



ELT Classroom Research Journal



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ELT Classroom Research Journal (ELTCRJ) is for teachers and language educators, devoted to discussions and research on classroom English language teaching and development, especially as it relates to the global spread of English language teaching and learning.

Our global readership includes teachers of English as a second language, TESOL teachers, trainers, linguists, educators, and anyone with an interest in English language teaching research in global contexts.

This journal is a refereed publication that aims at providing free online access to our readership on advances and research into the classroom teaching of English to speakers of other languages.

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Table of Contents

Editorial Team	4
Foreword	5
Enhancing Large-Class Language Teaching: Co-Teaching Strategies, Technology Integration, and Student Engagement <i>Aditi Jhaveri, Delian Gaskell, Nicholas Sampson, Kathy Sin, & Sandy W. C. Chan</i>	7
The Experience of EFL Students Engaging in Collaboration Through Project-Based Learning <i>Duaa Abu-Naji & Dr. Nahla Nassar</i>	.....	27
Investigating Students' Inability to Speak in English in the Classroom <i>Mercy Mah Iwuyum</i>	.....	49
Investigating Strategies that Support Learners' Participation in Writing Tasks <i>Mayonghe Melanie Kesiki</i>	.....	65
Investigating Ways of Making Reading Comprehension Lessons More Participative and Successful <i>Ngo Ngué Élodie Gaëlle</i>	.....	81
REVIEWS		
BOOK REVIEW - <i>Disseminating Your Action Research: A Practical Guide to Sharing the Results of Practitioner Research</i> <i>by Irene Simiyu</i>	.....	99
BOOK REVIEW - <i>ELT Research in Action 2024. Critical Conversations: Aligning Research and Practice in ELT</i> <i>by Valeria Chumbi Landy</i>	.....	105
BOOK REVIEW - <i>Teachers Researching Their Practice: Explorations in the Georgian Classroom</i> <i>by Zeynep Öztürk Duman</i>	109

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We further wish to thank our anonymous peer-reviewers, without whose scholarly collaborations and collegial insights we could not have realized this publication.

Foreword

We are pleased to share this third issue of the *ELT Classroom Research Journal* (Volume 2, Issue 2). It is especially rewarding to see that some long-developing works have reached the goal of publication through mentorship.

We have stayed true to our express mission of publishing teachers' classroom research, but also, and perhaps more importantly, our aim to mentor teacher-researchers. There are several paths in this mentorship model – pre-submission as well as for received manuscripts. This issue includes articles through three of these paths: mentorship on campus (Abu-Naji & Nassar), mentorship through a dedicated mentoring support group (all three book reviews came through our [MenTRnet](#) partnership), and mentoring both before submission and during the publication process, by editors and/or by Mentor-Referees (the three papers from Cameroon).

A recent blog post on the MenTRnet website deserves mention – Sidney Martin offers some excellent suggestions for those considering writing an Exploratory Action Research report, using our *ELT Classroom Research Journal* as a point for comparison with a more traditional scholarly journal. And Yes! We focus on teachers, student, and personal and professional growth. Not generalizability of studies.

This issue includes three teacher-research studies out of the Cameroon English Language and Literature Teachers Association (CAMELTA) Research Group, developed through a Teacher Research Training Project led by Dr. Eric E. Ekembe and supported by Alan Pulverness (Director) and Jennifer Law (Senior Consultant) of [Transform ELT](#). These three articles are the first of what is hoped to be many more publications emerging from teachers in the especially challenging circumstances of EFL classrooms in Africa (read the papers for some amazing classroom realities!).

The **CAMELTA** (Cameroon English Language Teachers' Association) Research Group was founded by Dr. Ekembe in 2022 with an aim to empower teachers to identify and research an aspect of their classroom practice and to inform personal professional development goals. The group uses a CARS approach: Collaboration, Action planning, Reflection and Sharing, supported by Dr. Eric and external mentors. As each cohort completes their first research projects, they are encouraged to start satellite action research groups and expand the research community.

We hope you enjoy reading this issue of *ELT Classroom Research Journal*, share the publication with others, and we warmly invite you to consider sharing your own classroom investigations with our readers.

References

Martin, S. (2025). *Writing Effective EAR Reports: Practical Guidance and Recommendations for Teacher Researchers*. <https://mentrnet.net/writing-effective-ear-reports/>

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MenTRnet (<https://mentrnet.net/>) is an international free-to-join community of practice/ network for mentors of teacher-research in the field of TESOL which has grown up organically since 2020 and now numbers 260+ members. MenTRnet organizes monthly online support group meetings, yearly introductory workshops and an annual 'Teachers Research!' conference in association with IATEFL Research SIG.



MenTRnet

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