

Pestaña 1



Teachers Research! Online

Day 1- Saturday, 14th March

Plenary Session: Welcome

11:45-12:00 GMT

Ernesto Vargas Gil, Richard Smith, Vanita Chopra, Sidney Martin Mota & Maria Marta Mora

[Room 1 \(Main Room\)](#)

Session 1. 12:00-14:30 (GMT)

Room 1

Session 1A

Teacher educators from Ukraine
mentored by **Nataliia Krynska** (3)

Room 2

Session 1A

Teachers from India mentored by
Ravinarayan Chakrakodi (5)

Room 3

Session 1A

Teachers from Thailand mentored by
Patcharin Kunna (3)

Olena Chekhratova, Nataliia Tuchyna, Lada Krasovytska

From Chore to Choice: What Motivates Students to Read for Pleasure in English?

Although future English teachers are expected to be enthusiastic readers, many students with strong language proficiency and access to texts actively avoid reading for pleasure in English. This teacher-research project investigates the factors that motivate second-year English teacher trainees to engage in extensive reading for pleasure and how these motivations are reflected in their classroom engagement. Findings reveal that implementing tasks that emphasise personal relevance, interpretation, opinion gaps, visual thinking, creative multimodal work, and collaborative interaction can foster increased student talk, deeper reflection, dialogic interaction, and peer support.

[URL of the poster](#)

Olena Chukhno and Valentyna Sytnikova

How to Deal with the Burden of Marking and Feedback in University ELT Methodology Courses

This exploratory action research addresses the persistent challenge of managing the heavy marking and feedback burden within university-level ELT Methodology courses and explores the effectiveness of involving students directly in the assessment process to lessen teacher workload and enhance their own learning experience. The results demonstrate that student involvement successfully reduces the marking burden to a significant extent as well as improves the overall feedback

Dhanya V K
HST English, GHSS Bethurpara,
Kerala

Improving Oral Communication Skills in 9th Grade Students

This action research was conducted to bridge the gap between students' strong written performance and their hesitation in spoken English. Eight students from diverse academic and socio-economic backgrounds were selected as the focus group. A baseline assessment revealed limited vocabulary, nervousness and reliance on Malayalam. I Structured interventions included daily news headline presentations, vocabulary exercises, role play practice, short talks and reading reflection logs. Data were gathered through questionnaires, classroom observations and teacher reflections. Over four weeks, students demonstrated improved fluency, pronunciation, confidence and stage presence, even winning first prize in a DEO-level role play competition. The study highlights that consistent speaking opportunities, gentle correction, peer support, and a positive classroom environment significantly enhance communicative competence and transform hesitant learners into confident speakers.

[URL of the poster](#)

Shashikumar Mekala
School Assistant (English), ZPHS,
Mothkur, Yadadri Bhuvanagiri,
Telangana.

Transforming Rural English Classrooms through Exploratory Action Research

This exploratory action research study investigates the improvement of reading skills among Class VI students of ZPHS, Mothkur, Telangana. The

Autsawapol Muedthong
Huai Yot School, Trang, Thailand

Enhancing English Writing Skills of Thai High School Students through the GPI (Group-Pair-Individual) Approach

This study explored how the Group-Pair-Individual (GPI) approach can enhance students' English writing skills. Participants practiced writing sentences through group collaboration, pair work, and individual tasks. Data were collected using classroom observations and writing assignments. The results showed improvements in grammar accuracy, vocabulary use, and student confidence. The structured stages of the GPI method helped students write more accurately, use a wider range of vocabulary, and feel more confident in their writing abilities.

[URL of the poster](#)

Nattapas Namsangkotr
Chiangkhamwittayakhom School,
Phayao, Thailand

How can I help students select suitable graph intervals from table data?

This study employed Exploratory Action Research (EAR) to improve Grade 7 students' graph construction skills in general science subject. Data from observations, reflective journals, and focus group discussions revealed difficulties in selecting suitable graph intervals. A learning material was developed, enabling students to construct accurate graphs and interpret data trends effectively.

[URL of the poster](#)

experience for learners. However, findings also reveal that some students experience emotional and evaluative challenges in assessing themselves and their peers. The research concludes that peer and self-feedback must be structured and organised within a supportive framework to be effective, productive, and emotionally sustainable. URL of the poster Viktoriia Smelianska and Iryna Khalimon <u>Activities to Develop Students' Working Memory in Practical Classes through English</u> This study investigates working memory (WM) challenges among philology students in practical English and interpreting courses at Nizhyn Mykola Gogol State University, Ukraine. Data from questionnaires and classroom reflections reveal that while students view WM as a trainable "muscle," their performance is limited by a five-word acoustic bottleneck and linguistic deficits. Findings show that semantic encoding (linking information to meaning) significantly outperforms rote auditory recall. The study advocates for integrating structured shadowing, chunking, and mandatory homework to move memory training beyond limited classroom hours. URL for the poster	study was conducted to address significant learning gaps identified in alphabet recognition, phonics, word decoding, vocabulary, comprehension and reading confidence. Baseline data collected through pre-tests, classroom observation, worksheets and dictation assessments revealed that most students were at the emergent literacy stage, with limited English exposure and strong dependence on their mother tongue. To bridge these gaps, activity-based and vocabulary-supported remedial teaching strategies were implemented, drawing from CELT training methods. Interventions included phonics instruction, CVC blending, sight word practice, flashcards, guided reading, storytelling and group activities. Post-intervention findings indicated notable improvements in reading fluency, sound recognition, sentence formation, participation and confidence. The study concludes that structured, student-centered and phonics-based activity teaching effectively enhances reading skills and reduces learning gaps in rural English classrooms. URL of the poster Adapa Raghukumar Secondary Grade Teacher, MPUPS Ravulapally, Mancherla District, Telangana <u>Improving English Learning Atmosphere in Classes IV & V</u> This exploratory action research study was conducted in a rural primary school to address students' low confidence and limited exposure to English. Learners from multilingual tribal backgrounds showed hesitation in speaking and weak listening skills. The study aimed to create a supportive English learning environment through simple, structured classroom strategies. Over an 8-week	Patcharin Kunna (Rabbit) Damrongratsongkroh School, Chiang Rai, Thailand <u>Building Better Writers in My Classroom</u> This exploratory action research studies how multimodal activities and the process writing approach support grade 9 students in writing paragraphs. Teaching journals, students' self-evaluation, students' writings, and student interviews showed that students had difficulties generating ideas, using grammar correctly, choosing vocabulary, and revising their work independently. The intervention included pictures, videos, mind maps, writing forms, and peer checking to support students step by step. Data were collected through teaching reflections, self-observation, group discussions, and writing samples. The results show students had better idea generation, organization, and confidence. However, grammar accuracy and vocabulary remain ongoing challenges, suggesting the need for continued sentence-level support alongside multimodal strategies. URL of the poster
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intervention, techniques such as classroom English, vocabulary building using visuals, songs, Total Physical Response (TPR) and pair work activities were implemented. Emphasis was placed on fear-free learning, encouragement and avoiding over-correction. The findings revealed a noticeable improvement in students' participation, vocabulary, pronunciation and confidence. Learners gradually shifted from silence to active engagement in English. The study highlights that even in resource-constrained rural settings, a well-planned, activity-based and emotionally supportive environment can significantly enhance language learning outcomes.

[URL of the poster](#)



**Shelna Jose, HST English,
GHS Cherpulassery, Kerala**

**Reading Improvement: A Peer
Supported Intervention**

This exploratory action research, conducted among ten selected students of Class 8D, focused on addressing the serious reading difficulties faced by students from economically disadvantaged backgrounds, many of whom lacked home support and a strong foundation in English. Baseline data collected through interviews and observations revealed that several students struggled to read simple three-letter words, hesitated to read aloud and lacked confidence in writing basic sentences.

To address these challenges, a structured four-week intervention was implemented, with daily 20–30 minute sessions emphasizing phonics, sight words, guided reading, paired reading, comprehension activities, role play and reading journals. Peer support was a key strategy, where stronger readers

modeled and encouraged weaker learners in a supportive environment. The findings indicated significant improvement in word recognition, fluency, pronunciation, comprehension and overall confidence. Students became more motivated and actively engaged in reading activities.

Feedback from parents and colleagues also reflected positive changes in students' reading habits and participation.

[URL of the poster](#)



Bejjala Rahulkumar

MPPS Gattukindapalli, Geesugonda
Warangal, Telangana

**Improving the English language
atmosphere in multi-grade
classroom**

This Exploratory Action Research study was conducted to improve the English language atmosphere in a multigrade classroom. Baseline data collected through student and parent questionnaires, classroom observation, and informal interactions revealed very low English awareness, poor listening skills, lack of vocabulary, high fear levels, and absence of home support, despite strong parental aspiration for English learning.

The study implemented a three-month intervention focused on creating a joyful English environment through daily routines, classroom labeling, action-based activities, songs, games, storytelling, and multigrade differentiation strategies.

Post-intervention findings showed significant improvement in students' understanding of simple instructions, ability to use 10–15 English words, participation in classroom interaction, and reduced fear of speaking. Parents also reported increased interest and

	confidence among children. The study concludes that even in resource-limited, single-teacher multigrade settings, consistent exposure and activity-based strategies can successfully initiate English language learning among first-generation learners. URL of the poster	
		<u>Room 3</u> <u>Session 1A</u> <u>Teacher from Thailand mentored by</u> <u>Kanokrat Uicheng (1)</u>
		Surangrat Yoiprajun Deebuk Phangnga Wittayayon School Phangnga, Thailand <u>Helping My Students to Better Prepare their Scripts for Speaking</u> The way my students prepared themselves for speaking used to be invisible. Through exploratory action research, I explored my classroom and found that my students actually need my help to work on scripts and build up confidence for speaking. I therefore, develop OMG principles (Outlining, Making script, Getting Polish and Practice) to help them improve. URL of the poster
<u>Room 1</u> <u>Session 1B</u> Teachers from Türkiye, Nigeria and Cameroon mentored by Seden Tuyan (4)	<u>Room 2</u> <u>Session 1B</u> Teachers from China & UK mentored by Chang Liu (3)	<u>Room 3</u> <u>Session 1B</u> Teachers from Cameroon mentored by Mayonghe Melanie Kesiki (2)
Zeki Kalagoğlu Çağ University/ MA ELT Student <u>Enhancing Speaking Performance with Constructive Feedback</u> This Exploratory Action Research project explored the effect of		Melanie Ekie Njuh, Petou Bilingual Institute Yaounde-Cameroon <u>Title –Investigating Strategies to promote English Language use among Multilingual Learners</u>

corrective feedback on students' speaking performances. Shaped by the recurring errors in the answers of students, this study aimed to observe these errors, provide feedback for the specific error, and measure the effectiveness of the feedback to decide whether corrective feedback has improved the students' learning. The data was gathered through means of practice recordings, worksheets, AI chatbot interactions, teaching journals, student reflections, and peer observations. Both qualitative and quantitative methods were used in this research in order to acquire data. These methods showed that students who had partaken in practice and feedback sessions showed an improvement during the speaking exams. The results underlie the fact that corrective feedback is not just a correction tool but rather a meaningful tool for student development when aligned with the personal learning styles of students.

[URL of the poster](#)

Muhammed Şahin

MA Student, Çag University
English Language Teaching

Addressing Participation Inequality in EFL Group Work Through Structured Scaffolding: An Exploratory Action Research Study

Participation inequality remains a persistent challenge in EFL group work, where dominant learners often overshadow quieter peers. This exploratory action research study investigated how structured scaffolding—specifically assigned group roles and sentence starters could promote more equitable participation in preparatory EFL classes at Artuklu University. The study involved 30 students and followed a seven-day intervention cycle. Data were collected through observation checklists, field

This study investigates strategies to promote English language use among multilingual learners in an English language classroom at Petou Bilingual Institute, Yaounde. The research addresses the problem of learners' frequent use of French, Pidgin English, and native languages, which dominate classroom interaction and limit opportunities for English oral practice and fluency development. The study explores why learners prefer vernacular languages, how this affects their confidence and oral participation in English, and classroom strategies that can encourage sustained English use. A qualitative approach supported by quantitative data was adopted. Classroom observations were used to examine language use patterns, while questionnaires were administered to gather learners' perceptions of language preference, confidence levels, and participation challenges. Findings informed the implementation of supportive classroom strategies such as interactive speaking activities and positive reinforcement to promote English usage. The study aims to enhance learners' confidence and communicative competence in English

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Adeline Ngum

Government Bilingual High School
Nyalla-Douala, Cameroon

Title – Investigating Effective strategies to enhance writing Practices for Terminale Students

This research investigates effective strategies to enhance essay writing amongst terminal students from french

notes, and short reflection surveys administered before and after the intervention. Findings demonstrated a noticeable increase in overall participation, particularly among previously silent students. Additionally, results indicated a positive relationship between students' perceived confidence and their level of classroom participation. The study highlights the pedagogical value of intentional scaffolding in fostering inclusive interaction patterns.

[URL of the Poster:](#)



Salome Olufunto S Ikokoyo

Community (Senior) Secondary
School Bolo Ogu/Bolo LGA, Rivers
State, Nigeria

**Teaching Idioms Through Visual
Memes: Understanding Student
Sense-Making**

This classroom-based inquiry explores how final-year secondary students in rural Nigeria make sense of idioms when introduced through AI-generated visual memes. Despite recognizing idioms in isolation, my 60 mixed-ability students struggled to meaningfully embed them into narrative essays, which affected their assessed writing tasks. Through a small-scale exploratory cycle with 15 students across four interventions, I examined student responses to idiom instruction using visual memes. Analysis of writing samples and student reflections revealed unexpected complexity: seven students struggled to comprehend idioms despite visual support; six understood idioms but couldn't construct narratives around them; only three demonstrated full competence. Interestingly, memes proved more effective with familiar idioms than with unfamiliar ones, and students explicitly requested structured

speaking backgrounds. Structured questionnaires were used to identify the challenges and teaching gaps. The findings reveal major difficulties in sentence construction despite high motivation levels. The study proposes process writing, explicit grammar instruction, writing practices and individualised feedback as practical interventions to improve writing competence and examination performance.

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scaffolds such as topic sentences. These findings challenge my initial assumption that the problem was simply integration, revealing layered difficulties in comprehension, narrative construction, and transfer instead. This exploration raises important questions about differentiated support and the role of prior exposure in figurative language learning.

[URL of the Poster](#)



Ngwimetoh Brenda,
Yaounde, Cameroon

Exploring Effective Strategies to Reduce Students’ Reliance on Prepared Materials During Examinations

This study examines effective ways to reduce students’ dependence on prepared materials during examinations. The research was carried out among 22 Arts students aged 17–23 at a private bilingual high school on the outskirts of Yaounde, Cameroon. The study was motivated by incidents during the December pre-mock examinations where some students were caught with prepared materials. This practice threatens academic honesty and prevents real learning. Guided discussions and open-ended questions were used to allow students to freely express their views. The findings show that fear of failure, exam pressure, poor study habits, and lack of confidence are the main reasons students depend on prepared materials. Students also reported that this behavior negatively affects their understanding and long-term performance. The study suggests that teaching effective study skills, improving assessment methods, and offering student guidance can reduce reliance on prepared materials and promote honest learning.

URL of the Poster		
	Room 2 Session 1B Teachers from Thailand mentored by Faisal Wantaha (3)	
	Ms. Adeelah Raksuchon <u>How to Boost Students' Confidence to Respond in English</u> What I have always noticed is that my students lack confidence and are afraid of making mistakes and being judged by others. In this action research, I collected data through a questionnaire and an interview. I found out that students' actual challenges were that they did not have the proper and systematic model to follow, and they did not practice enough speaking activities. Acknowledging the aforementioned reasons, I decided to design my lesson plans using authentic video with closed captioning along with a role-play activity. After the treatment, I noticed that my students could really boost their confidence to answer the questions in English. Although it was just simple questions and answers, I considered that it had a huge impact on my students. Students also revealed that they need more practical and fun activities in class and the teacher's support in speaking in the classroom. URL of the Poster Ms. Amiyah Nima <u>How can I help my Mattayom 4 students build up their English vocabulary effectively?</u> I believe that English vocabulary is a	

	fundamental foundation that helps students build confidence in using the language. This action research explored fun and practical ways to help 35 Mattayom 4 students at Sabayoiwittaya School improve their vocabulary learning. Many students struggled to remember basic words and felt unmotivated by traditional textbook-based lessons. A questionnaire revealed that they preferred enjoyable and interactive activities. In response, tools such as Kahoot, Wordwall, group competitions, and song-based tasks were introduced. The results showed increased motivation, better vocabulary retention, and greater confidence in using new words. Students became more active and engaged in class, while a balance of competitive and individual activities supported different learning styles. Overall, making vocabulary learning fun, interactive, and student-centered created a positive classroom atmosphere and led to more effective English learning. URL of the poster 	
<u>Room 1</u> Session 1C Teachers from Nepal mentored by Raju Shrestha	<u>Room 2</u> Session 1C Teachers from India mentored by Sunit Saathi (1)	
	<u>Room 2</u> Session 1C Teachers from Thailand mentored by Jittima Duangmanee (1)	
	Chiraphan Chincho <u>Solving problems in prefixes, unit conversion and problem analysis in Physics of grade 11 students</u>	

	This study aimed to improve Grade 11 students' understanding of SI prefixes, unit conversion, and problem analysis in Physics. Many students had difficulty remembering prefixes and converting units correctly. As a result, they often substituted values incorrectly and lacked confidence in solving word problems. To explore this problem, data were collected through classroom video recording, focus group interviews, and reflective journals. The findings showed that although most students felt positive about learning prefixes and unit conversion, they still needed more review and support in analysing word problems. Based on these findings, I used Kahoot games to review prefixes and unit conversion and taught the conversion factor method and scientific notation more clearly. I also added guided practice in analysing word problems by helping students identify key information and variables. After these changes, students showed better understanding, improved accuracy, and increased confidence in solving physics problems URL of the poster	
	Room 2 Session 1C Teachers from China mentored by Meifang Zhuo (1)	
	Chao Guo (郭超) Senior Teacher from Nanping No.1 Middle School of Fujian Province, China The Application of 4S Teaching Model in Senior High English Teaching Design	

	It is a common phenomenon that some Chinese students in senior high school are poor in English reading comprehension. And the effective teaching approach may not be adopted by some teachers to address that problem. Hence, my 4S teaching model following the Activity-based approach to English learning, which includes stimulate, summarize, strategize, and solve, is applied in the senior high English teaching design, so as to cultivate the students' logical, critical and creative thinking ability and improve their reading comprehension. URL of the Poster	
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Session 2. 14:45-17:15 (GMT)

<u>Room 1</u> Session 2A Teachers from Uzbekistan mentored by Diyora Qodirova, Majid Ayturaev (5), and Mamurahon Yuldasheva (1)	<u>Room 2</u> Session 2A Teachers from India mentored by Hajara M (3)	<u>Room 3</u> Session 2A Teachers from India mentored by Sampat Kumar (2)
Shohistaxon Adasheva Undergraduate student, Namangan State Institute of Foreign Languages, Uzbekistan <u>Why do students prefer private English courses over school lessons?</u> My research is about what motivates some of my students to prefer private English courses more than school English lessons that I teach. In this study, I attempted to find the reasons for the lack of my students' preference for school English lessons, and explored their motivation and experiences of taking private English courses, which could inform my teaching practices. The interview and survey data from my students highlighted issues such as a lack of interactive activities and receiving individual attention from a teacher. Learning the reasons for considering	Ilupuram Praveenkumar <u>Improving Reading Aloud Skills</u> This action research in Class VII at TGMS Julapally aimed at improving students' reading aloud skills. Most students come from rural backgrounds and have very little exposure to English outside the classroom. During the baseline test, I observed that students had difficulty in pronunciation, fluency, and expression. They paused frequently, mispronounced simple words, and lacked confidence while reading. To address this, I implemented a one-month action plan. I used activities such as vocabulary games, choral reading, paired reading, echo reading, and pronunciation practice. These activities helped students feel more comfortable and reduced their fear of reading aloud.	VEERATI AMALA REDDY TWAHS G Mirzapur, Siddipet Dist, Telangana <u>Enhancing Writing Ability through Classroom Vocabulary Wall Strategy among 6th Grade Tribal Students</u> Writing is an essential language skill that enables students to express their thoughts, ideas, and experiences effectively. This classroom action research aimed to improve the writing ability of 6th grade tribal students at TWAHS Girls, Mirzapur, Siddipet District by using a Classroom Vocabulary Wall Strategy. Many students found it difficult to write sentences in English due to limited vocabulary and lack of confidence. The study was conducted for three months with a sample of 20 students. A vocabulary wall was created in the classroom where five new words were

extra courses more attractive to students, I decided to implement various strategies, such as including more skill-oriented and communicative activities, as well as group and peer-work activities, in my school lessons, reducing grammar input and providing more personal attention to students.

[URL of the poster](#)

Durdona Maxamadjanova

Undergraduate student, Namangan
State Institute of Foreign Languages,
Uzbekistan

**Improving Students' Motivation to
Complete Homework Tasks**

During the teaching practicum, I observed some students' learning behaviours, participation, and attitudes toward doing homework tasks. Many students showed interest during lessons, but their engagement in homework varied. Some students completed tasks regularly, while others struggled with motivation and understanding instructions. So, in my classroom research, I decided to find out how to improve students' engagement in doing homework tasks. Through a questionnaire, classroom observation, interviews with teachers, and homework analysis, I found out that some students lack motivation to do homework due to the complexity of tasks, grammar-oriented tasks, my rush of checking homework as a whole class activity. Based on these findings, I implemented various approaches to make homework more enjoyable and meaningful such as introducing collaborative homework asks, integrating real-life and creative tasks into homework, as well as setting up an inspiring reward system.

[URL of the poster](#)

By the end of the intervention, students showed improvement in fluency, clarity, and confidence. They were more willing to participate and read more expressively. This research helped me understand that regular practice, encouragement, and a supportive classroom environment are essential for improving reading skills.

[URL of the poster](#)

K Durga Chamundeshwari

**Developing Speaking Skills of
Students with Low-Confidence**

The research project addresses the reluctance of 8th-class students to speak English. The study focused on a group of twelve learners from rural, disadvantaged backgrounds with limited exposure to English outside the classroom. Baseline assessments revealed low levels of fluency, vocabulary, pronunciation, sentence construction, and confidence. Through a month-long intervention plan involving activity-based methods—such as icebreakers, tongue twisters, role plays, peer interviews, debates, and presentations—students gradually overcame hesitation and fear. Data from student and teacher feedback, along with classroom observations, indicated significant improvement in confidence and participation. The findings highlight that interactive, activity-oriented strategies are more effective than traditional lecture methods in enhancing spoken English skills among rural learners. This research demonstrates the transformative potential of structured, engaging classroom practices in building communication skills and learner confidence.

[URL of the poster](#)

introduced regularly along with meanings and example sentences. Students were encouraged to read the words and use them in sentence writing and short paragraph writing activities. Data were collected through pre-test and post-test writing tasks, student questionnaires, teacher observation, and peer feedback. The results showed improvement in students' vocabulary usage, sentence formation, and interest in writing activities. The study concluded that the Vocabulary Wall Strategy is an effective classroom method to enhance vocabulary learning and improve writing skills among tribal students.

[URL of the poster](#)

N. SUKANYA

PMSHRI ZPHS Madikonda, Kazipet,
Hanumkaonda Dist, Telangana

**Empowering Students' Voices
through Activity-Based Learning**

This project aims to empower students' voices. It is to improve their English speaking skills through activity-based learning strategies. It was observed that 32 students from Classes 6 and 7, particularly from rural backgrounds, were hesitant to speak in English. Difficulties in vocabulary, pronunciation, and sentence formation were noticed due to fear and limited exposure to the language.

To address this challenge, activity-based learning strategies were implemented over a period of 12 weeks. Activities such as icebreakers, tongue twisters, role plays, peer conversations, vocabulary games, and short presentations were introduced to create an engaging and supportive learning environment.

Gradually, improvement was observed in students' vocabulary,

Rahimjanova Mahfuza

Undergraduate student, Namangan
State Institute of Foreign Languages,
Uzbekistan

**How to promote a positive learning
environment among 8th-grade
school students during lessons?**

For me, as a future teacher, student engagement is important for effective learning and knowing how to make lessons more motivating and effective. During my teaching practicum at school, I observed that most students lost their concentration and demonstrated low participation during my lessons. Besides, they were often distracted by talking to their peers or using phones, which indicated their low interest in my lessons. After that, I decided to correct this situation and make classes more interesting and motivating. To explore this issue, I collected data from questionnaires, teacher interviews, and classroom observations. The findings showed that most students were bored with the routine teaching and had difficulties understanding new topics. In addition, some students were very shy and afraid of making mistakes, according to my findings. So I decided to use games, small competitions, group work, rewards, and visual materials to create a positive learning environment. These new strategies worked effectively: student participation increased, especially during group work and multimedia activities (integrated with videos and visuals). More students answered questions, and there was less distraction compared to previous lessons.

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Ruxshonabonu Ahmadjonova

N Hemalatha**Improving Reading Fluency in
English through Phonics-Based and
Guided Reading Strategies**

This action research was conducted at MP Model Primary School to address reading difficulties among Grade V and VI students who come from Telugu-medium, first-generation learning backgrounds. Limited exposure to English resulted in poor pronunciation, weak word recognition, and low comprehension. A one-month intervention plan using phonics instruction, guided reading, echo reading, vocabulary support with pictures, and reading games was implemented with ten selected learners. Baseline data revealed low fluency and confidence, but post-implementation observations showed nearly 40% improvement in reading performance, increased participation, and better comprehension. Despite challenges such as irregular attendance and lack of reading materials, consistent practice and parental support contributed to progress. The study demonstrates that structured phonics-based strategies and guided reading significantly enhance reading fluency, learner confidence, and engagement in rural government school contexts, supporting recommendations promoted by Regional Institute of English South India

[URL of the poster](#)

pronunciation, and speaking confidence. Simple sentences were formed, and active participation in discussions was encouraged. It was concluded that activity-based learning strategies effectively help students overcome fear and develop strong communication skills, thereby empowering their voices and fostering lifelong learning.

[URL of the Poster](#)

Undergraduate student, Namangan
State Institute of Foreign Languages,
Uzbekistan

**How to effectively use play-based
learning in primary English
language teaching?**

I am majoring in Preschool and Primary Foreign Languages Education at one of the pre-service universities in Uzbekistan. Since the beginning of my studies, I have a great affection for teaching young learners and developing their language skills. In my classroom research, I decided to explore ways of improving students' motivation towards language learning and making the learning process fun through game-based teaching. I conducted my research in a primary school during my teaching practicum, with a focus on 4th-grade students who were learning English as a foreign language. My students had different motivation levels, so it was a suitable setting to explore various game-based strategies that can increase student engagement and interest in learning. After implementing game-based interventions, my initial findings reveal that primary school students show more willingness to answer questions and complete tasks only when learning is enjoyable.

[URL of the poster](#)



Nurmamatova Gulbahor

Undergraduate student, Namangan
State Institute of Foreign Languages,
Uzbekistan

**How to use technologies to have
interactive and engaging lessons
with B1 language learners**

In my exploratory action research, I decided to explore how technologies could help the class become more

interactive and more engaging. During my practicum, I noticed how students' low engagement and interaction could make lessons boring and decrease lesson quality. To explore this issue, I analysed my own reflective notes, collected lesson observation notes, conducted a survey and interviews with students. Based on the informal interviews with some students who attended two different classes, I realised that they did not like "traditional" teaching methods (paper quizzes and mainly input-based instruction) because they all want something new, e.g. modern technology-integrated teaching approaches. My presentation will also report findings to understand the reasons behind students' engagement and suggest ways of integrating modern technologies such as smart boards, projectors, and online quizzes to enhance the lesson quality.

[URL of the poster](#)



Odina Qayumjanova

Undergraduate student, Namangan
State Institute of Foreign Languages,
Uzbekistan

**Effective vocabulary games for
primary school students**

During the teaching practicum at a primary school, I observed problems with a lack of students' interest in memorising new words. In this research, I aimed to investigate the educational value of games, assess students' perceptions about which type of games is more useful, and analyse their behaviours. I decided to explore which games are more useful for 4th graders for vocabulary learning: action games or board games. I collected data from informal and formal conversation notes, reflections, videos and pictures. The study highlights that both games are useful in different contexts to

improve vocabulary: action games are useful for attracting, improving quick-thinking; board games are effective for better concentration and problem-solving skills. URL of the poster 		
	Room 2 Session 2A Teachers from Tajikistan mentored by Ella Maksakova (2)	Room 3 Session 2A Teachers from Laos, Mexico and Argentina mentored by Mariana Serra (3). Co-mentor: Rubén Mazzei.
	Shoira Sharipova Teacher trainer, coach, mentor. PO Gurdofarid, Tajikistan <u>How do simple emotional intelligence routines influence teachers' emotional regulation, motivation, and classroom interaction?</u> Teachers' emotional well-being strongly shapes classroom climate, teaching presence, and student engagement. This presentation shares findings from a small-scale study exploring how simple Emotional Intelligence routines support teacher trainees' motivation, emotional regulation, and classroom management. Practical, time-efficient strategies, such as one-minute breathing routines before lessons, intentional pauses before reacting, and brief empathy check-in questions, are highlighted for sustainable professional practice. URL of the poster  Mutriba Karimova Nigora Salimova Parvina Rizoeva English Teachers, Associate Professors in Khujand State University named after academician B.Gafurov	Mariana Cordero Freelance ESOL researcher <u>Visual & Digital Materials for Engagement: An Action-Research Study of Adult Multi-Level ESOL Learners</u> This ongoing research project examines how visual aids and digital tools impact engagement and comprehension in an adult, multi-level ESOL conversation group in the UK. In these classes, learners can choose the topics for future sessions and some of the activities. Data are being collected through classroom observations with teacher assistants, semi-structured questionnaires, and focus group interviews divided by English proficiency levels. The study expects that visually supported lessons will enhance learners' confidence, concentration, and comprehension. Similarly, while learner-selected activities will promote autonomy and motivation. Visual and digital resources are also anticipated to create more inclusive opportunities for participation across varied proficiency levels. URL of the poster

Why do our university students see no value in developing their writing skills?

Most EFL educators agree that mastering essay writing is essential for academic success in higher education. The inability to devise elaborate thesis statements, topic sentences, and conclusions can hinder the process of writing. The problem can be exacerbated by limited grammar proficiency and academic vocabulary. The EAR-based presentation showcases challenges students encounter in writing, such as insufficient familiarity with essay structure and types of essays. To detect and address the shortcomings, qualitative and quantitative tools, such as students' essays, questionnaires, and FGD, were resorted to 39 3rd year university students of intermediate level of English. A comprehensive analysis was instrumental in pinpointing the students' urgent challenges, such as thesis development and supporting details. It encouraged the teacher-researchers to search for more targeted interventions, taking into consideration the students' weak points. Implemented strategies included underlining thesis statements, topic sentences, and supporting examples in essays, creating arguments, and crafting meaningful thesis statements.

[URL of the poster](#)

Khantanaly Panvilaysone

Assistant Professor and researcher
in Savannakhet University, Laos
PDR

Using online games (Wordshake From Learning English) enhances vocabulary through motivation, meaningful context, interaction, and repeated, engaging language use

This study examined the effectiveness of online playful games, particularly Wordshake from the British Council Learning English platform, in improving students' vocabulary acquisition. Grounded in game-based learning and socio-cultural theory, the research emphasized motivation, contextual learning, repetition, and active engagement. A qualitative descriptive case study design was employed, combining literature review, classroom observation, and semi-structured interviews. Vocabulary games such as memory matching, word bingo, role-playing, and Wordshake were integrated into classroom instruction. Findings showed a 15% increase in post-test scores, indicating improved vocabulary retention. Most students reported higher motivation and enjoyment, and many were able to apply new words in daily communication after three months. However, abstract vocabulary required additional instructional support. Overall, online game-based learning proved to be an effective and engaging approach to vocabulary development.

[URL of the poster](#)

Paula Suparo

		Asociación Argentina de Cultura Inglesa (AACI) <u>Testing and Refining AI Prompts for Literature-Based English Lessons</u> This research explores prompt refinement when integrating generative AI into an A1–A2 EFL classroom. Conducted in a private English institute in Argentina with 12 students aged 11–15, the research aimed to improve question formation through structured chatbot interactions. An initial prompt was implemented in class, and its limitations were identified through classroom observation and teacher reflection. A revised version, designed using the TARGET framework (Task, Actor, Restrictions, Guidance, Error, Target Learners), was then tested and compared. Special attention was given to the “Restrictions” and “Error” components to guide the chatbot’s responses and pedagogical support. Findings suggest that although the refined prompt was longer, the additional detail resulted in more accurate, coherent, and pedagogically useful interactions. Students received clearer feedback, highlighting the importance of systematic prompt design for effective AI integration in language education. <u>URL of the poster</u>
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Room 1 Session 2B Teachers from Uzbekistan mentored by Mamurahon Yuldasheva (1) and Muazzam Boboyeva (5)	Room 2 Session 2B Teachers from Argentina mentored by Ruben Mazzei (4).Co-mentor: Mariana Serra	Room 3 Session 2B Teachers from Cameroon mentored by Menoh Nicole (4)
Muhayyo Usmonova Undergraduate student, Namangan State Institute of Foreign Languages, Uzbekistan <u>Why do most students who live in cities lack the motivation to study?</u> In my exploratory action research, I decided to explore why most of my school students who live in cities do not have the motivation to study. During my practicum, I faced the problem of unmotivated students who have no desire to study or even read books. Some students did not even have plans to pursue higher education, and some of them who really wanted to study faced a lack of family support. So, for me, teaching English to students who were so unmotivated to generally study became a challenge. To explore this issue, I analysed my own reflective notes, administered a survey with students, and collected lesson observation notes. My presentation will report these findings to understand the reasons behind students' lack of motivation and suggest strategies and methods to enhance students' motivation that I implemented during the action stage of my research. URL of the poster 	Subhi Ilyasov VTAG, Azerbaijan <u>How clear are my instructions?</u> Giving clear and effective instructions is an ongoing focus of my teaching practice. Over the past two years at my current school, I have consistently observed that most students do not fully understand my instructions. This often leads to confusion, repeated explanations, frequent translation, and inefficient use of class time. This observation has led me to reflect more deeply on my own practice and further develop my instruction-giving skills. Although I am confident that my instructions are clear and effective, I am not entirely sure that this perception is shared by my students. This possible gap between my own perceptions and those of my students' understanding forms the core of my teacher-research puzzle. To explore it, I will adopt an exploratory action research approach, collecting data through reflective notes, students' written reflections, lesson self-recordings, interviews with colleagues from different age groups, classroom observation of a colleague, and a review of relevant literature. URL of the poster	

Maftuna G'ofurova

Undergraduate

Student, Namangan state institute of
foreign languages, Uzbekistan

**How can I help my students to
improve their pronunciation skills?**

During my teaching practice, I observed that many of my 7th-grade school students struggled with pronouncing English words during lessons and felt shy when they spoke, even though they knew vocabulary and grammar well. This study focused on exploring students' views on pronunciation and ways to improve it in the classroom. I collected three different types of data: reflective notes, questionnaire responses and lesson recordings. These findings showed that students considered pronunciation important but lacked confidence and regular practice. Based on these results, I used pair and group activities, games, songs, and repetition exercises to create a supportive learning environment. These strategies helped students feel more confident and steadily improved their pronunciation.

[URL of the poster](#)

Shalola Abdufattoyeva

Undergraduate

Student, Namangan state institute of
foreign languages, Uzbekistan

**How to increase the engagement of
secondary school students in class?**

Increasing the engagement of secondary school students is always the most significant topic for each teacher. During my practicum, I observed that students did not participate in any activities and do any tasks in class. In this presentation, I will share insights from my exploratory action research, gathered through data collection tools: my own

Aye Aye Mu

Associate Professor

Wunzin Online University
Myanmar

**A Reflection on Some Applicable
Professional Strategies for Bilingual
Teachers in Myanmar**

This research project addresses unclear instructions I observed in tertiary level Bilingual Teachers in Myanmar who are struggling with their feedback on writing and their professional strategies.

The study focused on a group of 10 tertiary level teachers with lack of professional development training and their competency. Through a ten weeks long intervention plan involving peer coaching, classroom observation and supervision, mentoring and group discussion, I guided teachers who were then able to overcome their anxiety and fear. Data from student and teacher feedback, along with Classroom observations indicated significant improvement in using clear classroom languages.

The findings reveal that interactive activity-oriented strategies are more efficient than traditional lecture methods when giving feedback on students' written composition tasks. This research demonstrates the transformative potential of implementing effective professional strategies and communication skills in an interactive classroom environment.

[URL of the poster](#)

Barbara Galvan

Asociación Argentina de Cultura
Inglesa (AACI)

**Designing Effective AI Prompts for
Literature-Based Activities in
Primary EFL Classes**

written reflections, responses to the questionnaire, and observations. During the action stage, I implemented effective engagement strategies such as peer and group work activities, assigning different tasks to students, etc. These proved to be positively influential in increasing the engagement of secondary school students in the lesson. URL of the poster Dilrabo Jakbaraliyeva Undergraduate Student, Namangan state institute of foreign languages, Uzbekistan <u>How to improve school students' attention?</u> During my teaching practicum, I observed that students frequently lost attention during lessons, which negatively impacted their learning and classroom engagement. Based on my teacher-research, this presentation examines the reasons for students' lack of focus and suggests practical strategies to improve their attention. The findings emphasise the importance of interactive activities and student-centred teaching to create a more engaging learning environment. URL of the poster Gavhar Sobirjonova Undergraduate Student, Namangan state institute of foreign languages, Uzbekistan <u>How to overcome homework avoidance among secondary school students</u> Reflecting on my teaching practicum, I have realised that students consistently avoid homework, which affects both their academic progress and classroom	This study examines prompt refinement in the integration of generative AI within an A1 EFL classroom. Conducted at a private English institute in Argentina with nine students aged 9–11, the project sought to improve learners' question formation skills through structured chatbot interactions. An initial prompt was implemented and evaluated through classroom observation and teacher reflection, which revealed several limitations. A revised prompt was subsequently developed using the TARGET framework (Task, Actor, Restrictions, Guidance, Error, Target Learners) and then tested for comparison. Particular attention was given to the "Restrictions" and "Error" components to better guide the chatbot's responses and enhance pedagogical support. Although the refined prompt was more detailed, findings indicate that it was not sufficiently effective in addressing certain errors, particularly those related to accuracy. Further refinement and additional classroom trials are recommended to evaluate its impact more thoroughly. URL of the Poster Yumiko Fujita Imanishi Doctoral student at University of St Andrews / English language teacher at Yokohama Municipal Yokohama Science Frontier High School <u>Exploring Student Voice and English Language Motivation in an EFL Context through Exploratory Action Research</u> This study explores ways to support learner motivation among first-year upper secondary students in Japan by valuing their perspectives during the transition from lower to higher secondary school. In the exploratory	
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atmosphere. My research focuses on a 5th-grade class, exploring practical strategies to enhance student responsibility for completing homework and overall learner engagement in the classroom. Using various interventions, such as assigning short, purposeful homework tasks and homework comprehension checks, led to improved homework completion, active participation, and overall better learning quality. URL of the poster Ruxshona Abduqodirova Undergraduate student, Namangan State Institute of Foreign Languages, Uzbekistan <u>Challenges of managing classroom behaviour from grades 4 to 5</u> During the previous semester, I went to a teaching practicum two days a week at a public school in my region. I worked with pupils who were transferring from Grade 4 to Grade 5. At this stage, students experience academic and emotional changes, which sometimes affect their behaviour in the classroom. During my teaching, I realised that managing classroom behaviour was a big challenge as students were very talkative, easily distracted, not following classroom rules, and not completing their tasks on time. In this presentation, I will share insights from my research project in which I collected my own written reflections, recordings of interviews, and lesson recordings. The findings helped me develop such interventions as assigning small classroom duties (organising materials, distributing worksheets), integrating games, group work, and movement- based tasks in the classroom activities. These contributed positively to managing the students' behaviour and enhancing their engagement in lessons.	phase, the teacher collected weekly reflection sheets to understand students' feelings and difficulties with English. Based on reflections and ongoing communication, a student-interest-driven project was implemented during the summer as the initial action phase. In the second term, some students also acted as co-researchers, analysing data from the summer project to design the winter project. Positive responses to the winter project also increased compared to the summer project. PBLT work was later featured in the <i>Asahi Shimbun</i>, a national newspaper in Japan. Moreover, the instruction for vocabulary and grammar in literature was also introduced in response to student voice. After the implementation of literature-based vocabulary and grammar teaching, many students autonomously studied grammar at home for the first time. URL of the Poster	
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		Room 3 Session 2B Teachers from Thailand mentored by Cheewin Wattanasin(2)
		Duangporn Sutthisawang English Teacher at Anubansongkhla School, Songkhla Province, Thailand <u>Enhancing Reading Aloud Proficiency through Phonics Instruction among Grade 5 Students</u> This action research investigated the impact of phonics instruction on enhancing reading aloud proficiency among 45 Grade 5 students at Anubansongkhla School. Traditional reading approaches often emphasize memorization rather than decoding, leading to challenges in pronunciation and confidence. Initial data revealed that students struggled with certain vowel and consonant sounds and felt anxious when reading unfamiliar words. Systematic phonics strategies, interactive games, and peer support were implemented over two action research cycles. Results showed significant improvements in pronunciation accuracy, word decoding, and reading confidence (overall satisfaction mean = 4.51). Students expressed high enjoyment and a desire to continue learning through phonics-based activities. URL of the poster Pratchawan Kongkaew English Teacher at Bankoput School, Trang Province, Thailand <u>Developing English Letter Names and Sounds Recognition</u> This study explored how Grade 2 students at a small rural primary school in southern Thailand recognized English

		letter names and sounds. Three exploratory questions guided the study: how students recognize letters and sounds, what learning activities they prefer, and with whom they confidently practice outside the classroom. Data were collected through classroom observation, group discussions, and a letter recognition checklist. Findings revealed that students' core difficulty was a lack of basic letter-sound knowledge rather than an inability to read words. Students demonstrated greater engagement during interactive activities such as games, songs, coloring, and group tasks, while remaining passive during individual work. They preferred single-letter phonics songs over full A-Z songs and favored smaller letter sets. Contrary to initial assumptions, students preferred practicing with peers rather than parents, highlighting the value of peer learning. These findings underscore the importance of a safe, student-centered environment in early English literacy development. URL of the poster 
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Room 1 Session 2C Teacher from Thailand mentored by Rachanee Dersingh (1)		
Satesiri Pennate English Teacher, Ubolratana Rajakanya Ratchawittayalai Nakhon Ratchasima School, Nakhon Ratchasima Province, Thailand <u>Using a Word Order Activity to Enhance Open-Ended Questioning Skills in 7th Grade</u> During the speaking activity, most students struggled to ask and answer open-ended questions. Many used incorrect sentence structures or stayed silent. To improve their questioning		

skills, I implemented a three-week word-order activity. The results showed that students became more engaged in forming and responding to open-ended questions during the activity. URL of the poster 		
Room 1 Session 2C Teachers from Uzbekistan and Syria mentored by Richard Smith (2)	Room 2 Session 2C Teachers from Uzbekistan mentored by Jasurbek Ibragimov (3)	Room 3 Session 2C Teachers from Uzbekistan mentored by Mamurahon Yuldasheva (1) and Soxiba Xoldorova (3)
Fotima Matmusaeva MA TESOL student, University of Warwick <u>An Exploratory Action Research Investigation of Student Participation in Online Teacher Education in Uzbekistan</u> Student engagement in flipped online learning is a significant problem in graduate teacher education programmes. Two common issues are students turning off their cameras during synchronous sessions and not reading pre-assigned course articles. This study explored these behaviours through an exploratory action research design, using a researcher diary, focus group discussions, and students' reflective writing. Through teacher research, this study examined students' autonomy in their online learning practices and identified several factors such as gender issues and structural differences within the higher education system that contribute to their lack of autonomy. The findings also revealed that multiple reasons influenced camera-off behaviour during online sessions and lack of engagement with the assigned course articles before classes, including technical issues,	Dilshoda Abduqayumova Undergraduate Student, Namangan state institute of foreign languages, Uzbekistan <u>Managing Time Effectively During Classroom Activities</u> This exploratory action research focuses on strategies for effective time management that I used during classroom activities in a private school in Namangan. During my teaching practice at this school, I realised that students showed different learning speeds and levels of participation in activities, which affected my lesson timing. In this research project, I aimed to explore my own perceptions and behaviour in managing time during the classroom activities, as well as students' feelings about the time given for tasks. I collected data from my reflective journal, a student survey, and a critical friend's lesson observation notes. The findings highlight that flexible time management positively influences students' engagement, confidence, and overall learning experience. URL of the poster 	Mushtariy Nurmatova Undergraduate student, Namangan State Institute of Foreign Languages, Uzbekistan <u>Using pictures to teach English vocabulary to 4th-grade school students</u> This classroom research focuses on utilising pictorial aids to teach English vocabulary to 4th-grade students. The study was conducted at a primary school where I taught for two years. During my teaching, I observed that some students found rote memorisation tedious and exhibited low retention rates. Therefore, I decided to create two distinct instructional environments with 'traditional text-based' and 'innovative picture-based' approaches within my research project. I aimed to explore the efficacy of visual tools in vocabulary instruction, particularly in solving the issue of engaging students who favour technology. Data were gathered through visual materials, post-tests, classroom observations, and my own field notes. The findings show the picture-based approach is significantly more engaging and effective that can positively impact student performance.

health concerns and balancing family and work responsibilities with academic demands.

[URL of the poster](#)



Sarvinoz Xoshimjonova

Undergraduate

Student, Namangan state institute of foreign languages, Uzbekistan

5th and 6th-grade school students struggle to pronounce words

Proper pronunciation is crucial in language learning and should be developed together with speaking. Unfortunately, during my teaching practicum, I observed that 5th- and 6th-grade students at school were quite active and good at learning, but they lacked good pronunciation skills. They would pronounce English words similarly to Uzbek pronunciation. Using data from my personal diary, questionnaire, and a colleague's feedback, I adjusted my approach to teaching pronunciation by introducing basic pronunciation rules, providing clear examples, drilling, and other pronunciation activities, which significantly improved students' pronunciation.

[URL of the poster](#)



Mohlaroyim Qo'chqarova

Undergraduate student, Namangan State Institute of Foreign Languages, Uzbekistan

How to use the teacher's tone of voice to attract students' attention?

During my teaching practicum, I realised that changes in my teachers' tone of voice could influence students' focus, participation, and overall engagement in class activities. I realised that when I used a monotonous voice, my students were not very attentive. Based on the data from my questionnaire, colleagues' feedback and reflection journal, I varied my tone of voice when explaining new topics or providing instructions; as a result, students

[URL of the poster](#)



Iroda G'anijonova

Undergraduate

Student, Namangan state institute of foreign languages, Uzbekistan

The Role of Teacher Feedback in Student Motivation

Reflecting on my teaching practicum, I conducted a study at the Turakurgan Science Progress Centre, a local educational institution, with a group of fifteen B1-level students, comprising nine girls and six boys. This research explored how different forms of teacher feedback influence learners' motivation, engagement, and sense of responsibility for their academic progress, aiming to identify practical strategies that enhance classroom participation and learning outcomes.

[URL of the poster](#)



Zilola Ahmadjanova

Undergraduate

Student, Namangan state institute of foreign languages, Uzbekistan

How to improve students' understanding of relative clauses?

Reflecting on my teaching practice at Science Progress Centre (SPC), I observed that some students with the B1 proficiency level experienced difficulties in understanding and correctly using relative clauses. This challenge affected their accuracy in both speaking and writing tasks. My exploratory action research in the language learning centre involved 12 students. In this study, I explored practical teaching strategies designed to enhance students' comprehension of defining and non-defining relative clauses. The findings highlight effective techniques that enhanced

	became more focused and actively participated in classroom activities. In my presentation, I will share the effective strategies I implemented during the action stage, such as emphasising key points through tone variations and adjusting speaking pace. The latter showed a positive impact on students' attentiveness and classroom interaction. Thus, doing this teacher-research project helped me realise how important teachers' tone of voice is in language classes, particularly to attract students' attention. URL of the poster 	students' grammatical awareness and increased their confidence in using relative clauses in meaningful communication. URL of the poster  Akhror Makhmudov Undergraduate student, Namangan State Institute of Foreign Languages, Uzbekistan <u>Question => 5-10 Second Silence => Thought => Deeper Thinking</u> I carried out my exploratory action research in the secondary school No. 5. At that time, I was teaching 24 students with B1-B2 proficiency levels. During my investigation, I observed that even though students possessed adequate language skills, their participation was limited, and their responses lacked depth. Therefore, I decided to investigate how providing students with structured wait-time could improve their participation, improve the length and complexity of their responses. Based on the exploratory phase data from the classroom observation, the teacher's reflective journal, and a questionnaire, I implemented the strategy of Question => 5-10 second Silence => Thought. This strategy proved that giving students time to think could encourage more thoughtful, confident, and engaging answers among students. URL of the poster 
Nermen Kanj MA TESOL student, University of Warwick <u>Barriers to Integration: A Study of Refugees', Asylum Seekers' and Migrants' English Language Practice Beyond the Classroom</u>		

Refugees, asylum seekers, and migrants often struggle to practise English beyond the classroom, which affects both their language development and their integration in the UK. This study explored these challenges through an exploratory action research design in a community hub offering ESOL provision and wider support services. I collected data through focus group interviews with 17 learners, individual interviews with three other teachers and a manager, and evaluation of a pilot workshop aimed at promoting informal English use through volunteer-led conversation activities. The findings revealed that learners' opportunities to use English outside the classroom were limited by fear of making mistakes, low confidence, and restricted access to English-speaking networks. Other teachers highlighted additional barriers, including first-language environments and interrupted learning. The pilot workshop showed that informal speaking opportunities increased confidence and encouraged risk-taking, underscoring the need to provide further structured informal learning in ESOL provision.

[URL of the poster](#)



Day 2 – Sunday 15th March
Session 1. 12:00-14:30 (GMT)

<u>Room 1</u> Session 1A Teachers from Cameroon mentored by Meli Huguette Nadine epse Tanjigang (3)	<u>Room 2</u> Session 1A Teachers from Uzbekistan mentored by Jamola Urunbayeva (1) and Elyanora Menglieva (5)	<u>Room 3</u> Session 1A Teachers from Nepal mentored by Raju Shrestha (2)
	Yokutxon Sharipova EFL Instructor, Uzbekistan State World Languages University <u>Implementing UDL in Developing Writing Skills for Grade 5 Visually Impaired Learners of Uzbekistan</u> This research explores how Universal Design for Learning (UDL) can be implemented to develop teaching writing skills for Grade 5 students with visual impairments in Uzbekistan. By using different ways to engage students, like Braille, audio, and digital tools, the study found that students felt more confident and participated more. The results show that using different methods, such as multiple means of engagement, representations, and expression, helps learners overcome challenges in writing. <u>URL of the poster</u> Marija Kovač Assistant Professor, Webster University in Tashkent, Uzbekistan <u>Feedback Research: Is it Good Enough?</u> I teach sociolinguistics to postgraduate students earning their master's degrees in TESOL. This research started as a worry that the feedback I gave in the previous course iteration was not	

‘good enough’ and a wish to make it more useful for my student teachers. I compared two cohorts’ assessment data, with the old cohort serving as the control group, and the new cohort being used for piloting a different feedback, the one with more modelling and inquiry-based comments. Do you think I was right in believing the direct feedback was not good enough? Join me to see how feedback interventions can accelerate learning for struggling students.

[URL of the poster](#)



Aybolgan Borasheva

Assistant Teacher, Nukus State
Pedagogical Institute, Karakalpakstan

**Closing the Gap: Improving
Corpus-Informed ESP Materials
through Teacher Reflection and AI
Assistance**

Teaching ESP can be a challenge for some teachers, especially when they do not have materials aligned with the curriculum goals, national requirements, students’ interests, etc. With this thought, I developed the corpus-informed ESP materials for psychology students, which have been improved through exploratory action research. Through exploratory action research, I surveyed teachers and collected feedback on the developed materials. The findings showed the gap in the corpus-informed ESP materials for psychology students: teacher-friendliness. Teacher feedback revealed flaws in structure and instruction. In my presentation, I will share the improvements made, the process of collecting and acting on feedback, and how further teacher input will guide piloting the AI-refined materials

[URL of the poster](#)



Nilufar Mukhammedova

Associate professor, Uzbekistan State
University of World Languages

**Using original English fiction as an
innovative way to help students
apply vocabulary strategies**

This research examines how reading fiction in its original English can aid students in developing their vocabulary through active language learning strategies (LLS). The study took place in a pre-service teacher education university in Uzbekistan. By incorporating Charlotte Brontë's Jane Eyre into a vocabulary module for second-year undergraduate students, this study found that learners with B2–C1 proficiency level effectively applied and expanded their LLS to understand the content. The project proves that using novels in original English to promote LLS in vocabulary acquisition can also improve students' speaking, writing, and critical thinking skills.

[URL of the poster](#)



Venera Bekmuratova

Head of the Primary Education and
Methodology of Philological Sciences,
Abdulla Avloniy National Institute of
Pedagogical Excellence

**Developing reflective practices of
language teachers during in-service
teacher training programs in
Uzbekistan**

Reflective practice is central and crucial to ongoing teacher development, yet many teachers struggle to integrate reflection into daily classroom routines. In this study, I explored various strategies to support teachers in developing reflective practices during a one-month in-service teacher training programme. The research aimed to explore teachers' current reflective habits, as

well as challenges, and examine the impact of targeted support practices to foster meaningful reflective habits among practising teachers.

[URL of the poster](#)



Anastasiya Shikina

ESP Teacher, Fergana State University

Writing with AI, not instead of it

This exploratory action research explored how EFL students at one of the universities in Uzbekistan use AI in an ESP writing course. Using data from my own reflections, students' written assignments, an online survey and a focus group discussion, I wanted to learn what triggered students to use AI in their writing tasks and what support they need to learn how to use AI ethically. The exploratory stage findings revealed several issues: much reliance on AI in academic tasks rather than creative tasks, weakening students' voice and confidence in writing, confusion in the ethical use of AI, and more. The action stage involved several interventions such as introducing clear ethical guidelines to students, practising structured drafting ("Write first–Check later"), setting AI-use limits, conducting comparative workshops and AI-free writing practices, as well as offering targeted student support to promote responsible AI practices and overall increase students' AI literacy.

[URL of the poster](#)

Room 3
Session 1A

Teachers from Thailand mentored by
Wilai Phanchanokkul (1)

Thanuwat Muangon

		Foreign Languages Department, Samutprakan School, Thailand <u>Enhancing Student Engagement and Confidence in Critical Reading Through Collaborative Reading Strategies: An Exploratory Action Research</u> This Exploratory Action Research (EAR) was conducted in a Grade 12 Critical English class with 40 students at Samutprakan School in Thailand. At the beginning of the course, many students were hesitant to participate and lacked confidence when discussing scientific texts. To understand the issue, I collected data through a teacher reflection journal, student questionnaires, and peer feedback. The findings showed that while students valued reading discussions, they felt overwhelmed by difficult vocabulary and were afraid of making mistakes. To address this challenge, I implemented collaborative reading strategies over two weeks, including role-based group reading, semantic mapping, and scenario-based poster presentations with gallery walks. After the intervention, students became more engaged and willing to share ideas. A follow-up survey showed that 77.5% of students reported high confidence when reading in groups, highlighting the benefits of structured peer collaboration among students. URL of the poster 
Room 1 Session 1B Teachers from UK mentored by Miriam Schwiening (5)	Room 2 Session 1B Teachers from Uzbekistan mentored by Dilafruz Sarimsakova (1), Fotima Rafikova(1), Ugilkhon Kakilova (1), Svetlana Khan (1), Nilufar Mukhammedova (2)	Room 3 Session 1B Teachers from India mentored by Manjusha Shamrao Sagrolkar (4)
Samandar Yusupov	Umida Abdurazakova	Prabhati Satish Tirmare

Post Graduate Student, MA TESOL,
University of Warwick

How can I help my students respond more spontaneously during speaking tasks in online CEFR-IELTS lessons?

I have many achievements in my online IELTS lessons; however, I still struggle to develop students' spontaneous speaking skills. Through questionnaires, focus group interviews, recorded video lessons and my own reflections, relying on existing literature on that topic, I explored this issue more broadly, and found small, but significant findings. Although my initial assumptions regarding this issue were related to a lack of students' vocabulary and grammar resources, the data showed that there was also a problem with camera anxiety and fear of teacher's feedback in online discussions and other reasons.

[URL of the poster](#)

Lavanyah Guna Seelan

Post Graduate Student, MA TESOL,
University of Warwick

Improving Classroom Participation in Large Mixed-Ability ESL Classes through the Think-Pair-Share Strategy

During my teaching practicum in a Malaysian secondary school, I noticed that participation in large, mixed-ability ESL classrooms was often uneven. While some students were actively involved, others remained silent due to shyness, fear of making mistakes, classroom noise, and differences in language proficiency. This prompted me to explore how classroom participation could be supported more effectively. To investigate this issue, I gathered

Secondary school #6, Namangan,
Uzbekistan

How can I engage my students during grammar tasks through differentiated instruction?

My research examines how differentiated grammar instruction enhances engagement, participation, and confidence in a mixed-ability EFL classroom. Diagnostic tests, observations, videos, and questionnaires revealed low participation and grammar anxiety among my secondary school students, particularly those with special educational needs. This presentation illustrates how differentiated grammar instruction (levelled tasks, visual scaffolding, and pair work) can enhance engagement, reduce anxiety, and create an inclusive environment for all learners.

[URL of the poster](#)

Zarina Mustafina

English Teacher, Secondary school 74,
Surkhandaryo,
Uzbekistan

How Can Classroom Management Be Effectively Implemented in 7th-Grade EFL Classes at Secondary School?

This teacher-research project examines practical, teacher-friendly strategies for improving classroom management in 7th-grade EFL classes with more than 25 students at the secondary school. The study focuses on increasing student engagement, maintaining a positive learning environment, and optimising lesson timing. It highlights how structured group work, clear classroom routines, and consistent use of positive reinforcement can enhance student participation and behaviour. By applying these strategies, I managed to

Assistant Teacher
Matoshri Saraswati wath M.V Dabha
District Amravati Ta Nandgaon
(kh)Maharashtra.

Creating and recreating module to develop my students writing skill

Writing is an indispensable part of reading and listening. It cannot be separated from reading. Children in government schools have long been accommodated to writing with very little classroom action research intervention to find out new teaching strategies. One way is to create and recreate modules to develop my student writing skill, helping them to develop my student writing competition. Therefore, I decided to conduct action research to find out why they are lacking in writing skill. Online work and school work makes it very difficult to take time to conduct extra activities so I need to motivate students.

[URL of the poster](#)

Chitrarekha ravindranath Jadhav
PMShree RZP school Asudgaon
Panvel, Raigad

Creating and Recreating Module to Develop My Students' Speaking Skill

This action research study, conducted in a first-grade classroom of 30 students at PM Shri RZP School Asudgaon, Panvel, aimed to address the challenge of encouraging young learners to begin speaking English. The primary objective was to build basic oral communication confidence by moving from teacher-led discourse to student-led activities. Initial findings, gathered through oral interviews, classroom observations, and voice recordings, revealed that students relied heavily on gestures and exhibited shyness due to a limited

insights through student questionnaires, reflective practice, and conversations with English teachers working in similar contexts. The findings indicate that participation extends beyond speaking to include thinking, writing, listening, and interacting in pairs or groups. In response, I propose implementing a structured Think–Pair–Share routine together with supportive feedback strategies that prioritise communication rather than immediate correction. I plan to introduce this intervention in my classroom and evaluate whether it leads to more balanced involvement, greater confidence among quieter learners, and improved overall engagement.

[Link to Poster](#)

Jingjing Mao

Post Graduate Student, MA TESOL,
University of Warwick

How to integrate speaking skill development into an exam-oriented curriculum focused on reading and writing

My main issue concerns students' imbalanced language skill development, particularly their weak oral proficiency, due to the washback effects of high-stake college entrance examination, which mainly assesses reading, writing, and listening skills. Through reflection, relevant literature, and interviews with my students and colleagues, I learnt that it is both necessary and practical to integrate speaking skill development into an exam-oriented curriculum focused on reading and writing. The main reasons include that speaking practice can nurture intrinsic motivation by empowering students and that as a form of output it pushes learners to process language more deeply. My data also show that the main obstacles

create a more supportive and efficient learning atmosphere that benefitted both students and me (their teacher), ultimately contributing to better learning outcomes in the EFL classrooms.

[URL of the poster](#)

Kamilla Pulatova

English Teacher,
Presidential School in Fergana,
Uzbekistan

Strategic Use of the First Language in Uzbek EFL Classrooms in Uzbekistan

This study explores how and why Uzbek EFL teachers strategically use their first language (L1) in their classrooms and how they perceive its effects. Although communicative approaches promote maximal target language use, recent research supports principled L1 use in multilingual contexts. Using a mixed-methods design, data were collected from 31 secondary and tertiary teachers. The findings indicate that teachers use L1 for grammar explanations, vocabulary clarification, instructions, and meaning-making. While teachers see L1 as helpful for comprehension and emotional support, they also worry about overdependence and reduced exposure to English. The presentation concludes that there is a need for context-specific guidelines for the use of the native language in EFL classrooms in Uzbekistan.

[URL of the poster](#)

Klara Nazmutdinova

EFL Instructor, Uzbekistan State
World Languages University

Exploring sociolinguistic competence of the 3rd-year

vocabulary and a fear of making mistakes. To address this, an action plan was implemented featuring interactive strategies such as "Picture Talk," "Show and Tell," role-play, and rhyming recitations. The intervention fostered a fun, low-anxiety environment that prioritized peer interaction. Results demonstrated a significant shift, with students moving from single-word responses to using simple sentences and showing a marked increase in confidence and eagerness to participate. The findings highlight the efficacy of playful, structured activities in overcoming speaking barriers in young learners.

[URL of the poster](#)

Yogita Chandrakant Patil

Assistant Teacher, Late D.G. Naik
Vidyalaya

A Study of Challenges in Reading Skill Development at Secondary Level

Reading is a fundamental language skill essential for effective learning at the secondary level. It serves as the foundation for academic success and overall language development. Loud reading, in particular, plays a significant role in improving pronunciation, fluency, voice modulation, and self-confidence among students. It also strengthens listening and speaking skills and encourages active classroom participation. However, many teachers face various challenges while developing loud reading skills in their classrooms.

This action research study aims to identify the difficulties faced by teachers during loud reading sessions and to suggest practical solutions to improve students' reading abilities. The study was conducted through a survey of 139 teachers from Marathi,

students face in speaking English are their fear of being laughed at because of their “non-standard” accent and the lack of engaging speaking activities. Based on these findings, I devised an action plan focusing on reducing students’ accent anxiety and adapting speaking activities.

[Link to Poster](#)

Ugiloj Siddikjonova

Post Graduate Student, MA TESOL,
University of Warwick

**How can I help my adult students
feel less anxious in online speaking
classes?**

This poster presents a small EAR project exploring why online adult learners have speaking anxiety and how this can be reduced. The study was conducted with adult learners from diverse professional backgrounds who have foundational grammatical knowledge but experience hesitation and anxiety during online speaking activities. The exploratory phase investigated learners’ perceptions through reflective writing, informal interviews, teacher reflections, and colleague discussions. Findings revealed that anxiety was linked to fear of making mistakes, being judged, spontaneous questioning, lack of ideas, unannounced discussions, and difficulty switching from the native language to the target language.

An action plan was implemented over three weeks, focusing on creating a low-pressure environment. Interventions included personalised interaction, structured warm-ups, pre-announced discussion topics, L1-supported idea generation, and increased teacher non-verbal support. Evaluation indicated increased participation, reduced visible anxiety, and more structured L2 responses. The

**university students in pre-service
teacher education programmes**

Sociolinguistic competence (SLC) is a crucial skill of all second/foreign language speakers, especially if they are future English language teachers. My research focuses on exploring the awareness of 3rd year language university students of the SLC concept and how they rate its importance for their general English language skills. Based on the findings from a questionnaire and the teacher observations, the results show that 3rd-year university students in pre-service teacher education programs still lack knowledge and awareness about SLC, and the researcher will also share the plan of action for developing SLC of the language university students.

[URL of the poster](#)

Gulnoza Radjabova

Associate Prof. (PhD), UzSWLU

**Boring lectures? Let’s use
interactive tools and technology to
enhance learner engagement**

This exploratory action research project explores the role of interactive tools and educational technologies in enhancing student engagement during lectures. My presentation will highlight how digital platforms, collaborative applications, and real-time feedback tools can transform passive learning into active participation. This innovative use of digital tools transformed my lectures by making students active participants, developing their digital literacy and independent learning skills. As a teacher, I started to value a student-centred approach and collaboration, as the results of my action gives this evidence.

Hindi, and English medium schools. Data was collected using pre-tests, questionnaires, interviews, classroom observations, and discussions with teachers and language experts.

The major challenges identified include non-recognition of words, incorrect pronunciation, lack of confidence, fear of reading in front of peers, poor voice modulation and mother tongue influence. To address these issues, strategies such as systematic teaching of vowel and consonant sounds, encouraging dictionary use, providing model reading, creating interest in the subject, and promoting listening to English news like BBC and CNN were implemented.

The findings revealed noticeable improvement in students’ confidence, pronunciation, fluency, and overall reading performance. The study highlights the importance of structured guidance, regular practice, and supportive classroom practices in enhancing loud reading skills at the secondary level

[URL of the poster](#)

Shweta Arun Patil

Government higher secondary ashram
School Vadeshwar,
Maval district Pune

**Using picture description technique
to develop oral expression among
tribal aashram school students**

Oral expression remains one of the most challenging areas of English language learning among tribal aashram school students due to limited exposure low vocabulary base and lack of confidence. The present action research study aimed to examine the effectiveness of the picture description technique in developing oral expression and integrated language

study highlights how small adjustments can influence learner confidence and demonstrates the value of context-sensitive support in online speaking contexts. URL of the poster Marina Bebko Post Graduate Student, MA TESOL, University of Warwick <u>Why do students avoid active participation in class?</u> I teach adult learners for the IELTS exam in an online context. Although my students are motivated and complete their tasks, I noticed that many avoid active oral participation during lessons. They prefer using chat or remain silent unless directly invited to speak. This inconsistency in engagement led me to explore what prevents adult learners from participating confidently in online classes. Using lesson observation, a short student survey, and informal discussions with colleagues, I identified several key factors influencing participation, including fear of making mistakes, fatigue after work, and cultural expectations shaped by teacher-centered learning traditions. Based on these findings, I developed an action plan that combines scaffolding, clear step-by-step instructions, and structured small-group interaction. I plan to implement this intervention in my teaching context and evaluate whether it increases students' confidence and active participation in online lessons. URL of the poster	URL of the poster Makhfuza Rakhmonova Senior teacher of the Uzbekistan State World Languages University <u>Using discourse analysis tasks to develop students' critical thinking skills</u> My research focuses on investigating how tasks in the module Discourse Analysis can develop critical thinking. During the lessons, my students struggled as tasks required critical thinking. I gathered data through classroom observation, feedback from my colleague, written reflection, and a questionnaire from my learners. The findings indicate that my students valued interactive activities, such as debates, role-plays, and topic-related videos. However, they found authentic texts and newspaper articles challenging to analyse, particularly when assigned to guess the writers' intended meanings behind certain expressions. During this research, students uncovered the practical value of assessing the sources, fact-checking, and identifying biases. Through practising critical thinking, they learned how to challenge misinformation rather than simply believing or spreading it. URL of the poster	skills among higher secondary tribal learners. The study was conducted on a sample of 30 students over a period of 4 weeks using the plan act observe reflect cycle of action research. Data was collected through pretest and posters oral assessment, observation check list and performance rubrics focusing on fluency vocabulary usage sentence formation pronunciation and confidence level. During the intervention phase students engaged in structured picture description activities, pair discussion, vocabulary extraction tasks, and short follow up writing exercises to promote integrated skill development. Findings revealed significant improvement in students fluency vocabulary enhancement grammatical accuracy and speaking confidence. The technique also encouraged active participation and reduced hesitation in classroom interaction. The study concludes that the picture description technique is an effective low cost and contextually adaptable strategy for improving oral expression and integrated English language skills among tribal learners. URL of the poster
		Room 3 Session 1B

		Teachers from Thailand mentored by Tossapol Piakaew(1)
		Preeyanuch Thongkliang Civil Servant Teacher at Princess Sirindhorn's College, Nakhon Pathom Province, Thailand <u>Confidence Unlocked: How Games and Teamwork Empower EFL Learners.</u> Fostering interaction in English class is a major challenge for teachers. This research aimed to enhance students' confidence in answering questions. Qualitative data were collected from questionnaires, interviews, and reflective journals. I found that collaborative and gamification activities increased motivation, participation and enjoyment, helping students communicate more actively in English. URL of the poster 
Room 1 Session 1C	Room 2 Session 1C	Room 3 Session 1C
Teachers from Cameroon mentored by Ngo Ngué Elodie Gaelle (1)	Teachers from Uzbekistan mentored by Umida Khakimova (2), Yana Kuchkarova (1), Mukaddam Ibrokhimova (1) and Feruza Erkulova (1)	Teachers from Morocco mentored by Mohamed Lejlef(3)
MBACHE BENARD ESL teacher in private schools, Cameroon <u>Exploring the Responsible Use of AI and Social Media to Enhance English Language Performance in Upper Sixth (12th grade) Students.</u> This study examines how Upper Sixth (12th grade) students can responsibly use artificial intelligence (AI) and social media to improve English language performance. Through student-generated prompts, reflective discussions, and observational notes,	Feruza Juraeva EFL Teacher, Mingbulak Specialised School, Namangan, Uzbekistan <u>What did I learn from my students' writing mistakes?</u> My research focuses on helping grade 6 students in a specialised school to improve their writing skills. During the research, it was found that teaching writing should be regarded as a staged process rather than a one-time lesson. Actively involving students in planning, drafting, reviewing and editing stages significantly improved	

the research identifies weaknesses in AI use: vague prompting often produces generic responses. Findings show that clearer, structured prompts yield more contextual outputs, while social media platforms such as TikTok, Instagram, and YouTube offer accessible opportunities for informal learning. When combined, AI immediacy and social media relatability create a complementary model that strengthens language acquisition. The study concludes that intentional prompting and strategic digital engagement foster authentic and effective learning.

[URL of the Poster](#)

their performance. This approach offers a powerful strategy for enhancing classroom outcomes.

[URL of the poster](#)



Aelita Nuritdinova
Head of the Aviation English
department at the Aviation Training
Centre of Uzbekistan Airways

**How can I help novice teachers use
role-play effectively to improve the
speaking skills of aviation
personnel?"**

Role-play is widely used in English for Specific Purposes (ESP) to develop communicative competence in a professional context.

This exploratory action research project examined the difficulties novice teachers encounter when using role-play in aviation English lessons. The study involved two novice teachers at the beginning of their careers in teaching ESP. Drawing on student and teacher questionnaires and classroom observations, the findings identify key pedagogical and affective challenges. A systematic, scaffolded instructional approach was implemented to enhance role-play effectiveness and improve both learners' and novice teachers' communicative performance.

[URL of the poster](#)



Mokhira Alibekova
EFL Teacher,
Jizzakh State Pedagogical University,
Uzbekistan

**From Evidence to Empowerment:
Feedback-Driven Pathways to
Confident Student Presentations.**

My research project explores how fourth-year undergraduate students

struggle to deliver oral presentations, especially when they demonstrate low self-confidence, monotonous speech, and frequent use of fillers. I collected data from questionnaires and CEFR-aligned evaluation checklists, as well as focus group discussions. Based on the findings, I implemented a structured Sandwich feedback framework with Confidence Navigation coaching prompts (featuring praise-polish-praise phases). The Action stage findings revealed that due to the new interventions, students' presentation skills improved noticeably, particularly in intonation, confident delivery, and reduced use of fillers in speech. In my presentation, I will share the main takeaways of my teacher-research project, with a particular focus on how the feedback and targeted pedagogical support can improve speech delivery during presentations.

[URL of the poster](#)



Elena Azimjonova

EFL- teacher at Academic Lyceum
Karakul, Uzbekistan

**Why is it Important to Teach
Learners to Understand Implied
Meaning in Listening?**

Understanding implied meaning is one of the most challenging aspects of listening for EFL learners. Often, students focus on individual words and miss the speaker's true intention, attitude, or hidden message. As a result, even familiar vocabulary does not guarantee full comprehension. This study explores why teaching learners to interpret implied meaning is crucial for developing deeper listening competence and communicative confidence.

Drawing on my classroom experience with first-year students at the Academic Lyceum, I collected data through classroom observations,

listening tasks, and brief student interviews to identify common difficulties in grasping implied meaning. Based on these findings, I implemented targeted instructional strategies, including authentic audio materials, explicit inferencing exercises, and supportive scaffolding techniques to reduce listening anxiety. These approaches guided students to read between the lines, recognise tone, and use contextual cues, moving beyond surface-level understanding. The study demonstrates how carefully designed, evidence-based instruction can strengthen listening skills and foster greater learner confidence in EFL classrooms.

[URL of poster](#)

Muharram Abdusattarova

EFL teacher at Namangan State
Institute of Foreign Languages

**Bridging Proficiency Gaps in
Mixed-Ability First-Year EFL
Classrooms**

This exploratory action research study examines how differentiated instruction can bridge proficiency gaps in a mixed-ability first-year EFL classroom at a university in Uzbekistan. The fact that my students' reading comprehension levels ranged widely (from some with an IELTS Band 4–5 to others with a Band 8) created challenges for me in lesson pacing, comprehension, and ensuring equitable engagement. Advanced-level learners often appeared under-challenged, while lower-level students struggled to follow instructions and complete tasks independently. Through classroom observations, analysis of student work, surveys, and reflective teaching notes, I explored how tiered tasks, scaffolded instructions, levelled texts, and extension activities could better address diverse needs. After

	redesigning materials, I observed increased task completion, stronger participation in pair and group work, and improved motivation across proficiency levels. URL of the poster 	
Room 1 Session 1C Teacher from Pakistan mentored by Gopal Chand (1)		
Room 1 Session 1C Teachers from Tunisia mentored by Dr Houda Chihi (2)		

Session 2. 14:45-17:15 (GMT)

Room 1 Session 2A Teachers from Nigeria/Cameroon mentored by Ana García Stone(6)	Room 2 Sessions 2A and 2B Teachers from Cameroon/Mali mentored by Eric Ekembe tchindadonaldtchinda885@gmail.com (5+5)	Room 3 Sessions 2A and 2B Teachers from Azerbaijan mentored by Subhi Ilyasov and Ana Garcia Stone (6+6)
Osondu Olileanyachi Uchechukwu Grade 11 ESL Teacher, Champion of Faith Academy, Port Harcourt, Nigeria <u>Exploring Grade 11 ESL Students' Experiences with English Phonology Lessons</u>	Karen Gibip (Cameroon) <u>Investigating factors that can help students cultivate a reading culture</u> I teach ESL to teenagers with low proficiency English levels in the multilingual Cameroon. I understand the role of reading in their language development. Reading is one of the skills that is tested in students'	Leyla Ismayilzadeh, English Language Teacher at School No. 162 & Volunteer Teachers Activity Group (VTAG), Baku <u>Understanding the Impact of Students' Disruptive Behavior to Identify Effective Responses</u> This exploratory action research study examines how students' disruptive

Grade 11 ESL students often show varying confidence, anxiety, and engagement during English Phonology lessons, which can affect their participation and sense of linguistic identity. This study investigates three main questions:

Why do students appear reluctant or resistant to learning English Phonology?

How do students' emotional responses affect classroom engagement?

How do phonology lessons influence students' perception of their accent and linguistic identity?

Data were collected using a short questionnaire and semi-structured interviews, allowing students to share quantitative and qualitative insights. Participants were anonymized (A–F), and responses were analyzed thematically, highlighting patterns in confidence, anxiety, curiosity, accent awareness, and classroom suggestions.

Findings informed practical classroom interventions: frequent oral practice, interactive and inclusive activities, and peer-supported learning. These strategies improved engagement, reduced anxiety, and strengthened positive linguistic identity, illustrating how exploratory findings can guide actionable pedagogical practice in ESL phonology instruction.

[URL of the Poster](#)

Emeana Chidinma Esther

Teacher, Community Secondary School Rumuolumeni, Rivers State, Nigeria

Investigating factors contributing to essay avoidance

This classroom research investigates the causes of essay avoidance among

certification exams. I have increased reading activities in my classes in the hope that they can increase their reading skills and equip them with the language proficiency they need to handle other subject disciplines. Unfortunately, my learners constantly show resentment towards reading in class and home tasks. Faced with this, I decided to investigate reasons for which they show resentment towards reading in order to find strategies to motivate them to develop interest in reading. Data collected through mixed method approach demonstrate factors ranging from previous school experience, teacher actions, and access to reading materials. The implications of this challenge my assumptions about effective reading activities in the classrooms.

[URL of the Poster](#)

Ashley Dinga

Investigating ways of effectively managing time in my classroom

I teach both ESL and ESL teens in Cameroon and have been constantly faced with the inability to complete my lessons across time. This study investigates the reasons for my inability to effectively manage my time in the classroom. I designed descriptive case study research to figure out effectiveness with which I manage time in my different classroom activities to identify factors contributing to time loss. Data were collected through time-on-task observation using a stopwatch and a reflective teacher journal over a period of one to two weeks. Findings reveal that time is consistently lost through transitions, explanations, and classroom disruptions, often leaving core lesson objectives incomplete.

[URL of the Poster](#)

behaviour affects my teaching effectiveness and emotional responses in a secondary school English classroom in Baku. In one Grade 8 class, frequent lateness, noise, peer distraction, and ignoring instructions interrupt lessons and influence the learning atmosphere. Although I strive to remain calm and professional, these behaviours sometimes impact my confidence and the pace of instruction. I have implemented various strategies, including individual discussions with students, communication with parents, and more engaging lesson designs; however, the results have often been temporary. Through reflection and classroom observation, this study aims to better understand the influence of disruptive behaviour and to identify more effective responses.

[URL of the poster](#)

Aisha Ahmadova

English Language Teacher at Classical Gymnasium № 160, Baku, VTAG

Improving my 9th Graders' Listening Comprehension Through Developing Listening Sub-Skills

The aim of my teacher research is to explore why my 9th graders consistently face difficulties in listening comprehension and to identify ways to support them.

In class, I observe that while students can pick out specific information, they struggle to understand detailed information, especially when the audio is fast or includes unfamiliar accents. Limited exposure to English outside the classroom, including few opportunities to watch media or interact with native speakers, contributes to these challenges. Many students focus on individual words rather than the overall meaning, which can lead to anxiety and reduced motivation.

11th-grade ESL students in a Community Secondary School in Port Harcourt. The study explored students' perceptions and challenges in essay writing and examined reasons for avoidance alongside the impact of my teaching. Using a primarily qualitative mixed-methods approach, data were gathered through whole-class discussions, essay analysis, an anonymous survey (n = 76), confidential focus group interviews, and teacher reflection journals. Findings show that avoidance functions as a coping mechanism linked to low writing confidence. Although students understood essay topics and structure, they struggled with grammar and spelling, making writing stressful. Some reported copying work to generate ideas and reduce writing pressure. The study also critiques my teaching practice, revealing that while essay structure was adequately taught, writing mechanics was neglected, and class distractions didn't help. To address this, I will emphasize regular grammar and spelling practice and strengthen classroom discipline.

[URL of the Poster](#)

Lilian Nwobiandu Maxwell-Akani

Teacher, COMMUNITY
SECONDARY SCHOOL,
ALAKAHIA, Rivers State, Nigeria

Enhancing Students' Note-Taking Interest in Crowded Classrooms

This study addresses the persistent problem of low student interest in note-taking in overcrowded secondary school classrooms. The research explores key questions: Why do students show limited motivation to copy notes? How does class size influence attention, participation, and independence in learning? What teaching strategies can effectively

Dr Finita Shey
(Higher Teacher Training College
Yaounde, Cameroon)

Exploring students' reluctance to participate in speaking activities in my EFL classrooms.

This paper investigates the main reasons for my students' reluctance to participate in speaking activities. It explores students' perceptions of my pedagogic strategies/resources as well their suggestions on the pedagogic strategies and resources that I can develop to enhance their engagement in speaking. The research used Focus Group Discussion to collect data from sixty (60) adult students who were in the second year of their studies. Data was analysed using thematic analysis. The results demonstrate that students' unwillingness to engage in oral activities was due to emotional factors, personality traits, language deficiency and restrictive pedagogical environment. Students' voices reveal a number of issues, which generally point to my pedagogic practices and personal factors.

[URL of the poster](#)

Ndayegamiye Aline
(Cameroon)

Strategies to increase my students' interest in English language

I teach EFL learners in Cameroon who constantly demonstrate lack of interest in English. I often feel frustrated because this causes lack of commitment to tasks in my classes. This study investigates why my students have very little or no interest in English despite the fact that English

Through this research, I investigate students' perceptions, difficulties, and strategies during listening tasks. I also explore practical ways to help them engage with English listening materials such as songs, conversations, and videos to help them build confidence, improve comprehension, and increase enjoyment throughout the listening process.

[URL of the poster](#)

Sabina Gasimaliyeva,
English Language Teacher at
Secondary School № 21, Shirvan,
VTAG

My Journey Through Group Work

Since group work plays a significant role in developing students' communication, collaborative and problem-solving skills, I try to use it effectively in my lessons. But when I try to do it, I face some difficulties like some students talk a lot, others do not say anything. I also have trouble with time, making sure everyone is involved.

I want to learn more about what my students think about group work and how they behave during it. To do this, I will use the notes I write after class, observations written by colleagues who watch my lessons, and a questionnaire I have designed to understand my learners' attitudes toward group work.

[URL of the poster](#)

Aytakin Ahmadova
English Language Teacher at Ismayilli
Secondary School No.1, VTAG

Enhancing Mixed-Gender Group Work with My Grade 8 Students

improve students' engagement with note-taking tasks?

Using a classroom-based exploratory case study approach, data were collected through questionnaires, systematic classroom observations, and informal discussions with students and colleagues. Findings revealed that overcrowding, noise, poor board visibility, and fast teaching pace discouraged independent note-taking and increased reliance on teacher supervision.

Based on these findings, targeted pedagogical interventions were implemented, including shorter and structured board notes, use of visual teaching aids, pair-summary activities, and reward systems for active participation. The intervention resulted in increased student attention, improved willingness to take notes independently, and higher classroom engagement.

[URL of the Poster](#)

Boma Karibo,

Teacher, Ken Saro-Wiwa Polytechnic,
Bori, Nigeria

Investigating Strategies to Engage Learners' Interest in Large Classes

Over a hundred young adult students learning in a low resource Polytechnic environment -- tightly shared desks in a three-row long classroom with very narrow aisles -- is my teaching experience. It is quite challenging to engage their interest sufficiently during lessons. In researching this problem, I wanted to know why they are not gainfully engaged during class and what I should do to help. Questionnaire responses from the students and a focus group elicited interesting responses. So, I started to be more intentional in engaging them: separating seat mates to pair with others; spotlighting the target students to lead group tasks; picking on some of

is a language they have to speak around and even write it in their examinations. The study equally hopes to find out strategies I can use to stimulate the learners' interest in learning the English language. Data were collected through surveys and focus group discussion with students. The results show students' frustration resulting from their perception of what they hold English to be and displays evidence of emotional problems they face when learning English.

[URL of the poster](#)

Brindy Belinga

Investigating strategies to enhance my EFL learners' understanding of English

My EFL classes comprise of students born and bred in a local village in cameroon in which the school is situated or the surrounding villages. Their main languages are their mother tongues and French. For them, English is just a school subject learnt for examination purposes. Most students find it difficult to understand basic instructions such as "greet", "wipe the board", "write the date" etc. Anonymous surveys translated into French and conducted with the students reveal factors ranging from language practice, access to materials, resources, their perception of English, as well as their investments in learning in general. The results help me to reconceptualize my approaches to teaching English.

[URL of the poster](#)

Bourama Kanoute

(Yirimadjo I Junior High School, Mali)

My exploratory action research study grew out of a real classroom question: why do my Grade 8 students hesitate to work in mixed-gender groups? In my 8th and 9th-grade classes, I noticed that many adolescent students preferred working only with their own gender, especially during communicative activities. Instead of immediately trying to "solve" the issue, I decided to understand it more deeply. Using reflective diary entries, classroom observations, short student surveys, and informal discussions with colleagues, I explored how adolescence and cultural expectations shape students' grouping in mixed-gender settings. My findings suggest that students aged 13–14 are going through a sensitive transitional period, in which identity, confidence, and social norms strongly influence interaction. When tasks are structured carefully and emotional safety is prioritized, collaboration gradually improves.

[URL of the poster](#)

Vafa Salehova

English Language Teacher at
Secondary School № 123 Baku, VTAG

How Motivation Shapes Student Behaviour

My teacher research study explores how motivation shapes student behaviour. By nature, I do not like to force anyone to do anything. While preparing to teach, I focus on understanding how to support students emotionally, how to build bridges so they feel comfortable opening up to me, and how to help those going through difficult times—without pushing them to their limits. In this way, I develop a soft, friendly, and caring approach in my classes.

However, this approach sometimes leads to disruptive behaviours in my

them to be mini-teachers, repeating what I have just taught; showing more interest in them and concern over any ineptitude. To my surprise, I have observed that they are, actually, good and sharp learners, becoming well-engaged in the lessons.

[URL of the Poster](#)



ADEBISI VICTORIA OGUNLEYE
Teacher, GOSHEN SPRING MODEL
ACADEMY PORT-HARCOURT
RIVERS STATE, Nigeria

**INVESTIGATING FACTORS
THAT HINDER ENGLISH
LANGUAGE ESSAY QUALITY
AMONG SS 1 STUDENTS IN
GOSHEN SPRING ACADEMY,
RIVERS STATE**

The learners are students between the ages of 12 to 14 who have been writing essays for a long time but their written production contains multiple errors ranging from mechanical, vocabulary depth, structural fluency and coherence.

The research was carried out using focus groups and a questionnaire to address the issues raised by these questions:

What are the common challenges faced by first year senior secondary school students in essay writing in English language?

What factors impact students' essay writing quality?

The findings showed that the students are all concerned about these deficiencies and are eager to make adjustments to improve the quality of their essays. Spelling drills, sentence construction exercises and *identification* as well as familiarisation with the different tense forms in sentences were introduced as

**Low student participation in
speaking activities**

I teach in the Junior High School of Yirimadio I in Bamako, Mali where my students generally demonstrate limited oral participation and low motivation to speak English during lessons. This study investigates causes to this and seeks to develop strategies I can use to encourage students to speak English in my classrooms. To investigate the problem, the study employed both qualitative and quantitative methods. Data were collected through classroom semi-structured interviews with students. Findings reveal that students' speaking performance was influenced by their linguistic background, teaching methods, and material constraints. The use of some specific communicative strategies significantly improved students' willingness to speak and participate in English.

[URL of the poster](#)



Theophile Aganze
EBITECHS International School.,
Congo-Kinshasa

**Investigating how to enable my
students to generate authentic
language in practical classroom
production tasks .**

I teach English as a foreign language to Grade 7, Grade 8 and Grade 9 (Business and sciences) at EBITECHS INTERNATIONAL, located in South Kivu in the city of Bukavu in Congo-Kinshasa. The age range of my students vary between 12 and 15 and they are taught English for 4 hours a

classes. Because I care about my students, I am not always consistent in managing these situations. Through my research, I explore how to develop greater consistency in my practice and how understanding and fostering student motivation can be the key to managing these behaviours effectively.

[URL of the poster](#)



Gunel Mammadova,

English Language Teacher & Deputy
Principal at School No. 10 named after
M. Hadi in Ganja, VTAG

**Reaching All Students through
Differentiated Instruction in My
Classes**

My journey as an English teacher began in 2007, when I voluntarily chose to work in a remote village school that had lacked an English teacher for eight years. Teaching students from Grade 1 to Grade 11 on my own brought many difficulties, especially in addressing the diverse needs and abilities of students ranging from six-year-old beginners to seventeen-year-olds preparing for university exams. This experience highlighted the importance of adapting instruction to individual student needs, planting the seeds for my interest in differentiated instruction. For the past two years, I have worked at School No. 10 in Ganja as both a deputy principal and an English teacher. This dual role allows me to observe teaching practices school-wide while testing strategies directly with students. The ongoing problem of unequal student participation motivates my research, which seeks practical approaches in differentiated instruction to engage all students effectively, regardless of their level.

[URL of the poster](#)

interventions. They are encouraged and motivated to consistently write essays to improve essay writing quality.

[URL of the Poster](#)

Adeg Kissob Nelvis

Teacher, Lionel Bilingual High School
Yaounde, Cameroon

MIX AND MINGLE: WHY UPPER AND LOWER CASES?

In academic and formal writing, adherence to standard conventions regarding capitalisation is expected. However, students today often display a varied approach to this practice reflecting broader trends in language use influenced by technology and communication. My focus here concerns students of grade twelve, a class of 21 students of ages ranging from 15-19, 14 girls 7 boys. These students find it difficult to stop using haphazard capitalisation, as well as to implement effective punctuation. Others complain about the complex nature of English, which permits the use of both cases in some contexts and disapproves in others. My objectives were to investigate why the students find it difficult to quit such practices, ameliorate their punctuation, and help them obtain their General Certificate of Education with flying colours. A mixed method was used to collect data and a series of interventions applied bearing in mind that constant practice remains the key to sustainable change.

[URL of the poster](#)

week. They speak their home languages both in school and in their respective localities. The curriculum expectations is for my students to speak English fluently. Unfortunately, their language use is completely made up of the examples I give them in class during my lessons, as they can generate authentic language of their own. Faced with this, I designed a qualitative study to help me answer questions related to why my students can produce language and strategies I can use to get them generate language. Findings reveal a range of issues related to the quality of task I give them in class.

[URL of the poster](#)

Chaka Coulibaly

Academy of Kati and student teacher at
ENSUP(École Normale Supérieure de
Bamako), Mali

Seeking strategies of managing noise level in my classes

This study investigates the causes of high noise level in my classes and seeks ways of addressing it. My students speak in class in local languages and about irrelevant topics unrelated to the topic they are supposed to be learning at a given point. Sometimes they get disruptive and focus on other subjects during English lessons. So I have to come back on my explanation after asking them to be quiet. As a teacher I feel that the goal is not achieved and students have less interest for the course. Faced with this, I designed a mixed-method study to investigate the problem. Evidence from the students point to comprehension, nature of class tasks and unfocused teaching strategies

Ellada Mirzayeva

English Language Teacher at
Secondary School No. 5, Sabirabad,
VTAG

Developing My 9th Graders' Vocabulary to Ace the State Exam

This exploratory action research study examines how to support a 9th-grade class in preparing for their final state exams. These exams require students to read A2-level texts, including three short texts and one longer text, listen to audio materials of 140–150 words, and write a descriptive story of at least 35 words based on three given pictures, demanding a strong vocabulary base and solid linguistic knowledge. Exposure to English is mainly classroom-based, limiting opportunities for meaningful lexical input outside school, which hinders independent reading and writing. With five to six months remaining until the exams, I plan to implement a range of vocabulary teaching strategies. Data will be collected through my written reflections, students' work and task performance, a survey, and informal discussions with the students. This study explores how targeted vocabulary instruction can improve students' linguistic knowledge and their ability to perform exam tasks successfully.

[URL of the poster](#)

Konul Mahyaddinova

PhD candidate at Baku State
University, Teacher at Baku State
University, Chemistry-Biology
oriented lyceum, IELTS, SAT
instructor at Celt college, VTAG

How to Improve Academic Writing Skills of My Students

My Exploratory Action Research investigates the challenges high school students face in academic essay writing and explores effective strategies to improve their performance. The study focuses on two IELTS Writing Task 2 essay types: “Problem–Solution” and “Discuss Both Views and Give Your Opinion.”

Although my students demonstrate an adequate level of English proficiency, they frequently struggle to formulate clear thesis statements, develop coherent and logical arguments, identify and explain problems and solutions, and write effective conclusions. Many also rely heavily on teacher guidance and find it difficult to write independently.

To better understand these challenges, I collected reflections from my teaching journal, analysis of students’ written work, students’ written reflections on their difficulties, and semi-structured interviews with colleagues.

The findings reveal recurring issues related to idea development, coherence, lexical range, and critical thinking. This presentation will share key insights and practical scaffolding strategies to support students in becoming more confident and independent academic writers.

[URL of the poster](#)



Firavan Mammadova

English Language Teacher, Secondary
School No. 2, Khirdalan;
Methodologist, Secondary School No.
5, Khirdalan; VTAG

**How to Improve the Spelling
Skills of My Grade 6 Students in
Writing**

Writing is one of the four skills in English, and according to my local curriculum, Grade 6 students are expected to be able to write emails, recipes, posts, and design posters and leaflets. Teaching spelling in writing is a significant challenge for me, and I have decided to focus on improving my students' spelling skills in their written work. Students often struggle to spell words correctly, especially when pronunciation does not match the spelling. While some students are proficient writers, the majority have difficulty spelling new words with unfamiliar letter combinations. To address these challenges, data will be collected from teaching reflections, students' performance on written tasks, and a questionnaire. This study aims to support my students in becoming more accurate and confident writers by improving their spelling skills.

[URL of the poster](#)



Gunel Hajiyevea

English Language teacher & Principal
of School No: 8, Ganja, VTAG

**The Role of Learner Autonomy
in Improving EFL Students'
Listening Skills**

This Exploratory Action Research (EAR) study is grounded in my 13 years of professional experience as an English language teacher and my current position as a principal at Secondary School No. 8 in Ganja, Azerbaijan. During my teaching career, I repeatedly noticed that students struggled with listening comprehension and relied strongly on teacher explanations rather than applying independent learning strategies. These classroom experiences encouraged me to examine how learner autonomy can contribute to the improvement of EFL students' listening skills.

The primary aim of this research is to help students assume more responsibility for their own listening practice and develop greater confidence as independent learners. To collect data, I will use student questionnaires, diagnostic listening tasks focusing on fast speech and accent variation, and learners' reflections on listening activities. These research tools are effective because they generate meaningful evidence about students' preferences, difficulties, listening performance, and their ability to manage learning independently.

[URL of the poster](#)



Shalala Hagverdiyeva

English Language Teacher, Military
School named after Jamshid
Nakhchivanski, VTAG

**Improving 11th Grade Cadets'
English Speaking Skills in the
Classroom**

This action research focuses on improving the English language speaking skills of 11th grade cadets at the Military School named after Jamshid Nakhchivanski. In my classroom, I observed that many students feel nervous when asked to speak English. They are often afraid of making grammar mistakes, have limited vocabulary, or worry about their pronunciation. To better understand these challenges, I conducted a semi-structured survey, interviews with my cadets individually, and observed students during speaking activities. Based on the results, I introduced structured speaking tasks, pair and group work, and supportive error correction techniques to help students feel more confident. The purpose of this study is to see how these strategies affect students' participation, fluency, and confidence.

		The findings aim to offer practical ideas for teachers who want to create a more supportive and motivating speaking environment. URL of the poster Saida Hajiyevea English Language Teacher at Baku European Lyceum, VTAG <u>Improving Grade 6 Students’ Spoken English Accuracy</u> This teacher research focuses on developing the accuracy of speaking among my Grade 6 students. Despite regular practice, I have observed that speaking remains a weak point. Although these students are considered to have sufficient vocabulary and exposure to various grammar patterns, their spoken English often includes hesitations, grammatical errors, and incorrect word usage. This exploratory action research study aims to identify the factors contributing to these difficulties and to explore strategies for enhancing speaking accuracy and overall proficiency. Through this research, I hope to make my lessons more engaging and to motivate students to actively develop their speaking skills. The study will provide insights into improving oral communication and fostering greater confidence in using English. URL of the poster
	Room 2 Session 2C Teachers from India mentored by Vanita Chopra (5)	Room 3 Session 2C Teacher from Lithuania mentored by Simona Macenaite (1)
	Muhammadheesam Mayuroh English Language Teacher,	Simona Mačėnaitė

Rattaphumwittaya School, Songkhla,
Thailand

**Exploring Challenges in Fostering
Students' Engagement,
Participation, and Confidence in
Teacher-Led English Lessons**

This study explores the challenges in fostering students' engagement, participation, and confidence in teacher-led English lessons. The study was conducted with 24 students who appeared quiet during teacher-led lessons but became more active in hands-on tasks. The research investigated why they remained silent and introduced strategies to help them participate more confidently. A mixed-methods approach was employed, including reflections, student writing, questionnaires, and peer observations. Based on the exploratory findings, peer-supported interactive tasks with teacher guidance were implemented to address the identified challenges. The results indicate that these strategies significantly improved students' participation, confidence, and collaborative learning.

[URL of the poster](#)



Riya Goyal

Pre - Service Elementary Teacher
([B.EL.Ed.](#))
Lady Shri Ram College For Women
Delhi University

**Front, Back or Sides: Exploring
Classroom Seating and Learners'
Voice Through Action Research**

This classroom-based action research investigates how seating positions within a traditional row-and-column structure influence participation patterns, peer interaction networks, and learners' perceptions of voice in a

**Exploring teaching speaking with a
critical friend**

This presentation describes the results and the benefits of an exploration phase of an EAR project on teaching speaking completed at the primary school in Vilnius, Lithuania. The project was initiated by the teacher herself and supported by a critical friend instead of a mentor. The exploration lasted for 6 months, during which 4 meetings with the critical friend were organised and an extensive amount of data was collected and analysed. The main results of the exploration included developing a list of criteria for the successful speaking activity and finding the exact areas to be improved through action and reflection. Additionally, the teacher has challenged her deep-ingrained beliefs on teaching speaking, got to know her learners better, and developed a strong sense of agency. Reflections on the process reveal the key moments of when and what type of support can effectively keep the teacher on the exploration phase.

[URL of the poster](#)



Grade 4 classroom. The study examined whether front, middle, back, and side locations corresponded with differences in participation frequency, relational centrality, and children's interpretations of their positional identities. A mixed-methods design was employed, using seating maps, systematic participation tallies, peer sociograms, focused group discussions, and reflective field notes. Initial analysis revealed spatial clustering of participation and peer centrality within centrally located seats. A three-week structured intervention involving seating redistribution, mixed-ability pairing, and regulated turn-taking strategies was implemented to expand interactional access. While reactive participation increased among previously peripheral students, established participation dominance partially persisted. The findings suggest that classroom seating operates as a structural mediator of visibility, relational capital, and learner voice, highlighting the importance of intentional spatial design for equitable participation.

[URL of the poster](#)



Taniya Chawariya

Pre - Service Elementary
Teacher ([B.EL.Ed.](#))
Lady Shri Ram College For Women,
Delhi University

ROLE PLAY FOR ENHANCING SPEAKING SKILLS

This study investigated the role of classroom role play in enhancing English speaking skills among Grade 4 students during a pre-internship at Kendriya Vidyalaya. Forty-two learners engaged in role play activities, and their progress in fluency, confidence, and participation was assessed through structured observations and rubrics.

Semi-structured interviews with teachers and discussions with students provided deeper insights. Findings revealed a strong positive impact: students became more confident, less hesitant, and their fear of speaking English reduced significantly. Teachers initially expressed doubts, but student outcomes demonstrated the effectiveness of role play in building communication skills. Overall, role play emerged as a learner-friendly approach that fosters active engagement and aligns with the learner-centered vision of NEP 2020 and NCF 2023.

[URL of the poster](#)



Disha

Pre-Service Teacher, B.El.Ed.
Lady Shri Ram College for Women

Negotiating Bilingualism: Language, Power, and Epistemic Hierarchies in a Teacher Education Programme

This study examined how bilingualism operated within a formally designated bilingual teacher education programme. Although the programme claimed parity between Hindi and English, everyday academic practices revealed a hierarchical linguistic order in which English functioned as the medium of instruction, epistemic authority, and symbolic capital, while Hindi remained structurally present yet academically subordinate. The study explored how bilingualism was enacted in classroom and assessment practices, how Hindi-medium students experienced participation and academic legitimacy, and how language shaped confidence and knowledge production. Using a qualitative research design, the study drew on focus group discussions with 25 participants from two colleges, a survey of 46 students, reflective narratives and curriculum analysis. The

findings suggested that bilingualism was unevenly institutionalised, influencing participation, self-perception and access to epistemic recognition. The study argued for more equitable language practices that moved beyond symbolic inclusion toward meaningful multilingual engagement.

[URL of the poster](#)



Tanya Kapoor

Secondary School Teacher, Subject
Expert, Nahar International School,
Mumbai

**From Rote to Reflection: Visual
Inquiry in History Classroom**

This classroom-based action research study explores how visual inquiry can shift history teaching from rote recall to reflective engagement. Conducted in a Grade 9 classroom, the study examined whether the structured use of photographs, maps, and visual sources as historical evidence could enhance student participation, questioning, and historical empathy. Following the plan–act–observe–reflect cycle, a baseline phase of textbook-centred instruction was compared with an intervention phase integrating guided visual inquiry activities. Data were collected through participation rubrics, observation checklists, student reflection journals, and the teacher’s reflective diary. Findings indicate a noticeable increase in student participation and inquiry, along with a shift from factual responses to analytical reasoning and contextualised empathy. The study culminated in the development of the Visual Inquiry Pedagogical Framework (VIPF), offering a practical and adaptable model for fostering disciplinary thinking in secondary history classrooms.

[URL of the Poster](#)

		Room 3 Session 2C Teachers from Cameroon mentored by Iwuyum Mercy Mah (1)
		Lady-Cornelia Njika Njeamu English Language Teacher. AAUCA, Djibloho, Equatorial Guinea. Enhancing Oral Communication Skills In English Among 1st And 2nd Year Students Of AAUCA. The study explores English speaking challenges faced by 1st and 2nd year AAUCA students, who struggle to speak English in and out of class. It investigates reasons behind their discomfort and ways to improve communication skills. Data was collected through surveys, teacher interviews, and audio/video recordings of students' oral performances. Findings reveal that students are hesitant due to limited prior exposure to English, Spanish background, and fear of mistakes. The study aims to identify ways to encourage and improve learners' speaking skills. To address speaking challenges, innovative strategies were implemented: role-playing, real-life topics, group work, peer teaching, and dictionary use. Efforts were rewarded, and speaking performances were audio/video-recorded to track progress. These changes are significantly improving students' oral communication skills in English in my classes. URL of the poster

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NETRUZ:
Network of English Teacher
Researchers in Uzbekistan

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