACT

Good manners help us to develop good habits which improve the physical, mental, spiritual and social well-being of a person. A well behaving man having all the good manners become the important citizen in the societies as he never hurts the feelings of others. Every child has the right to have good manners.

Manners can be taught anytime, anywhere, it does not need any extra period of time. We can teach manners while taking the children for lunch or to the toilet or even while they are standing in a line to show the homework. Mostly to bow the head, uses of two hands while taking and giving things, greet others and uses of polite words are mainly focused. Beside that how to help the disable people or needy people, not arguing with the elders or being quiet while others are speaking. These are the basic requirements for the children. This generation children lack these skills.

Once a habit is formed it will last forever. So let's all start together. I alone do, it takes time but when we all do, can create an example.

PRESENTER'S BIOGRAPHY

Yuri Subedi has been working as a Primary Teacher since 2055 B.S. She has taken different trainings that were held in different schools. And she has even done 2 years diploma in Interior Designing from Indian Education Center. She was even appreciated for her active participation in ISA (International School Award) by British Council.

Yogeshwari Joshi is Lower Secondary Teacher in Learning Realm International School and is graduated from Tribhuvan University. She has been teaching for last 2 years. She is involved in teaching of Mathematics and Science in lower secondary level.



Additional Abstracts

REHAB: AN INTERDISCIPLINARY LEARNING TOOL

Dib Bahadur Sherbujā
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ABSTRACT

Classroom dynamism demands students' engagement. Students' engagement leads to meaningful learning. The primary level must have classroom dynamism because the kids are kinesthetic by nature. The advantages of students on task are that they remain engaged and keep on learning. In this workshop, the participants are going to practice two engaging activities using simple teaching materials like classroom chart papers, posters, pictures and newspapers hung on walls.

First one is classroom reading, in which, the participants, in turn, will read the alphabet and words found in the classroom. During the activity, the readers will keep on asking the participants to make sure that they are paying attention. The second one is classroom writing, in which, the participants, in groups, will write the words available in the classroom in competition modality. The participants will write as many words as they can in two minutes. After this, they will read the words, make sentences, tell meaning, and synonyms and antonyms of those words. Finally, there will be a reflection of the activities considering their variations and implications.

PROPOSER'S BIOGRAPHY

Dib Bahadur Sherbujā is a teacher, teachers' trainer and youth leadership trainer. He is associated with NELTA and IATEFL. He has taken professional pedagogical training like TESOL, American Webinars, other training from NELTA, Access Program and British Council. Additionally, he has worked as an Access Instructor for two and a half years. He runs teachers' training and workshops.



Perception and use of ICT by Tamang students

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ABSTRACT

Use of Information and Communication Technology is gradually being practiced in the field of English language teaching and learning in Nepalese schools. It is considered to be of a phenomena importance in English language teaching and learning. Therefore, the present study entitled Perception and Use of Information and Communication Technology by Tamang students in Learning English aimed to explore the perception of Secondary level Tamang students of English (Grades 11-12) on the use of ICT in learning English along with the use of ICT in their English language learning. To accomplish this study, I used both quantitative and qualitative approach. I used a questionnaire and interview guidelines to collect data from selected forty Tamang students following non-probability sampling procedure to secure their participation in this study.

I found that Tamang students are positive towards the use of ICT in English learning. I also found that they are using ICTs for developing their English language engaging in various activities such as listening, speaking, reading and writing activities with the help of mobile, computer, and audio-video. Students learnt English language in their own way using ICTs wherever they go and live such as school and out of school.

PROPOSER'S BIOGRAPHY

Hermbu Waiba Tamang, M.Ed Scholar at Tribhuvan University, Kirtipur, is interested to do research in English language teaching and learning field. He has presented his paper Perception and Use of Information and Communication technology by Tamang Students in Learning English at 2nd Annual ELT & Applied Linguistics Conference (9-11 February, 2019).



Importance of moral education in present context: A case study

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ABSTRACT

Nowadays schools have lot of technical ways to teach. The biggest question is, “Does your school have a moral education component that you incorporate into your teaching strategies?” Education is valuable but getting one is not the issue. What the students do with their education is what counts. Some say but I believe, “Intelligence plus character is the goal of education.” Education without moral values can be compared with “ship without a compass.”

When the students do not enjoy the way I teach, I directly speak about positive behaviour. A human moral is the thing on which students’ glorious future depends. This shows the extent they preserve their moral values and education.

I start sharing openly with the students about the “right” thing to do. I engage them in a discussion that challenges them to evaluate themselves. I make them think critically about themselves and connect in ethical discussion. They later share with the parents as how their children are doing ethically and academically. Parents also need to guide their children to follow correct path.

Eventually, I find lots of positive changes in my students and even in their parents. Now, I find students taking the study as their top responsibility rather than a duty. Many other positive changes in their behaviour are also seen which was quite satiating for me.

PROPOSER’S BIOGRAPHY

Yogeshwari Joshi is Lower Secondary Teacher in Learning Realm International School and has graduated from Tribhuvan University. She has been teaching for past 2 years. She is involved in teaching of Mathematics and Science in lower secondary level.



Mind Mapping: A Wonderful Way of Shaping Idea

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ABSTRACT

*“Children must be taught how to think, not what to think.”
– Margaret Mead, Cultural Anthropologist*

This paper emphasizes on the important usage of a new technique to encourage students to write creatively. Elementary teachers constantly face the challenge to draw their students’ attention to make them write, let alone creatively.

This presentation illuminates the significance of the use of Mind Mapping before any student begins to write anything on a given topic. It is a primary process in our classroom teaching and learning activity, especially for younger kids. Mind Mapping for creative writing can be used in teaching of any mother tongues.

This is our own story where we succeeded to create enjoyable learning environment and our students thoroughly got themselves engaged to write. Mind Mapping is an easy way to brainstorm elementary scholars’ thoughts to write on any topic of their interest. It creates an entertaining learning environment in the classroom. It allows all students to visually structure their ideas and give a concrete shape to their writings. We feel it is a great strategy to enhance our students’ memory power too.

In this presentation, we will share our own experience of how we implemented Mind mapping, how it helped our students to generate more ideas and develop collaborative skills among their peers.

PROPOSER’S BIOGRAPHY

Sharada Khanal is a Nepali Language teacher in Learning Realm International School. She has teaching experience of more than 20 years. She has good classroom management skills.

Sunita Pathak is an Educator working in the field of teaching and learning, especially with the younger kids. She has been working as a primary level teacher in Learning Realm International School for two years.



Teaching Grammar in Secondary English Classrooms

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ABSTRACT

This research aims to explore the strategies of Teachers for Teaching Grammar in ESL classroom. So I will deal the perspectives and experiences of teachers to develop approaches for teachers' professional development. Hence, I explore the scope of approaches of teaching grammar through examples for the English teachers. On the other hand, I have consisted mainly three chapters in this study. So the first chapter includes the research introduction with background, research problem, purpose, question, and research rationale. Similarly, I have discussed the literature review in the second and the third chapter deals the research methodology including research paradigms, philosophical stances, methods, procedure, ethics and research planning.

In this way, the research purpose is to explore approaches of teachers in teaching grammar in ELT classroom. This study aims to discuss the narrative experiences of teaching grammar strategies. Therefore, I will use the constructivism theory of the research in teaching grammar. Since the study consists the rationale which motivates to teach in learner based teaching in ESL classroom.

Key Words: strategies, teaching grammar, narrative inquiry

PROPOSER'S BIOGRAPHY

Santosh Sanba is a teacher and researcher as well as trainer of Nepal. He is an M.Phil scholar of Kathmandu University in Nepal. He is a teacher in Everest World School in Kathmandu. He is originally from Panchthar. He completed MA in 2019 and M.Ed. in 2017 from Tribhuvan University, Kirtipur.



Nurturing Critical Thinking Skills in EFL Classroom

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ABSTRACT

The ability to think critically is an essential life skill. It is an important aspect of the 21st-century skills which is challenging for the students. It is the central element in modern teaching that gives the ability to analyze the way the learners think and present evidence for their ideas, rather than simply accepting their personal reasoning as a sufficient proof. Students gain several benefits from mastering critical thinking skills, such as better control of their own learning and empathy for others' points of view. Critical thinking is “about finding out whether something is true, partly true, or not true at all' (Hughes, 2014).

The present workshop begins with the elicitation of ideas from participants on critical thinking skills and the challenges for the students to thinking critically in the classroom. Upon collecting their responses, the presenters present the working definition of Critical Thinking Skill. The most part of the workshop will be spent highlighting and engaging the participants in practical activities for Integrating Critical Thinking into language lessons. Finally, the participants will cover two more key skills in critical thinking and prepare a lesson incorporating critical thinking skills into the lesson.

PROPOSER'S BIOGRAPHY

Geeta Bhattarai and Puskar Chaudhary are English teachers of at Ullens and Triyog High School respectively. They are pursuing MPhil in English Language Education from Kathmandu University. They are associated with NELTA and have presented many papers. They are taken professional pedagogical training from online classes and MOOCs. Their interests and research areas include teaching English to Young Learners.



Strategies for learning English by rural Tharu learners

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ABSTRACT

This research proposal aims to explore the strategies for learning English by rural Tharu learners. It also explores the factors affecting and their areas of difficulties in learning English language. This paper views an ethnographic study as a form of interpretations based upon their learning practices. It includes statement of the problem, its purpose and research questions.

I attempt to review the major theme in order to explain the significant in my research. Some research studies and theories to construct the theoretical and philosophical foundation which help me to find the gap and provide valuable insight for my research is also present. Finally, I presented methodological considerations including research method with their quality standards and ethical considerations. For this, data will be collected from four rural Tharu learners of English from secondary level schools of Parsa district of Central Nepal through questionnaires, interview, class observation and field notes.

*Thank you,
though a small word
has a deep meaning,
for all the gestures you did,
for every part and bit,
for every pain your took,
for everything you do,
A very big thank you !*