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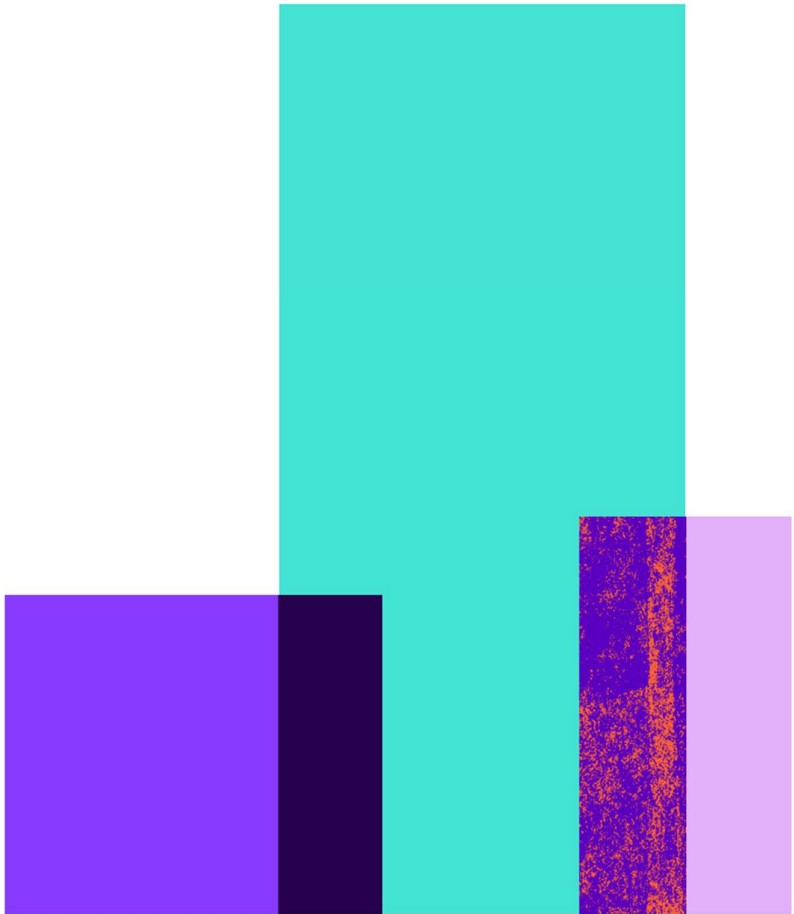
TeachingEnglish

ASEAN/China TeachingEnglish Online Conference 2026

Inclusion, agency and learner-centred classrooms: Putting learners in the centre

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My story

My own journey through the decades ….

1. Learner autonomy
2. Learner agency
3. Learners as co-researchers and researchers

What is research?

1. Who does research?
2. Research with ‘R’ o ‘r’
3. All research is about finding things out to make a difference

Social justice and inclusion

1. Involving everyone (fairness, all learners matter; background, language, ability, gender, interests, etc)
2. Dialogue: key feature of education (co-learning and wellbeing)
3. Control: more equal participation in classrooms
4. Content: what is relevant to students;
5. Critiquing rather than accepting; (combating marginalisation, interrogating materials, texts, curricula, assessment)
6. Community building ;
7. Action beyond the classroom;
8. To help students imagine other than the status quo.

Example of researching with learners

1. Talk to your learners about research;
2. Inspire them with examples (**choose topics that are about inclusion and relevant to the class)**
3. Agree together to explore something:
4. Provide training and support/ facilitate the process; (**teach questioning skills and critical thinking skills)**
5. Allow them to choose their focus/ divide the tasks in groups or pairs and take responsibility for parts of the process; (**point out the importance of all roles and involve everyone)**
6. Make sure the outcomes are celebrated/ exhibited and otherwise disseminated; (**share with audiences that can make a difference, consider action beyond the classroom);**
7. Offer opportunities for follow-up; next project;

Takeway messages

1. **Talk to your learners and find out what they are passionate about**
   - Is it a relevant, important topic?
   - Has it got the potential to make things better/ more inclusive, more just?

2. **Plan to do a small-scale investigation together to explore that topic**;
   - Include everyone!!
   - Collect some evidence / data and analyse it together;

3. **Present and disseminate and celebrate your findings**;
   - Think of audiences who need to hear it;
   - Think of action beyond the classroom