

Welcome message

Dear friends and colleagues,

It is our pleasure to welcome you to the 2025 edition of the Teachers Research! Online conference, organized by [IATEFL Research SIG](#) together with [MenTRnet](#), the international network for mentors of teacher-research in ELT. This is the Eleventh 'Teachers Research!' event, and the fourth to be wholly online, following on from:

2014 – Harrogate, UK

2015 – Izmir, Turkey

2016 – Santiago, Chile and Istanbul, Turkey

2017 – Buenos Aires, Argentina and Istanbul, Turkey

2018 – Istanbul, Turkey

2021 – Online



IATEFL RESEARCH SIG

TEACHERS

2023 – Online

2024 – Online

The conference’s reputation is now well-established as the premier event – indeed, a unique event – showcasing teacher-research in ELT/TESOL internationally.

The Teachers Research! Conferences are built on the premise that teachers can and should be active agents in generating knowledge about teaching and learning, and that teacher-research is a powerful way of improving classroom practice (See the [book](#) arising from the first, 2014, Teachers Research! event. The [last three conferences](#) were held online, enabling free participation by teachers worldwide. This year’s conference continues in the same spirit, bringing together educators from around the world to share their experiences and insights. As with the last three conferences, we will be using an online format to make this event accessible to as many teachers as possible.

Teachers Research! is focused on giving teachers a central role – the conference prioritizes teachers’ participation and views them as active contributors to knowledge construction rather than just passive recipients of expert knowledge. This is achieved through interactive sessions where presenters give brief poster presentations of their research, followed by ample discussion time for feedback and idea-sharing. The aim is to encourage teachers to communicate their own ideas and to freely give and receive feedback. This year, the conference includes a wide range of topics and perspectives. We encourage you to engage with the presenters and other participants in the break-out rooms and to share your own experiences and insights.

We would like to extend our sincere thanks to the committed teacher educators who have mentored presenters and contributed to the success of this conference. The conference presenters have received guidance from these mentors, whose names are included in the program. Most of these educators have been actively involved in [MenTRnet](#) – an international mentoring support group that meets on a monthly basis and is open to all who are interested in facilitating teacher-research.

We hope that this year’s conference will inspire you to continue exploring the potential of teacher-research, and to develop innovative and sustainable practices that can make a positive difference in your classrooms and beyond. Thank you for joining us, and we look forward to your active participation!

Best regards,

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Conference programme quick overview (click on room number to go to a room)

Saturday 29th March

9:45-10:00	Plenary Session: Welcome Ernesto Vargas Gil, Richard Smith, and Vanita Chopra Room 1		
Time (GMT)	Room 1	Room 2	Room 3

<p>Session 1 10:10-11:30</p>	<p>Teachers from Thailand mentored by Patcharin Kunna and Thanyasiri Sittirach (4)</p> <p>Teachers from Uzbekistan mentored by Albina Tadjibaeva (2)</p> <p>Chair: Susan Dawson</p>	<p>Teachers from India mentored by Ravinarayan Chakrakodi (5)</p> <p>Chair: Chang Liu</p>	<p>Teachers from India mentored by Kandharaja K M C and Dinesh, A. (6)</p> <p>Chair: Ana García Stone</p>
<p>Session 2 11:40-13:00</p>	<p>Teachers from India mentored by Manjusha Shamrao Sagrolikar (4)</p> <p>Teachers from India mentored by Mamatha Sadu (2)</p> <p>Chair: Sampat Kumar Kokkula</p>	<p>Teachers from Uzbekistan mentored by Umida Khakimova, Dildora Sheralieva, Muazzam Boboyeva, and Rushana Inoyatova (6)</p> <p>Chair: Rasheedat Sadiq</p>	<p>Teachers from Argentina and Turkey mentored by Ruben Mazzei (2)</p> <p>Teachers from Argentina and Türkiye mentored by Seden Tuyan (2)</p> <p>Teachers from Argentina and Turkey mentored by Mariana Serra (2)</p> <p>Chair: Chang Liu</p>
<p>13:10 – 13:50</p>	<p>Plenary Round table: Mentors Share Their Experiences of Facilitating Teacher-Research Chairs: Ernesto Vargas Gil and Vanita Chopra (See Plenary session guidelines for mentors) Room 1</p>		

Session 3

**14:00
–15:20**

Teachers from **Laos** mentored by **Khanthanya Panvilaysone** (2)

Teacher from **Thailand** mentored by **Damkerng Mungthanya, Ana Garcia Stone** and **Jittima Duangmanee** (1)

Teacher from **Thailand** mentored by **Jittima Duangmanee** and **Ana Garcia Stone** (1)

Teachers from **India** mentored by **Kandharaja K M C** and **Dinesh, A.** (2)

Chair: Mariana Serra

Teachers from **Uzbekistan** mentored by **Dilafruz Sarimsakova, Dildora Umarova, Guzal Turaeva** and **Dildora Abdullaeva** (6)

Chair: Elisabeth Bekes

Teachers from **Uzbekistan** mentored by **Ayturaev Majid** and **Elyanora Menglieva** (8)

Chair: Chang Liu

Sunday 30th March

Times (GMT)	<u>Room 1</u>	<u>Room 2</u>	<u>Room 3</u>
Session 1 10:10-11:30	<p>Teacher from Thailand mentored by Ana García Stone and Jariya Sairattanain (1)</p> <p>Teacher from Thailand mentored by Khoi Tan Minh Vuong (1)</p> <p>Teachers from Uzbekistan mentored by Ayturaev Majid and Elyanora Menglieva (4)</p> <p>Teacher from Uzbekistan mentored by Umida Khakimova and Rushana Inoyatova (4)</p> <p>Chair: Ruben Mazzei</p>	<p>Teachers from India mentored by Vinayadhar Raju (5)</p> <p>Teacher from India mentored by Kavitha Neerumalla (1)</p> <p>Chair: Kavitha Neerumalla</p>	<p>Teachers from India mentored by Sampat Kumar Kokkula (4)</p> <p>Teacher from India mentored by Renu Dhotre (1)</p> <p>Teacher from China mentored by Chang Liu (1)</p> <p>Chair: Isaac Ajuoga</p>
Session 2 11:40 – 13:00	<p>Teachers from India mentored by Laxman Vangara (5)</p>	<p>Teachers from Argentina mentored by Paola Cossu (6)</p>	<p>Teachers from Iran mentored by Azadeh Moladoost (2)</p> <p>Teachers from China mentored by Meifang Zhuo (3)</p>

	<p>Chair: Ravinarayan Chakrakodi</p>	<p>Chair: Teresa Okoth</p>	<p>Teacher from Thailand mentored by Damkerng Mungthanya, Ana Garcia Stone and Jittima Duangmanee (1)</p> <p>Chair: Chris Richards</p>
<p>13:10 –13:50</p>	<p>Plenary Round Table: Teachers Reflect! Chairs: Ana García Stone and Mariana Serra (See Plenary session guidelines for teachers)</p> <p style="text-align: center;"><u>Room 1</u></p>		
<p>Session 3</p> <p>14:00 –15:20</p>	<p>Teachers from Cameroon and Nigeria mentored by Eric Ekembe, Melanie Melkesiki and Mercy Iwuyum (3)</p> <p>Teachers from Cameroon mentored by Eric Ekembe, Dr Nicole Menoh and Meli Nadine (3)</p> <p>Chair: Ravinarayan Chakrakodi</p>	<p>Teachers from Egypt, Japan, Kuwait, Syria, Vietnam mentored by Miriam Schwiening and Richard Smith (5)</p> <p>Chair: Eli Békés</p>	<p>Teachers from India mentored by B. Salomi Snehaltha (2)</p> <p>Teachers from Cameroon and Nigeria mentored by Ana García Stone and Ngo Ngué Élodie Gaëlle (3)</p> <p>Chair: Isaac Ajuoga</p>
<p>15:30 –16:00</p>	<p>Plenary Session: Final Reflections and Round-up Vanita Chopra, Richard Smith and Ernesto Vargas Gil</p> <p style="text-align: center;"><u>Room 1</u></p>		

How to participate in conference sessions

We will begin with the Plenary Welcome Session at 9.45am GMT on Saturday 29th March. Following the Welcome Session, there will be the first session of presentations from teacher-researchers. You can choose one of three different parallel sessions, in [Room 1](#), [Room 2](#) or [Room 3](#) (click on the room number to go to the correct Zoom room; you can also click on the title of a presentation in the main programme below to go to the right room). We suggest you don't move between the different rooms during a session but stay in the same room for the entire 80-minute session – this will give you a more in-depth experience of the event.

Each parallel session features presentations by a group of teacher-researchers supported by a particular mentor (or sometimes two or three different mentors) – the mentor(s) named in the programme.

Each of these presentation sessions (there are three each on both Day 1 and Day 2) will last for 80 minutes. These 80 minutes are structured as follows:

- 1) **Presentations [up to 25 minutes total]:** Five or six teachers will give a brief introduction to their research for a maximum of 4 minutes each, referring to a poster; each poster is linked to in the programme below. Just click on the link to view the poster.
- 2) **Interaction in breakout rooms [30–40 minutes total]:** You will be given a choice of breakout rooms to go to, in order to ask questions to / share reflections with the presenters you have just heard. You can choose which room you go to freely, and you can leave a room to go to talk to another presenter at any time. Please don't expect to be given another presentation – you can and should ask questions or make comments so that this is an interactive encounter, viewing the poster by clicking on the title of the presentation in this programme.

This interaction is at the heart of the conference. We would like to suggest the following to make your participation interactive:

- Ask questions to presenters like "*What was your motivation for focusing on this topic?*", "*What did you learn most?*", "*What would you do differently if you did this again?*"
- Mute your microphone when not speaking; however, open your camera to make interaction more friendly
- Don't expect the presenter to share their screen during this interactive part. You should look at the poster and various things connected with speakers' research by clicking on the presentation title in this programme (below)
- The moderator will usually be in the main room – you can come back there and the moderator can tell you how to navigate / can help you move to a particular room if you need help

Here is some extra information for you if you are worried about how to navigate into and between break-out rooms, please check the video and PDF (if you are **an attendee**, check [here](#); if you are **a presenter**, check [here](#)). It may seem complicated at first but we are sure you will get used to it quite quickly and hope you will enjoy the interactions with teacher-researcher presenters.

3) **Wrap-up, all together again [15 minutes]**. Finally, you will be brought back to the main room and the chair of the session will invite presenters and participants to share what they have learned from the interaction.

Each parallel session will be structured as above. There will also be three plenary sessions when everybody can come together – two in the middle of the day on Days 1 and 2, and one to round off the conference overall, at the end of Day 2. In these we are putting mentors and teachers at centre stage, rather than inviting external experts, in order to reflect the overall participant-centred ethos of the conference.

Finally, here are some ...

[Special instructions for mentors](#) (including [the guide](#) for mentors' plenary session on Day 1)

[Special instructions for presenters](#) (including [the guide](#) for teachers' plenary session on Day 2)

All presenters will receive a certificate automatically. Other participants will need to apply for one using a link which will be provided by Session chairs at the end of each session. We aim to have certificates sent to delegates and presenters in April.

Conference Session Details

Day 1 – Saturday 29th March

Plenary Session: Welcome (9:45-10:00 GMT)

Ernesto Vargas Gil, Richard Smith, and Vanita Chopra

Room 1

Session 1. 10:10-11:30 (GMT)

Room 1

Mentors: Patcharin Kunna and
Thanyasiri Sittirach (Thailand)

Boosting Sentence-Writing Confidence with 3P and Group Activities

Autsawapol Muedthong
English teacher at Huai Yot School,
Trang, Thailand

In this study, I applied the 3P Teaching Model (Presentation, Practice, Production) with group activities to build students' confidence in sentence writing. Through classroom observations, analysis of students' writing tasks, and informal interviews, I explored the causes of their lack of confidence—mainly limited vocabulary

Room 2

Mentor: Ravinarayan Chakrakodi
(India)

Helping Grade 11 and 12 Students to Use Active and Passive Voice

Dr. S.Sridevi
PG Asst. In English, GGHSS,
Anthiyur
Erode district, Tamilnadu

Active and passive voice plays a vital role in strengthening students' English language learning. Active voice enhances clarity and engagement in writing, while passive voice is essential for formal communication. Mastering both helps students improve reading comprehension and writing skills. Understanding the structure and usage

Room 3

Mentors: Kandharaja K M C and
Dinesh, A. (India)

Why do I need to use bilingual material in my 6th-grade English classroom?

Ms. D. Pushpa
BT Asst (Eng), Panchayat Union
Middle School, Sogathorai, The
Nilgiris, India

This action research highlights the impact of bilingual instructional materials that were collaboratively developed by group schools and used in a rural government school. Bilingual materials were prepared to improve the biliteracy of the students which included reading, writing and speaking tasks. The

and misunderstanding of sentence structure. These findings highlighted the need for a structured and supportive learning approach. The PPP model was selected at the intervention stage to provide step-by-step language input, guided practice, and opportunities for production in a collaborative setting. By engaging in group activities, students enhanced their grammar, sentence construction, and vocabulary. This supportive environment encouraged them to express ideas more freely, resulting in improved writing skills and increased motivation.

[URL of the poster](#)

From Clunks to Clicks: Boosting Reading Comprehension Skills

**Thana Thepwarin
English teacher at Sawiwittaya
School,
Chumphon, Thailand**

My Grade 7 students struggled with reading comprehension due to low confidence and unfamiliar vocabulary. Investigations showed that this hindered their engagement. Using the Clunk-to-Click Strategy, students collaborated in the pre-reading stage to identify difficult words and use context clues. This improved their confidence, vocabulary recognition, and

of active and passive voice is, therefore, crucial for effective communication in a language. This study examines the challenges faced by higher secondary students at Government Girls Higher Secondary School, Anthiyur, in identifying, transforming, and using active and passive voice. Findings from a pre-test and survey questionnaire reveal that students struggle recognizing and converting active and passive form sentences. Additionally, a lack of interest in learning these concepts was observed. To address these issues, engaging classroom activities and tasks have been designed to enhance students' understanding and motivation.

[URL of the poster](#)

Inculcating A Positive Attitude Towards English Language Learning Among XI Standard Students

**Dr N Kokila
PG Teacher in English, GHSS
Senjeriputhur, Coimbatore,
Tamilnadu**

My students learn English as a subject rather than a skill. Moreover, they give much importance to learning other subjects than English. I realised this when I was interacting with them in career guidance classes. Therefore, I decided to identify their attitude towards English language learning using a

materials improved student engagement, comprehension, and language skills, especially among irregular attendees and children with special needs. Pre-test and post-test research design in combination with interviews are used to measure the students' performance. Notable outcomes include improved reading ability, increased participation, enhanced creative writing, and growing student confidence in English. The resources also enabled better parental involvement in supporting students' learning. The findings demonstrate the effectiveness of bilingual materials in promoting inclusive and meaningful learning in low-resource settings.

[URL of the poster](#)

Evaluating the Effectiveness of Bilingual Materials on Student Comprehension.

**Ms. S.Yamini Priya
BT Asst (Eng), Panchayat Union
Middle School, Aathupalayam,
Coimbatore, India**

This study evaluates the effectiveness of bilingual materials on student comprehension and the outcomes of using a bilingual instructional approach. An experimental design was employed, involving 26 students. The study included a series of continuous

comprehension accuracy, highlighting the importance of structured vocabulary support.

[URL of the poster](#)

Enhancing Long Vowel Awareness through Word-Family Sorting and Long Vowel Booklets in Phonics Lessons

**Juthapad Benjapong
English Teacher at Wat
Samakyaram School, Nakhon Si
Thammarat, Thailand**

This research aimed to determine how word-family sorting activities and a long vowel booklet enhanced the spelling and pronunciation abilities of primary 6 students. I found that the students lacked confidence due to their lack of familiarity with vowel sounds, and they misspelled and mispronounced. Consequently, I redesigned phonic lessons for long vowels using word-family sorting activities and a long vowel booklet. By enthusiastically participating in classroom activities, the students could identify the long vowels

questionnaire. They, being Tamil-medium students, hesitate to learn English. This is because if they commit any mistakes in reading, writing or speaking, their classmates may laugh at them. It created a negative attitude towards learning the English language. I decided to address this problem in order to inculcate a positive attitude towards English language learning among XI standard learners. For that, I changed the traditional way of teaching in the classroom. I mainly used the English language to communicate with them and followed the TPR approach. This Exploratory Action Research work helped my learners in enhancing their English skills through various classroom and language lab activities, group work, and individual participation.

[URL of the poster](#)

Using Learners' Mother Tongue(s) to Improve English Language Learning

**Rohini Mudalagi
Graduate Primary Teacher
K.P.S.K.K. Koppa, Belagavi,
Karnataka**

This study examines the challenges faced by children in my regular English classes, where I follow an 'English only' approach. When I teach English through English, I have observed that children are usually passive; their participation

assessments like bilingual dictation and bilingual interaction exercises. Results show that students instructed with bilingual materials significantly improved comprehension, particularly in vocabulary acquisition and reading proficiency. In addition, the study reveals that bilingual materials enhanced students' self-evaluation, promoting a more profound understanding. The findings have implications for educators and module designers, highlighting the potential benefits of bilingual materials in promoting linguistic and comprehensive development.

[URL of the poster](#)

Exploring the Relation Between Attention Span and Bilingual Instruction in Enhancing Language Development

**Ms. Dhanalakshmi Kannandha
BT Asst (Eng),
Government High School,
Bukkampatti, Salem, India**

This study explores the impact of bilingual instruction materials on students' attention span in a village school. The study aims to compare the attention span of students in usual classes and in classes where bilingual materials are implemented. Utilizing a mixed-methods approach, the research incorporated activity-based teaching strategies designed to foster enjoyment

in each word and spell and pronounce the words clearly and confidently.

[URL of the poster](#)

Improving Students' English Reading Fluency in Class

**Wilai Phanchanokkul
English Teacher at Ban Dongsansuk
School,
Udon Thani, Thailand**

I aimed to enhance students' reading fluency. Based on feedback from students through questionnaires and my reflections in journals, I adjusted, implemented, and evaluated in-class activities using a fluency tracking chart and observations. Results showed an improvement in fluency (92.6%); however, some sound issues remain, indicating a need for further research.

[URL of the poster](#)

levels are lower, and most of them don't respond to my questions in English. In order to increase their participation and comprehension levels, I carried out a study using a multilingual approach. When I narrated stories in a bi/multilingual method, almost all the children understood the stories and most of them came forward to narrate the stories in broken English as well as in their mother tongue. The use of the mother tongue enhanced students' confidence in learning English. The strategic use of keywords, hints, gestures, vocabulary games and student-led discussions made learning more enjoyable and interactive.

[URL of the poster](#)

Enhancing Effective Speaking Skills in 8th Grade Students

**Ansa Anto Netto
HST English, Vimala Hridaya Higher
Secondary School for Girls
Kollam, Kerala**

Recognizing the increasing importance of communicative competence in English for academic and professional success, this research explores various pedagogical approaches to enhance fluency, accuracy, and confidence in spoken English. The study examines the challenges faced by 8th standard students in acquiring spoken English,

and enhance learning outcomes. The study was conducted in two phases—before and after introducing bilingual learning materials. Findings revealed a significant improvement in students' attention span, with a 90% increase in focus, minimal distractions, sustained interest, and enhanced independent learning. For example, students ask more questions and show greater intent to participate in the classroom discussion. Moreover, bilingual materials positively contributed to oral language development and overall classroom engagement. The study underscores the pedagogical value of integrating bilingualism to promote better attention, participation, and learning in multilingual classroom contexts.

[URL of the poster](#)

Exploring the Impact of Bilingualism on Vocabulary Enrichment among Students

**Ms. N.Sumathi
BT Asst (Eng), Government High
School, Segampalayam, Tiruppur,
India**

This study investigates the relationship between bilingualism and vocabulary enrichment among students. A mixed-methods approach was employed, combining both quantitative

including limited exposure to authentic language use, inhibitions related to making mistakes, and a focus on grammar and vocabulary rather than oral communication. Questionnaires and self-assessments used in this research capture student feedback on their learning experiences. One-on-one conversations provide deeper insights into their speaking challenges and motivations.

The study then evaluates the effectiveness of different techniques such as role-playing, group discussions, storytelling, presentations, and interactive games in promoting oral fluency and communicative competence. The research also considers the role of technology and multimedia resources in creating engaging learning environments. Data is collected through classroom observations, student performance assessments, and feedback surveys. The findings provide valuable insights into designing effective interventions to improve the spoken English proficiency of secondary-level students.

[URL of the poster](#)

Why do children lack confidence to speak in English fluently?

**Mahabaleshwar Bhat
Shree Laxminarasimha High School
Salkani, Sirsi, Uttarakannada
Karnataka**

and qualitative data collection and analysis methods. The study has a test group and a control group methodology. The findings suggest that bilingual students exhibit significant gains in vocabulary acquisition and usage compared to their monolingual counterparts. The data analysis suggests that bilingualism is indeed helping in the vocabulary enrichment of students. The significant increase in vocabulary usage, scores, and confidence in communication supports the effectiveness of bilingual instruction. Furthermore, the study reveals that bilingualism fosters better understanding, improved retention, and enhanced fluency because of cross-linguistic transfer, ultimately enhancing vocabulary enrichment. The results have implications for language education policies and practices, highlighting the importance of promoting bilingualism as a valuable resource for linguistic and cognitive development.

[URL of the poster](#)

Exploring the Relationship Between Bilingual Resources and Students' Understanding

**Ms. M.Shakila Banu, BT Asst (Eng),
Panchayat Union Middle School,
A.Ammapalayam, Dharmapuri.**

Spoken skills are very important when it comes to communication or interaction. My grade X learners are interested in speaking and studying English well, but they lack motivation, exposure to the English language and therefore lose their confidence while speaking in English. I framed research questions based on the problem and also collected responses of students, parents and teachers through questionnaires. I understood that students lack opportunities for practice, are worried about making mistakes and are hesitant to speak in English. My study, therefore, seeks to answer questions such as how I can motivate my learners to speak fluently in English, what speaking activities support my students to overcome their difficulties in spoken language, etc. Activities such as conversation partners, composition games, translation challenges, developing stories with pictures, etc., helped the learners to gain confidence and fluency in English speaking skills.

[URL of the poster](#)

This research aimed to enhance students' comprehension of English lesson content and their ability to reflect that understanding in written responses. While students demonstrated reading ability, they often struggled with grasping the underlying meaning of the texts. The study employed multiple data sources, including student interviews, diary writing, pre-tests, post-tests, and peer observations, to evaluate their learning progress and classroom activities. Each section of the lessons was discussed in the classroom using the bilingual materials, and the teacher had reading comprehension assessment after each section in the lesson. The findings revealed a noticeable improvement in students' understanding and written expression, indicating the effectiveness of the intervention in supporting deeper engagement with English lesson content.

[URL of the poster](#)

Enhancing Independence among Students in Comprehension through Bilingual Instruction

**Ms. G. Prema
BT Asst (Eng), Panchayat Union
Middle School, Chinnapushpagiri,
Polur Block, Thiruvannamalai.**

This study explores the effect of bilingual instruction on students'

comprehension skills, focusing on word order, contextual meaning, and theme expression in simple English. A mixed-methods approach was utilized, involving 18 students. The study observed students' behaviour and activities through classroom observation. The results demonstrate significant improvements in students' sentence recognition, analysis, and construction abilities. Notably, bilingual students developed awareness of complex word order, enabling them to articulate their understanding of comprehension passages and exhibit enhanced comprehension. The findings suggest that bilingual instruction promotes independent reading skills, boosts confidence, and enhances English language proficiency.

[URL of the poster](#)

Room 1

**Mentor: Albina Tadjibaeva
(Uzbekistan)**

Eyes on Me! How to get high school students' attention!

Durdon Olimova, Undergraduate Student, Namangan State Institute of Foreign Languages, Uzbekistan

My exploratory action research explored the ways to keep high school students engaged in learning. In my research project, I used various interactive methods such as group discussions, project-based activities and technology integration in lessons. These strategies helped my students stay focused, remember information better and improve their academic performance. In this talk I will share my real classroom challenges to attract students' attention and offer useful ideas for teachers.

[URL of the poster](#)

Talk the Talk: Encourage students to speak more English in group discussions

Oltinoy Rustamova, Undergraduate Student, Preservice Teacher, Namangan State Institute of Foreign Languages, Uzbekistan

Students who are learning English as a foreign language might have difficulties speaking fluently in class, especially in discussions. Often, students switch to their native language in these discussions. For me, encouraging my students to speak more English in front of their peers is one of the challenges. In my talk, I will share the results, impressions, defeats, and achievements of the exploratory action research project conducted on this topic and

show several ways to inspire learners to use English in group discussions.

[URL of the poster](#)

Session 2. 11:40-13:00 (GMT)

Room 1

Mentor: Manjusha Shamrao Sagrolkar (India)

How I use class presentations to improve speaking skills?

Dr.Jyotimani Rocque, Dinanath Highschool and Jr. College Dhanoli Nagpur, India

Class Presentation is an academic activity catering to the spoken presentation of students, who prepare a specific topic and present it in front of their classmates. It is a structured way of developing students' communication, research and critical thinking skills.

The Learning Objectives of Class Presentation is to enhance speaking skills of students, promote collaboration, teamwork, peer learning and promoting healthy competition, improve

Room 2

Mentors: Umida Khakimova, Dildora Sheraliev, Muazzam Boboyeva, and Rushana Inoyatova (Uzbekistan)

'Let's not work in groups, teacher!'

Biltiraliyeva Nozima, Undergraduate Student, Namangan state institute of foreign languages, Uzbekistan

Keeping all students actively involved in group work can be challenging, as some may struggle with unclear instructions or be overshadowed by more talkative peers. During my practicum, I investigated the reasons behind students' disengagement in group activities, identifying key issues such as unbalanced participation, task confusion, and over-reliance on dominant group members. I observed that unclear instructions led to frequent questions, and some students remained passive

Room 3

Mentor: Ruben Mazzei (Argentina)

Mentoring across the ocean: strengthening ties for language education and research

Zekeriya Durmaz, Hasan Kalyoncu University, Çağ University, Turkey

Laura Rodríguez, Universidad Nacional de La Plata, Universidad de Buenos Aires, Argentina.

The challenge of fostering intercultural awareness is a key concern for educators worldwide. As participants in an Erasmus project between Türkiye and Argentina, we share our experience after completing the exploratory phase of "Enhancement mentoring", a bottom-up approach promoting action-based

organizational skills, develop time management skills and encourage constructive feedback and reflection. The study highlights how Class Presentations help students overcome stage fear, refine their expressions and engage in meaningful discussions. The researcher has, over the years seen how Class Presentation create a supportive learning environment that encourages students to communicate effectively thus, the whole process from forming small groups, assigning tasks till presentation, involves speaking in English only, which is actually a foreign language for my students, most of whom are first generation learners.

[URL of the poster](#)

How can story writing skills be effectively improved among 9th standard students ?

Yogita Patil, Late D.G. Naik Vidyalaya, Badalapur India

This research aims to identify effective methods for improving story writing skills among 9th standard students of Late D.G. Naik Vidyalaya. It focuses on addressing challenges such as limited creativity, grammar issues, and narrative structure through interactive teaching strategies like brainstorming, guided writing exercises, and peer feedback. The study also explores the use of digital tools and multimedia

while others took over discussions. To address these challenges, in the action stage, I introduced Structured Roles (leader, story-maker, writer, presenter) to balance participation. I also implemented the Ask-Back Technique to ensure students understood instructions before starting tasks. Additionally, I introduced a Participation Tracker with simple board prompts to encourage quiet students to contribute. In this presentation, I will talk about how these small adjustments made group work more structured, engaging, and inclusive.

[URL of the poster](#)

Why do my students hate homework?

Lobaroy Shuhratova, Undergraduate Student, Namangan state institute of foreign languages, Uzbekistan

Homework is often assigned to help pupils review new topics covered in class, with teachers expecting all students to complete their homework successfully. During my practicum, I observed that not all pupils completed their assignments, including even those who were usually active learners. This disrupted the connection between lessons and negatively affected the learning process. In this presentation, I will share insights from my exploratory action research, gathered through data

research. Through synchronous and asynchronous collaboration, alternating roles as mentors and mentees, we reflected on the socio-cultural realities of our respective teaching contexts. Apart from gaining pedagogical insight, the project encouraged us to start an exchange with our university students. After reading a literary text, students from both countries shared their personal responses. Our research question is: How do students connect their different identities to the main themes in the novel when participating in an international exchange? In the next phase, we aim to further explore how, through enhancement mentoring, we can support the development of our students' intercultural citizenship and fortify our own identities as educators and researchers.

[URL of the poster](#)

resources to engage students and enhance their creativity. The research seeks to foster a supportive learning environment, ultimately helping students build confidence and improve their storytelling abilities.

[URL of the poster](#)

Impact of Bilingual Approach on English Learning in Tribal Schools of Dahanu

Shweta Patil, Government Ashram school and junior college Kalamdevi Dahanu dist Palghar, India

This action research explores the impact of a bilingual approach—using students' first language (L1) alongside English (L2)—on improving English learning in tribal schools of Dahanu. Many tribal students face challenges in understanding English due to limited exposure and reliance on their mother tongue. The study follows the Plan-Act-Observe-Reflect (PAOR) cycle over 3-4 months, implementing bilingual teaching strategies such as code-switching, translation, and contextual explanations. Data will be collected through classroom observations, student feedback, and pre- and post-intervention assessments. The expected outcomes include improved comprehension, increased confidence in speaking and writing, and greater classroom participation. The

collection tools such as informal interviews with colleagues, questionnaires, and video recordings of micro-teaching sessions. I will also discuss effective strategies I implemented during the action stage, such as group work and rewarding students who completed their tasks, which proved effective in positively influencing student motivation to complete homework.

[URL of the poster](#)

'When I ask them questions, they don't want to answer!'

**Mashhura Hamdamova,
Undergraduate Student, Namangan State Institute of Foreign Languages, Uzbekistan**

Encouraging students to actively participate in whole-class discussions is vital for effective learning. During my practicum, I noticed that students often hesitated or even refused to answer questions. This prompted me to explore the issue more deeply from multiple perspectives. I conducted micro-teaching sessions, reflected on my own teaching practices, interviewed my student colleagues, and invited my teacher to observe one of my lessons. Analyzing the data proved to be an eye-opening experience. Based on my findings, I have now developed an action plan that I will implement during my

findings will help educators develop inclusive teaching methods, bridging language barriers and enhancing English proficiency among tribal students.

[URL of the poster](#)

How I use effective strategies to improve speaking and conversation skills in my classroom?

Chitrarekha Jadhav Z.P.Primary school,UsarliKhurd, Sindhudurg, (India)

This research aims to identify effective methods for improving conversation skills among third standard students at Z.P. School Usarslikhurd. The study addresses challenges such as grammatical issues and lack of confidence, particularly in a multilingual context. To enhance conversational abilities, we propose the implementation of interactive teaching strategies, including guided speaking practice, group work, and peer-to-peer interactions. Additionally, the exploration of ICT tools—such as mobile phones, computers, WhatsApp, Facebook, and YouTube—will be integrated to provide supportive learning resources. These digital platforms can offer engaging content that encourages students to practice speaking, thereby building their confidence and refining their conversational skills. By combining

practicum next month. In this presentation, I will share the findings from the exploratory stage and outline the strategies I plan to use to foster active participation in my lessons.

[URL of the poster](#)

How can my students learn and remember new words?

Diyora Abdurahmatova, Undergraduate Student, Namangan state institute of foreign languages, Uzbekistan

Learning and remembering new words can be difficult for language learners, as words learned today are often forgotten within days. I observed that my students often faced challenges in remembering vocabulary, not knowing effective ways to practice, and losing interest in traditional memorization methods. In this presentation, drawing on insights from my exploratory action research, I will discuss effective techniques to enhance vocabulary retention, including the use of visual aids, contextual learning, engaging activities, and mnemonic devices. I will talk about how these strategies can be applied to create engaging and collaborative learning environments, highlighting the positive impact of techniques such as group work and peer

traditional and modern teaching methods, this research seeks to create a comprehensive framework for enhancing conversation skills in young learners.

[URL of the poster](#)

support in making vocabulary learning more effective and enjoyable.

[URL of the poster](#)

How to improve student engagement during lessons?

**Gulruhbegim Mirzomiddinova,
Undergraduate Student, Namangan
state institute of foreign languages,
Uzbekistan**

Some students find it difficult to stay focused during lessons due to passive learning, a lack of relevance, or environmental distractions. During my practicum, I observed that students often lost concentration, particularly during lengthy explanations or when they could not see the connection between the topic and real-life applications. Additionally, distractions such as talking to classmates or using mobile phones further reduced engagement. To explore this issue, I used three methods: self-reflection, student surveys, and classroom observations. The survey results showed that while most students enjoyed the lessons, some had difficulties with pacing and participation. To address these challenges, I added more interactive activities such as group work and Think-Pair-Share to make students more involved. I also tried to link lesson content to real-world examples,

ensuring it felt more relevant and practical. To keep students interested, I used different teaching methods, such as discussions, videos, and fun tools like Kahoot. In my presentation, I will share how these strategies improved student engagement and made my lessons more interactive and easier to follow.

[URL of the poster](#)

Simple solutions to pronunciation problems

**Shohsanam Joraboeva,
Undergraduate Student, Namangan
state institute of foreign languages,
Uzbekistan**

Students who are learning English as a foreign language often face challenges in pronunciation. When I taught grade 8 students in my teaching practicum, I noticed that they struggled to pronounce words correctly, so I decided to explore this issue. To gain insights about how to teach pronunciation, I reflected on my teaching practices, conducted a survey among fellow students and recorded my lessons for analysis. Based on my exploratory findings, I found out that implementing Flash Card game and 'Initial Sounds' activity in my lessons has the potential to improve students' pronunciation. This exploratory action research helped me notice my improvements in teaching pronunciation. In this presentation, I will share these

insights about how anovice teacher can teach pronunciation effectively.

[URL of the poster](#)

Room 1

Mentor: Mamatha Sadu (India)

Role Of Resources on Multilingual Teaching

**B Somalaxmi, SA (Bio Science)
Zphs Jamalapuram, Khammam
District,
Telangana state, India.**

The study intends to examine the Role of Resources in Science Teaching in a Multilingual Scenario. Resources, either technical or non-technical, can play a vital role in teaching learning process of Science. They enhance the hands-on learning experience, classroom engagement, and exploration.

During the project, I identified the problem of a sudden shift in the medium of instruction for students and myself. The opinions of colleagues and students showed the finding of language barrier, the better way is to overcome the problem is activity-based teaching through resources with the help of their mother tongue. To create the accessibility of resources, I designed a

Room 3

**Mentor: Dr. Seden Eraldemir Tuyan
(Argentina & Turkey)**

The Transformative Impact of Artificial Intelligence on Teacher Motivation and Instructional Practices - Argentina

Pablo Labandeira, University of Buenos Aires and Military Academy of Argentina

This collaborative exploratory research broadly examines the application of artificial intelligence (AI) tools in higher education after the COVID-19 pandemic, involving faculty from Tarsus University (Turkey), Military Academy of Argentina, and Cag University (Turkey). Within the research frame, my study highlights how Argentinian educators perceive themselves in technology-enhanced environments, emphasizing AI's potential to relieve teachers from routine tasks, enabling them to focus more on creativity, problem-solving, and talent development. As an Argentinian researcher, I surveyed 35 educators

few strategies and activities through Low Cost - No cost Resources and IFPBs to create interactive sessions which helped the students to learn, improve and use the science vocabulary in day to day life with the help of multilingual usage through the terminology of those material and activities.

[URL of the poster](#)

How does multilingualism Influence the Development of English Speaking Communication Competence

**V. Amala, S.A English TWAHS G
Medipally
Jayashankar Bhupalpally
Dist-Telangana**

The purpose of this classroom-based action research is to explore the influence of multilingualism on the development of communication competence among 7th-class students. It aimed to investigate how leveraging multiple languages in classroom interactions impacts students' confidence, fluency, and overall communication skills in English. To understand the role of multilingualism, data was collected through teacher and student questionnaires, classroom observations. The findings revealed that a multilingual approach provides cognitive support, enhances comprehension, and encourages active

about their awareness, usage patterns, and perceptions of AI tools. Results indicate a significant increase in AI awareness from 2022 to 2023, with 68% of respondents recognizing ChatGPT as leading tool. Educators primarily utilize AI to create teaching materials (20) and conduct research (17). Almost 94.3% reported quicker information searches. While 17.46% see AI as practical, 63% believe it won't replace teachers, viewing it as a complementary tool to enhance teaching.

[URL of the poster](#)

The Transformative Impact of Artificial Intelligence on Teacher Motivation and Instructional Practices-Türkiye

Ecem Eker Uka, Department of Foreign Languages, School of Foreign Languages, Tarsus/Turkey
This study investigates the impact of Artificial Intelligence (AI) tools on teacher motivation, professional development, and instructional methods within higher education institutions in Türkiye. AI has the potential to personalize teaching practices, reduce administrative workload, and foster collaborative environments. This mixed-methods research, involving surveys, interviews, and teacher reflection documents, highlights how AI integration enhances teacher satisfaction and transforms self-perception and

participation. However, challenges such as code-switching, dependency on L1, were also noted. Based on the findings, classroom strategies were designed to integrate students' home languages as a scaffold for learning English. These strategies included multilingual discussions, peer interactions, and translanguaging techniques. Multilingualism, when used effectively, can enhance students' English-speaking competence by boosting confidence, reducing anxiety, and fostering engagement. If implemented thoughtfully, multilingualism can bridge language gaps and empower students to become more effective English communicators.

[URL of the poster](#)

instructional strategies. The findings reveal that teachers experienced increased motivation due to reduced workload and enhanced teaching efficiency, while students showed heightened engagement and curiosity in AI-enhanced lessons. However, challenges such as over-reliance on AI and the need for balanced integration with traditional methods were noted. These insights underline the dual-edged nature of AI in education, emphasizing its transformative potential and the necessity for professional development.

[URL of the poster](#)

Room 3

Mentor: Mariana Serra (Argentina)

Bridging Borders: A Collaborative Expedition in Exploratory Action Research

Silvia Zorz, English Language Instructor, University of Buenos Aires, Argentina

Tuğçe Bilgi Çimen, English Language Instructor, Alparslan Türkeş Science and Technology University, Türkiye

What started as an exploratory mentorship between teachers from Türkiye and Argentina soon evolved into a meaningful professional development journey. As we shared our experiences, we discovered common challenges in our educational contexts, including the need for technology adoption in education, skill development for both teachers and students, and the emergence of innovative teaching strategies. These insights led us to move beyond the traditional mentor-mentee relationship. Together, we designed and led an AI-focused workshop for language teachers in both countries, later extending it to university students in Argentina. Through interactive discussions and in-depth surveys, we explored how AI tools can support critical thinking in language learning—an essential skill in today’s rapidly evolving educational landscape. Our poster tells the story of this collaboration, highlighting three key aspects: how cross-border mentorship can be transformative, lessons learned from implementing our workshop, and practical strategies to foster critical thinking in language classrooms. This project demonstrates how international teacher collaboration can enhance pedagogical approaches while addressing technological changes in education.

[URL of the poster](#)

Plenary Round Table: Mentors Share Their Experiences of Facilitating Teacher-research (13:10–13:50 GMT)

[\(See Plenary session guidelines for mentors\)](#)

Chairs: Ernesto Vargas Gil and Vanita Chopra

Room 1

Session 3. 14:00-15:20 (GMT)

Room 1

**Mentor: Khanthanaly Panvilaysone
(Laos)**

Room 2

**Mentors: Dilafruz Sarimsakova,
Dildora Umarova, Guzal Turaeva and
Dildora Abdullaeva (Uzbekistan)**

Room 3

**Mentors: Majid Ayturaev and
Elyanora Menglieva (Uzbekistan)**

**Using English song to improve
listening skills!**

**Khanthanaly Panvilaysone,
Thidaphone Liepvisaynavang, and
Dalavone Vongphibouth**

**English Department, Faculty of
Linguistics and Humanities,
Savannakhet University, Laos PDR.**

This study investigated the impact of English songs on EFL learners' recognition of consonant-to-vowel

**Struggling to teach mixed-ability
learners?!**

**Mavluda Jurayeva, Undergraduate
Student, Namangan State
University, Uzbekistan**

Nowadays, teaching mixed-ability learners is a common hurdle in different classrooms faced by most English teachers, including myself. In my primary school classroom, students have varied proficiency levels (A1, A2, and B1), making it difficult to engage all

**The impact of EAR on building my
teacher confidence in the classroom**

**Og'iloy Abdulboqiyeva,
Undergraduate Student, Namangan
State Institute of Foreign
Languages, Uzbekistan**

How do teachers develop confidence in teaching, and when does it emerge? I believe most pre-service teachers feel lower confidence in the early stages of teaching. This could happen due to many reasons such as not enough

linking sounds and their perceptions of song integration in language learning. A quasi-experimental design involved 33 ninth-grade students at Savannakhet University, Laos, selected through convenience sampling. Research instruments included pre- and post-tests on listening skills, structured lesson plans, expert-validated interview questions, and English songs identified via a pilot study. Quantitative data were analyzed using a dependent t-test, while qualitative insights were derived from open-ended interviews. Results revealed a statistically significant post-test improvement, confirming songs' effectiveness in enhancing linking sound recognition. Students reported positive experiences, viewing songs as authentic pronunciation models that foster engagement and create a relaxed learning environment. Additionally, they recognized songs as practical tools for improving listening skills, reinforcing their pedagogical value in EFL instruction.

[URL of the poster](#)

Factors Influencing Beginner Students' Anxiety in Speaking English at Savannakhet Youth Development Association, Kaisonphomvihane City, Savannakhet Province, Laos PDR.

students in lesson activities, design tasks that are both easy and interesting, and ensure equal opportunities for all learners to participate and contribute. My research explored ways of teaching mixed-ability learners at the primary level better using data collection tools such as class observations, reflective writing and a survey. Through this process, I identified key challenges primary school students face, including difficulty completing tasks, loss of motivation, disengagement, etc. In my presentation, I will discuss these challenges and share effective strategies I implemented to create more inclusive and engaging English lessons for all students at the primary level.

[URL of the poster](#)

Less Stress, More Success: Effective Time Management Strategies

**Fazilatbonu Ubayxonova,
Undergraduate Student, Namangan
State University, Uzbekistan**

Good time management is important for teachers since it increases productivity and minimizes stress. Nevertheless, some teachers find it difficult to manage their time in a real classroom setting. My talk explores the challenges I encountered in managing time during the lesson at a secondary school and presents effective ways and practices that teachers can work more efficiently,

teaching experience, lack of lesson preparation training, etc. As a novice teacher who has recently begun teaching, I also faced challenges in teaching confidently in the classroom. To explore this issue, I conducted exploratory action research using self-reflection, a survey on my micro-teaching activities, and classroom observations. Through this process, I identified key moments when and why I felt less confident in teaching. Based on my findings, I came up with some strategies to build confidence as a teacher, such as increasing teacher talk, refining my tone and pronunciation, and collaborating with experienced teachers. Learning how to teach is a skill that develops over time, so my presentation will share my emerging insights.

[URL of the poster](#)

How to teach primary school students with effective interactive games?

**Munisa Xusanova, Undergraduate
Student, Namangan State Institute
of Foreign Languages, Uzbekistan**

Using interactive games in English lessons can make language learning more engaging and meaningful, particularly for primary school students. During my teaching practicum, I taught primary school students with some games that failed to engage students. I

**By Khanthany Panvilasyone,
Thidaphone Liepvisaynavang, and
Dalavone Vongphibouth from
Savannakhet University, Laos PDR.**

Anxiety in foreign language learning manifests as tension or apprehension, particularly in speaking. This study examined factors contributing to beginner students' English-speaking anxiety at the Savannakhet Youth Development Association and explored strategies for its reduction. Data from 19 beginner students (10 males, 9 females) were analyzed qualitatively. Findings identified two key anxiety-inducing factors: (1) speaking activities and (2) error correction. Additionally, four strategies were found effective in mitigating anxiety: (1) preparation, (2) relaxation, (3) socializing, and (4) positive thinking. The study suggests future research should explore additional influences, including students' proficiency levels, instructional methods, and classroom dynamics. Understanding these factors can enhance teaching approaches, fostering a more supportive language-learning environment.

[URL of the poster](#)

be less stressed, and have a more interactive learning environment for students. I will also present the major EAR findings of my reflective notes, surveys, and observations. I will also share several easy-to-adopt methods to enhance time management in teaching.

[URL of the poster](#)

Groupwork Trouble: Why My 5th Graders Struggle in Groups

Zuhra Boqiboyeva, Undergraduate Student, Namangan State Institute of Foreign Languages, Uzbekistan

My 5th-grade students with A2 proficiency level often struggle to work effectively in group activities. This problem can occur due to various factors such as unequal distribution of tasks in the groupwork activity, certain students' dominance, distractions, etc. To address this issue and make my groupwork activities more effective, I investigated the causes of low participation by gathering data through surveys and classroom observation. Based on my findings, I implemented various teaching strategies such as regular group member rotation, task allocation suitable to students' level and abilities, etc. Thus, I managed to create a more balanced and engaging group work environment. In my talk, I will suggest practical solutions on how to make

realized that some of the games were not interesting and appropriate for primary school students' age and interests. To better understand this issue, I analysed my teacher reflections, conducted interviews with an experienced teacher and held informal conversations with fellow pre-service teachers. Based on these insights, I developed and successfully implemented some interactive games, such as story chain and flash card games, as part of my exploratory action research project. In my presentation, I will discuss the importance of using well-designed games in teaching English to primary school students and share strategies for making games more effective in the classroom.

[URL of the poster](#)

Overcoming Teaching Challenges: How to Engage Schoolchildren More Effectively

Sevinch Tojiboyeva, Undergraduate Student, Namangan State Institute of Foreign Languages, Uzbekistan

As a preservice teacher, I had difficulties teaching school children effectively. I did not have much experience of knowing how to implement various teaching strategies that can be used to teach schoolchildren. I set various research questions to understand my behaviour and expectations as a teacher,

group work activities effective based on my exploratory action research project.

[URL of the poster](#)

Breaking the Silence: Boosting Primary School Students' Participation in Class and Homework Checks

**Nafisa Shamryukova,
Undergraduate Student, Namangan State University, Uzbekistan**

Effective student participation in primary grades is a cornerstone of successful language learning. However, I encountered challenges with my students' engagement, particularly during lessons and homework checks, which greatly affected overall classroom dynamics and learning effectiveness. This raised concerns about how to motivate students, boost their confidence, and thus create a more interactive learning classroom environment.

At the exploratory stage, I investigated the causes of low participation – especially in homework checking – through self-reflection, observation and informal conversations with colleagues. My findings highlighted the need to modify my homework tasks and checks by incorporating peer work, managing lesson time effectively, providing constructive feedback, etc. Based on these insights, I developed some

school students' behaviour and effective ways of working with school children. I wrote my own reflections, had various informal discussions with fellow student-teachers, read others' ideas about this topic, and conducted a survey. Based on these findings, I learned about several strategies that can increase students' motivation, promote independent thinking, and enhance engagement in the learning process. My presentation will show how these new strategies helped to improve school students' knowledge levels, interests, and attitudes towards learning English in a foreign language context.

[URL of the poster](#)

Why don't students want to listen to their teacher while they are giving instructions?

**Durdona Azimjanova,
Undergraduate Student, Namangan State Institute of Foreign Languages, Uzbekistan**

As a novice teacher, I gained my teaching experience in teaching practicums. When I was teaching, I was first very enthusiastic about teaching at school. However, after finishing only one lesson, I was really disappointed because my students didn't even listen to me (a teacher assistant) or their teacher. At that moment, I realized that teaching 11th-grade students can be a

strategies to enhance student participation, ensuring better lesson comprehension and preparedness for future classes. By fostering consistent engagement, I aimed to improve the overall effectiveness of lessons, based on both student feedback and external observations.

[URL of the poster](#)

Homework: Learning Tool or Just Extra Stress?

Madina Samijonova, Undergraduate Student, Namangan State Institute of Foreign Languages, Uzbekistan

My research was inspired by a common problem: students' lack of motivation and responsibility in completing homework. My 5th grade students often felt reluctant to complete homework due to various factors, such as challenging and time-consuming tasks, its irrelevance to their needs or age, task comprehension issues, etc. My presentation will share findings from an exploratory action research study on why 5th-grade students feel reluctant to complete homework. Using reflective journal entries, surveys, discussions with students and parents, and classroom observations, I identified major causes such as lack of motivation, overly complex or uninteresting tasks, and limited student ownership. In my talks, I will also highlight strategies for

challenge as they weren't interested in any kind of topic, not actively participating in the lesson and sitting inattentively. In my exploratory action research, I wanted to know why students do not listen to their teacher's instructions and tasks, which may negatively affect students' comprehension of the material. With the help of teacher reflections, a survey, and informal conversations with colleagues, I explored how I can provide engaging and topic-related instructions to guide students and help them focus on tasks.

[URL of the poster](#)

Unlocking the Potential of Modern Gadgets in English Lessons

Sevara Qamchibekova, Undergraduate Student, Namangan State Institute of Foreign Languages, Uzbekistan

Modern gadgets help make lessons more interesting and more effective. However, since almost all students today have their phones, keeping them engaged in class can be somewhat challenging. In my exploratory action research, I explored how effectively I can use modern gadgets such as smart TVs and phones in the classroom. With the help of teacher reflective notes, a survey, and a critical friend's observation notes, I explored why some students are more interested in their phones rather than in

homework improvement such as implementing differentiated homework assignments, simplifying homework, ways of communicating homework objectives, aligning tasks with student interests, fostering collaboration, and encouraging parental involvement in homework tasks. This presentation will offer valuable insights and practical solutions that can benefit other teachers facing similar challenges.

[URL of the poster](#)

From Struggle to Success: Effective Techniques to Have Productive Lessons

**Mumtozbegin Muxiddinova,
Undergraduate Student, Namangan State University, Uzbekistan**

Creating a productive classroom is essential in leading students to success. However, some teachers struggle and in the worst-case scenarios fail to create interactive and engaging productive classes for their students. In this talk, I will present the real classroom challenges that affected me and my performance as a teacher and explore the effective strategies I used to improve my lesson efficiency, reduce teacher stress, and overall create a more engaging learning environment for my secondary school students. This presentation will highlight the key findings of my EAR exploratory and

their class. Based on my exploratory action research findings, my presentation aims to share the ways of how to guide students in effectively using gadgets and how to minimise distractions during English lessons.

[URL of the poster](#)

Silent Mode: Why Students Avoid Speaking English?

**Ruhshona Odilbekova,
Undergraduate Student, Namangan State Institute of Foreign Languages, Uzbekistan**

Many students avoid speaking English because they are afraid of making mistakes. This fear often comes from worrying about pronunciation errors, incorrect grammar structures in speech, or a lack of vocabulary. As a result, students feel embarrassed or lack confidence in speaking. Social pressure also plays a role, as some students are afraid of being judged by their classmates or making a fool of themselves. Using various data collection tools such as my worn reflective notes, a questionnaire, and analysing my lesson plan and materials, I explored the main reasons why secondary school students might hesitate to speak. In my talk, I will explain why these students struggle to speak and how I attempted to solve this issue in my teaching practicum lessons.

action stage by analysing interviews with experienced teachers, surveys and questionnaires and suggest practical techniques for maximising learning.

[URL of the poster](#)

[URL of the poster](#)

How to teach pronunciation to primary students?

**Muattar Axmadjanova,
Undergraduate Student, Namangan
State Institute of Foreign
Languages, Uzbekistan**

Do we know what games can be effectively used to teach young learners? Or should a teacher teach pronunciation through games? The reason why I chose this research topic is to make students' speech clearer, to avoid confusion and speaking reluctance issues. With the help of my own reflections, surveys, and the teacher's classroom observation notes, I explored what interactive games can be useful for teaching pronunciation. Based on my exploratory findings, I learned some strategies such as pronunciation activity planning, more collaborative games and activities such as spelling bees, tongue twisters, etc. Based on the exploratory action research project, my presentation will share useful age-appropriate games and activities that I effectively implemented to correct primary students' pronunciation.

[URL of the poster](#)

How can we involve all students in doing their homework?

**Muxlisa Abdulxamidova,
Undergraduate Student, Namangan
State Institute of Foreign
Languages, Uzbekistan**

Teachers expect students to take more responsibility for doing homework tasks. However, this expectation is not always met, which can encourage teachers to explore this issue. As a novice teacher, one of my first challenges I experienced was encouraging all students to complete their homework. To better understand this issue, I analysed other people's written ideas, engaged in informal conversations with experienced teachers, and explored the reasons why students might feel reluctant to do their homework. Building on these insights, I implemented various homework strategies to see students' reactions and engagement. Overall, my presentation will highlight the key challenges related to student participation in homework and share effective strategies to overcome them.

[URL of the poster](#)

Room 1

**Mentors: Damkerng Mungthanya,
Ana Garcia Stone and Jittima
Duangmanee (Thailand and Spain)**

**Improving Students' Motivation and
English Reading through Group
Activities**

**Jutamas Putneam , English Teacher
Anubankhaibangrachan School,
Thailand**

I found my grade 3 students lacked motivation in English reading and had difficulties reading English words. To understand the classroom situations, I used student interviews, peer observation, and reflective journals to collect data in the initial phase. The data from this phase revealed that the students lacked motivation to learn English reading and were often confused lowercase letters b and d. However, they enjoyed group activities. Therefore, I implemented group activities to boost the students' motivation and English reading abilities once a week for 3 weeks. The results indicated that group activities enhanced their motivation and English reading abilities.

[URL of the poster](#)

Room 1

**Mentors: Jittima Duangmanee and
Ana Garcia Stone (Thailand and
Spain)**

Solving Listening Difficulties and Engaging Learning in English

**Eakkarat Petrak, English Teacher
Kanlayaneesithamarat School,
Thailand**

My students at a secondary school in Nakhon Si Thammarat, in southern Thailand, struggled with understanding English sounds, words, and sentences due to limited exposure and practice with listening skills. They often had difficulty recognizing words, making it harder to understand spoken English. This action research aimed to improve their comprehension responses by using the PWP (Pre-listening, While-listening, Post-listening) model. The hypothesis was that providing structured group activities based on this model would help students improve their listening comprehension, build confidence, and increase active participation in class. The intervention led to noticeable improvements in their ability to recognize and understand English sounds, words, and sentences. As a result, students became more confident and engaged during lessons, and their participation increased. This research highlights the effectiveness of the PWP model in enhancing listening skills among secondary school students.

[URL of the poster](#)

Room 1

**Mentors: Kandharaja K M C and
Dinesh (India)**

Bilingual Materials and Vocabulary Development: Exploring Acquisition and Retention in 6th Grade

**Ms. T. Sankari Thilagavathi, BT Asst
(Eng), Government Higher
Secondary School,
Sivagurunathapuram, Tenkasi,
India.**

This action research explores the effectiveness of bilingual materials in enhancing vocabulary learning and retention among 60 of Grade 6 students. Recognizing that limited vocabulary hampers language proficiency, this study integrates English and students' native language to improve comprehension and recall. The research follows a cyclic process of planning, implementation, observation, and reflection, employing bilingual materials, maintaining journal and interactive activities. Pre- and post-assessments measure vocabulary acquisition, while student feedback and teacher observations provide qualitative insights. The findings indicate that bilingual materials significantly aid

vocabulary retention by reducing cognitive overload and making learning more relatable. Additionally, students exhibit increased engagement and confidence in using new words. The study highlights the need for incorporating bilingual strategies into English language teaching, suggesting that a structured bilingual approach can bridge learning gaps and enhance long-term vocabulary retention in young learners. Recommendations for future classroom applications are also discussed.

[URL of the poster](#)

Impacts of implementing bilingual material in the classroom.

**Ms. Indumathi K, BT Asst (Eng),
Panchayat Union Middle School,
Nedungal, Anakkavur Union,
Thiruvannamalai, India.**

This study explores the impact of implementing bilingual teaching of English in the classroom, particularly for students whose mother tongue is Tamil. The use of bilingual materials in English instruction offers several significant benefits. The study employed an experimental design. Firstly, it enhances students' comprehension of English concepts by relating them to their native language, making learning more accessible and less intimidating. Bilingual teaching also boosts students'

confidence in using English by enabling them to draw meaningful parallels between Tamil and English, thereby supporting better language retention and understanding. Furthermore, it fosters a more inclusive classroom environment where students feel that their linguistic and cultural backgrounds are respected and valued. This approach not only reduces learner frustration but also encourages active participation and engagement. Overall, the study highlights that bilingual teaching can create a more effective, inclusive, and supportive learning experience for Tamil-speaking students.

[URL of the poster](#)

Session 1. 10:10-11:30 (GMT)

Room 1

Mentors: Ana García Stone (Spain)
and Jariya Sairattanain (Thailand)

Enhancing Student Engagement and Understanding in Verb Tense Writing Through Interactive Activities

Ms Sumittra Jaiklam, English teacher, Navamindarajudis Matchim School, Thailand

I observed that many of my students are passive learners; most do not participate in class discussions, and some display boredom during English lessons. Additionally, nearly all struggle with basic grammar, particularly in forming correct verb tenses in simple sentences.

To address these issues, I conducted action research aimed at improving the engagement and understanding of verb tense writing among 9th-grade students.

Room 2

Mentor: Vinayadhar Raju (India)

How does peer tutoring among multilingual peers help in vocabulary acquisition?

**K.Veena Devi
School Assistant (English)
Zphs Hasmathpet
Balanagar (Mdl), India**

This exploratory action research examines the challenges of vocabulary acquisition in multilingual classrooms, where students often struggle with language retention and usage. Initial observations highlighted difficulties in developing vocabulary due to limited exposure and practice across languages.

To address these issues, the study investigated the effectiveness of peer tutoring in enhancing vocabulary skills.

Room 3

Mentor: Sampat Kumar Kokkula (India)

Developing oral communication skills among the students in a multilingual classroom?

**K.Nalini, PGT - English
Telangana Minority Residential
School - Jammikunta
Girls-1, Telangana-India**

This dissertation investigates the impact of a bilingual teaching-learning strategy on enhancing English oral communication skills among 7th and 8th class students in a multilingual classroom. The study was conducted at a Minority Residential School and employed mixed methods—quantitative pre-test/post-test evaluations coupled with qualitative classroom observations and analysis of student oral responses—to find out whether a

Through my reflective journals and open-ended questions, I found that students now prefer learning English through games and direct instruction more than they did in the past. However, a lack of practice still leads to common grammar mistakes.

Integrating interactive activities such as games and discussions can make learning more engaging and help students grasp verb tenses more effectively. Consistent practice is essential to reinforce these skills and reduce errors.

[URL of the poster](#)

It explores how peer-assisted learning influences vocabulary development, what challenges arise in its implementation, and how students' confidence and engagement are affected.

A group of 30 sixth-grade students from diverse linguistic backgrounds participated. Data collection involved pre-tests and post-tests to assess vocabulary improvement, along with teacher and student feedback through questionnaires. The intervention included multilingual word banks, puzzles, games, language journals, and digital tools to reinforce learning.

Findings indicate that peer tutoring accelerates vocabulary acquisition and boosts confidence. This study underscores the value of leveraging students' linguistic resources to enhance language learning in multilingual classrooms.

[URL of the poster](#)

How to improve writing skills in English among the students with the help of Mother tongue in a multilingual Classroom?"

Srinivas Jaida, School Assistant (English) ZPHS raghavapur, Peddapalli, Telangana-India

bilingual approach could effectively improve communication skills. The analysis was done by using various oral activities like speech, conversations, role play, discussions, even spontaneous interactions, whichever created in the classroom to promote purposeful and effective communication skills among the students. By incorporating real-life scenarios and culturally relevant topics allows the students with their enthusiastic participation. With this, they are also able to communicate even in diverse situations. It can enhance confidence levels. It also helps us to determine whether a multilingual approach in the classroom could effectively improve the communication skills of students.

[URL of the poster](#)

Minimizing Structural Errors in English Writing using multilingual approach

**U. Pandari Vasu, School Assistant (English)
Zilla Parishad High School(Girls),Kamalapur,India**

This research addresses the structural errors in English writing among 9th-grade students by leveraging Telugu as a multilingual tool. A structured 7-week programme enhanced metalinguistic awareness through contrastive analysis, error tracking, and

This action research examines the writing challenges faced by students in English classrooms, including difficulties with vocabulary, sentence structure, coherence, and confidence. Initial exploration through teacher observations, student reflections, and classroom assessments revealed that many students struggle to express their ideas effectively in English.

To address these challenges, the study investigates how integrating the mother tongue can enhance English writing skills while improving participation and confidence. By incorporating strategies such as code-switching, bilingual brainstorming, and translation exercises, the intervention aimed to bridge language gaps and support writing development.

Data collection involved audio recordings, questionnaires, and student reflections, which were analyzed thematically to assess improvements in writing skills. Findings indicate that using the mother tongue in writing instruction enhances engagement, boosts confidence, improves information retention, and strengthens students' ability to construct meaningful text. This study highlights the importance of leveraging students' linguistic backgrounds to create a more inclusive and effective English learning experience.

systematic writing practice. An initial assessment was done to identify common errors, followed by a detailed comparison of Telugu and English sentence structures. Grammar instruction is focused on verb tenses, subject-verb agreement, using Telugu examples for better clarity and comprehension. Students are engaged in guided writing exercises and receive targeted feedback to improve linguistic accuracy and fluency. Progress is evaluated through writing samples, comprehensive error analysis, and student feedback. Learning is supported by bilingual textbooks, bilingual worksheets, peer collaboration activities, and video lessons for reinforcement. By integrating with the mother tongue, the learning habits are strengthened.

[URL of the poster](#)

**The Impact of Bilingual Strategies
on Students' Performance in Lab
Activities**

**Amarakonda Sampathi, School
Assistant (Bio-Science) ZPHS
Ambala, Hanumakonda District,
Telangana,India**

This exploratory action research investigates the effectiveness of bilingual Biology textbooks in enhancing students' confidence and engagement in performing laboratory activities. The study was conducted at ZPHS Ambala,

[URL of the poster](#)

How can I use my students' mother tongue to make reading comprehension more meaningful?

**Johnssy Rani E
School Assistant (English)
ZPHS Balanagar, Medchal,
Telangana
India**

This action research examines the reading comprehension challenges faced by Class IX students, who struggle to identify details, main ideas, and the sequence of events in English texts. Initial exploration, including a National Achievement Survey Mock test, revealed poor comprehension levels despite students' ability to read.

To address these difficulties, the study investigates how the strategic use of the mother tongue can enhance comprehension. It explores which aspects of reading benefit most from mother tongue support and the most effective ways to integrate it into instruction. Data collection involved audio recordings, interviews, questionnaires, and reflections, analyzed to assess improvements in comprehension.

The intervention included bilingual discussions, guided translations, summarization activities, and vocabulary

Telangana, with a sample of thirty students from 8th and 9th grades. The primary objective was to assess whether bilingual instructional materials, incorporating both Telugu and English, improve students' comprehension and participation in lab experiments. The findings indicate that 80% of the students were able to perform experiments confidently when provided with bilingual instructions and flowcharts. The use of both languages helped bridge gaps in understanding scientific concepts while simultaneously strengthening students' familiarity with English scientific terminology. Moreover, the study observed an increase in student engagement, as learners felt more comfortable expressing their observations and discussing results. The research concludes that integrating bilingual textbooks in science education can foster better conceptual understanding, enhance confidence, and encourage active participation in practical learning experiences.

[URL of the poster](#)

The Impact of Bilingual Strategies on Students' reading and writing skills in exams?
SIRIPURAM VIJAYA KUMAR, SA
PHYSICAL

**Siripuram Vijaya Kumar, Sa
Physical, Zphs Pidicilla,**

scaffolding. Findings indicate that integrating the mother tongue improves classroom participation, builds confidence, enhances retention, and strengthens comprehension. This study underscores the importance of using students' linguistic resources to create a more inclusive and effective English learning environment.

[URL of the poster](#)

How does bilingual peer tutoring impact comprehension skills and student engagement of my class 8/9 students in physical Science classes?"

**N.Srilatha,S.A (Phy.sci)
ZPHS Chenjaral,Karimnagar
Telangana, India**

This action research examines the challenges faced by Class 8 and 9 students in physical science due to language barriers and lack of confidence in an English-only peer tutoring environment. Students struggled with comprehension, engagement, and communication, limiting their ability to grasp scientific concepts.

To address these issues, a bilingual peer tutoring intervention integrating Telugu and English was implemented. This study investigates its impact on students' comprehension, engagement, and language skills, as well as the

**Mogullapally(M),Jaya Shanker
Bhupalapally Dist, Telangana-India**

This study investigates the effectiveness of a bilingual strategy in enhancing students' confidence and engagement in writing exams. Conducted at ZPHS Pidicilla, Telangana, the research involved 50 students from grades 6 to 9. Findings indicate that 80% of students demonstrated increased confidence in exam writing when provided with bilingual question papers. The bilingual approach significantly improved comprehension, engagement, and performance by allowing students to understand questions more clearly. A pre-test and post-test analysis confirmed notable progress. The research also contributed to the professional development of the teacher-researcher, fostering a systematic approach to problem identification, data collection, and analysis. Collaboration with mentors and peers further refined the research process. The study emphasizes the need for institutional support, including wider dissemination of findings. Establishing a professional learning community among teachers has been a key outcome, encouraging innovative teaching practices. This research underscores the potential of bilingual assessments to enhance student learning experiences.

[URL of the poster](#)

benefits and challenges of using both languages in peer interactions. Structured tutoring sessions included guided dialogues, collaborative reading, and explanatory tasks in both languages.

Data collection involved student interviews, teacher surveys, and classroom observations to assess participation, comprehension, and confidence. Findings are expected to show improved conceptual understanding, motivation, and academic performance, offering insights into effective bilingual peer tutoring strategies for science education in multilingual classrooms.

[URL of the poster](#)

How does the use of Bilingual visual aids affect student learning in Mathematics at High school level?

**Ch.Ram Prasad GHM ZPHS KONAPUR
MDL:KAMMARPALLY DT:NIZAMABAD
Telangana, India**

This action research examines the challenges 9th-grade students face in mathematical communication, representation, and visualization. Initial observations revealed difficulties in understanding abstract concepts, limited vocabulary, and struggles with problem-solving.

To address these issues, bilingual visual aids (English and Telugu) were

introduced. This study explores: (1) How do bilingual visual aids impact mathematical communication and representation? (2) How do they support problem-solving and logical reasoning? (3) What is their effect on engagement and comprehension?

The intervention involved two-dimensional, labeled diagrams and interactive models. Data collection included pre- and post-assessments, classroom observations, and student interviews.

Findings indicate that bilingual visual aids significantly enhanced students' mathematical vocabulary, improved problem-solving skills, and strengthened logical reasoning. By bridging learning gaps, they made complex topics more accessible, demonstrating their effectiveness in multilingual classrooms.

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Room 3

Mentor: Renu Dhotre (India)

Use of Past Tense in story writing

**Satish Bhatu Thakare, R. C. Patel
High School Borivali West, Mumbai
400092, India**

This action research explores the use of past tense in story writing among secondary school students, aiming to improve their narrative writing skills and grammatical accuracy. The study focuses on identifying common errors in past tense usage, understanding the challenges students face, and implementing targeted interventions to enhance their proficiency. Through a cyclical process of planning, action, observation, and reflection, the research involved a series of writing tasks, peer reviews, and teacher-led workshops on past tense rules and applications. Data was collected through pre- and post-intervention writing samples, student reflections, and classroom observations. Preliminary findings indicate that explicit instruction on irregular past tense verbs, contextualized practice, and collaborative feedback significantly improved students' ability to use past tense accurately and effectively in their stories. The study highlights the importance of integrating grammar instruction with creative writing to foster both linguistic competence and storytelling skills. This research contributes to pedagogical strategies for teaching grammar in context and underscores the value of action research in addressing specific classroom challenges.

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Room 1

**Mentor: Khoi Tan Minh Vuong
(Thailand)**

Supporting Students in Conversation Classes

**Miss Prapassara Daoruang
Ban Makham School, Makham
district, Chanthaburi province,
Thailand**

My students were not participating in conversational activities. Before any interventions, I gathered useful information by using exploratory action research. The first focus of the research was to explore teachers' behavior, students' perceptions, and students' performance. I observed my teaching via recording video, then looked back at my lesson plan, and asked for my students' opinions using interviews and reflective writing. Then, I found that they were stressed and hesitant during structured speaking tasks due to little time for thinking and practicing. Therefore, I introduced interview activities in a more relaxed and less structured way. I also gave them more thinking time and opportunities to practice. These changes made a big difference in my class.

Room 2

Mentor: Kavitha Nerumalla (India)

Improving Mathematical Communication and Visualization Skills among 8th Class Students by Bilingual Approach

**Dr Kandala Ramaiah, a mathematics
teacher, a national Awardee
ZPHS-Abbapur in Mulugu district**

This study examines how integrating a bilingual approach—using both English and Telugu—enhances mathematical communication, representation, and visualization skills among 8th-grade students, particularly in Algebra. Conducted over a 30-day period, the research employed a pre-test and post-test design, incorporating bilingual instruction alongside interactive teaching methods such as whole-class discussions, collaborative group activities, and visual learning techniques. Findings revealed a marked improvement in students' comprehension, with average pre-test scores increasing from 11 to 16 out of 20. Observations and formative assessments further confirmed heightened engagement and deeper understanding. The bilingual approach

Room 3

Mentor: Chang Liu (China)

An Exploratory Action Research on Academic English Writing Teaching: Enhancing Instruction and Integrating AI Assistance

**Yanli Liu, Zhengzhou University of
Light Industry, China**

In my teaching experience, I have observed two key challenges in academic English writing instruction: the effectiveness of prior teaching improvements and the increasing reliance on AI by students. This exploratory action research study aimed to investigate these issues by assessing whether previous instructional enhancements positively impacted students' academic writing and by examining how students engage with AI in their writing process. To explore these aspects, I employed a mixed-methods approach, including questionnaires and one-on-one interviews, to gather insights into students' experiences with academic writing and their AI usage patterns. Based on these findings, I implemented a series of classroom interventions, such as AI-assisted problem refinement

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proved instrumental in helping students grasp mathematical vocabulary and effectively convey abstract concepts. Ultimately, the study underscores the value of bilingual instruction in bridging learning gaps and making complex mathematical ideas more accessible. By fostering logical reasoning, problem-solving, and analytical skills, this method significantly enhances students' overall mathematical proficiency, reinforcing the broader importance of bilingual education in STEM learning.

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demonstrations, in-class questioning, collaborative editing, and translation exercises, designed to enhance students' vocabulary application and promote responsible AI use in academic writing. Findings suggest that these activities not only improved students' ability to apply vocabulary effectively but also encouraged more thoughtful and appropriate integration of AI in their writing process. Furthermore, this research strengthened my interest and confidence in exploring AI's role in language education and pedagogical innovation.

[URL of the poster](#)

Room 1

**Mentor: Ayturaev Majid and
Menglieva Elyanora (Uzbekistan)**

Engaging all students in the classroom activities

**Shohsanam Solixonova,
Undergraduate Student, Namangan
State Institute of Foreign
Languages, Uzbekistan**

Not all students can be easily engaged in lessons, which creates challenges for teachers. When I first started teaching, I didn't pay much attention to student engagement. However, during my first teaching practicum, I noticed that some students were not interested in my lesson – one even fell asleep in class. This experience led me to question how I could make my lessons more engaging for all learners.

To explore this issue, I used my own reflective notes, surveys, and interviews with students and experienced teachers to identify the reasons behind student disengagement in the classroom. Based on my findings, I implemented interactive teaching techniques to involve all learners in the classroom and create a more supportive learning environment.

In my presentation, I will share effective strategies that I employed to ensure every student actively participates in classroom activities.

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English class or Nap time? Why Students Tune Out Certain Activities

**Rayhona Shavkatova,
Undergraduate Student, Namangan
State Institute of Foreign
Languages, Uzbekistan**

I often struggle to keep students fully engaged, especially during certain activities in English classes. While some students actively participate, others lose interest, becoming passive or distracted. Understanding the factors that cause this issue is crucial for having more dynamic and interactive lessons. To explore this issue, I analysed my own reflective notes, administered a survey with students, and held discussions with experienced teachers. My presentation will explore the reasons behind students' lack of attentiveness in English classes that I learned at the exploratory stage and suggest strategies to enhance engagement and motivation that I implemented at the action stage of my research.

From Passive to Active: The Secret to Getting Students to Listen

**Mohlaroy Xusanxanova,
Undergraduate Student, Namangan
State Institute of Foreign
Languages, Uzbekistan**

Many students tend to be passive listeners rather than active participants. This passive learning can hinder their understanding and engagement. The key to improving student involvement lies in encouraging active listening, where students focus, respond, and engage with the material. This topic caught my attention as a novice teacher who wants to build successful teaching practices. For this, I analysed other people's written ideas about the importance of active listening, conducted a survey with students and colleagues to learn their opinions about listening activities I implemented in my microteaching, and observed students' reactions when I conducted active listening tasks in the classroom. By using interactive activities, asking thought-provoking questions, and creating a dynamic learning environment, teachers can shift students from passive to active listening. In this presentation, I will explore effective strategies to make

students truly listen and participate actively in lessons.

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Why won't they focus? Practical solutions for students' attention

**Zulfizar Ahmadaliyeva,
Undergraduate Student, Namangan
State Institute of Foreign
Languages, Uzbekistan**

Maintaining students' attention in the classroom is essential for effective learning. However, teachers often face challenges when learners become distracted and disengaged. This presentation aims to share my exploratory action research findings on the factors contributing to students' lack of attention and practical strategies to enhance focus and engagement during lessons. The data for this research was collected through a combination of questionnaires and informal conversations with students, which provided valuable insights into the root causes of attention issues and possible solutions for improving classroom engagement.

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Room 1

**Why are my students struggling to
speak English?**

**Muxtasar Ikromova,
Undergraduate Student, Namangan
state institute of foreign
languages, Uzbekistan**

Developing speaking skills is a challenging and complex process when learning English, particularly in contexts where exposure to the language outside the classroom is limited. During the exploratory stage of my research, I observed that many learners struggled with a lack of confidence, understanding the complexities of another language, including grammatical structures that differ from their native tongue. To address these challenges effectively, I implemented a variety of strategies, such as interactive games, role-plays, repetition exercises, mimicking the speaking style and intonation of English-speaking people, and creating a supportive classroom environment. In this presentation, I will share insights from my research, highlighting how these approaches successfully helped students build confidence, improve fluency, and overcome barriers in speaking.

'Speaking lesson again?!'

**Abdujabborova Nazira,
Undergraduate Student, Namangan
state institute of foreign
languages, Uzbekistan**

Expressing ideas fluently in the target language remains a significant challenge for many learners of English as a foreign language. During the exploratory stage of my research, I observed that issues related to grammar and pronunciation often undermined students' confidence and hindered their ability to communicate effectively. These challenges varied greatly among my learners, demanding considerable time and effort to address. To tackle these issues, I designed an action plan with a range of strategies such as role-plays and recording students' spoken responses for self-assessment. In this presentation, I will share key findings from my exploratory action research regarding the specific challenges students face in speaking activities and highlight my next practical steps that I will take in my future teaching practicum.

How to teach grammar and vocabulary more effectively?

Xolida Umarova, Undergraduate Student, Namangan state institute of foreign languages, Uzbekistan

During my practicum, I noticed that my students often struggled to use grammar and vocabulary effectively in sentences. To identify the possible causes, I reflected on my teaching practices by creating a zine, conducted a questionnaire among students, and invited my critical friend to observe one of my lessons. Based on the findings, I have developed an action plan that include a clear structure for grammar teaching: starting a lesson with a warm-up activity, explaining rules and collaborating with students with the help of effective handouts, group discussion and think-pair-share activities. To teach vocabulary, writing new words on the board, practicing their pronunciation together, and reinforcing understanding through targeted exercises worked well in my micro-teaching. In my presentation, I will share my micro-teaching experience and my action plan to further implement these strategies to encourage my students to use grammar and vocabulary effectively in their sentences.

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Complex grammar topics: It is not the end of the world!

**Gulbahor Qurbonaliyeva,
Undergraduate Student, Namangan
state institute of foreign
languages, Uzbekistan**

Teaching grammar is not an easy task, particularly when it comes to complex topics. Personally, I faced several challenges in teaching the Perfect tenses and my students struggled to differentiate them. To explore the reasons behind these difficulties, I gathered data through informal conversations with my teacher, a survey with students and a lesson observation. I learned that implementing paper-based and online grammar activities, group-work tasks, and well-structured handouts can ease my grammar teaching challenging and also accommodate my students' diverse learning styles. In this presentation, I will discuss the effective ways I learned from exploratory action research that could be used to teach complex grammar topics and share my experiences of successfully using them in the classroom.

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Room 1

Mentor: Laxman Vangara (India)

How does using a multilingual approach impact the reading comprehension skills of Class 7 ESL students?

**Vinay Kumar Bura
School Assistant (English)
ZPHS Nekkonda, Warangal,
Telangana, India**

This action research explores the impact of a Multilingual Approach, aiming to improve reading comprehension among grade 7 ESL students from diverse linguistic backgrounds. This study focuses on challenges faced by students with limited English exposure, vocabulary and practice, which hinder their ability to read and comprehend lessons. Data collected through a survey with students and English teachers before the action phase highlighted these difficulties. During the action phase, glossaries, which were prepared with the help of some students and my colleagues who were good at their home languages, were provided, and texts in these languages were discussed before

Room 2

Mentor: Paola Cossu (Argentina)

Exploratory Research and Teacher Education:
An Experience by Student-teachers
at Secondary Schools in Argentina.

Exploratory Research (ER) done by teachers has been shown to have a profound impact on teaching and learning. For this reason, it is necessary that content related to ER is included in teacher education programs, so that student-teachers can be familiarized with it as a classroom practice and carry out their own exploratory research. In this presentation, six Argentinean student-teachers and their mentor at a Teacher Education Institute in Junín, Buenos Aires, will share their ER experiences during their teaching practice sessions in secondary state-run schools. In doing so, they will share their findings in areas such as classroom management, skill teaching and students' attitudes among others and reflect upon the benefits of ER for their professional development.

Room 3

Mentor: Azadeh Moladoost (Iran)

Exploring the Impact of Formative Assessment on Student Engagement and Motivation: An Exploratory Action Research Study

**Maryam Azizi, Isfahan University of
Medical Sciences , Iran**

This exploratory action research study investigated the relationship between formative assessment, student motivation, and engagement in a classroom setting. The study sought to understand how regular formative assessments, in the form of short paper-based quizzes, influence students' comprehension and participation. The participants were undergraduate students aged 20-22. Over four instructional sessions, quizzes were administered to assess students' understanding of the material. Data were collected through student feedback, classroom observations, and quiz performance to explore emerging patterns in learning behaviors. The findings revealed that students perceived the quizzes as beneficial for

reading them in English. Classroom observations and students' reflections indicated increased participation, enhanced collaborative learning, and a growing interest in other home languages and cultures. The findings highlight the significant improvement in reading comprehension compared to the initial phase

[URL of the poster](#)

How does allowing students to use their home language during scientific experiments and activities influence their ability to understand scientific concepts?

**Ramaka Poornima
School Assistant (Physical Science)
ZPHS Nekkonda, Warangal,
Telangana, India**

I teach Physical Science for class 9 ESL students in a linguistically diverse classroom. I observed that students are unable to understand the procedures of scientific experiments at the expected level when I use English as a medium of instruction, and they also score poorly in exams. To identify the root of the problem and explore possible solutions, I conducted a survey involving students and physical science teachers. The data indicated that most students found it challenging to comprehend scientific terminology and lacked confidence in expressing experiment procedures and

**Experience 1 by Miranda Rodriguez,
student-teacher at ISFD 129,
Buenos Aires, Argentina**

Why don't my students want to participate in class?

As part of her professional practice, Miranda delivered classes in the 4th year at a secondary school. Despite the large class size, she noticed that students were too quiet. In other words, she noticed that, in general, students were not eager to participate, even in L1 Spanish. She tried different strategies to encourage participation but they did not seem to have any positive impact.

Given this, she decided to do some research and came up with some exploratory questions: Why don't my students want to participate in class? What can I do to encourage them to participate? To try to answer these questions, she invited her students to answer a questionnaire with multiple-choice questions.

In this presentation, Miranda will share her findings and some strategies that she implemented afterwards. She will also comment on how engaging in ER as a trainee teacher impacted positively her future teaching practice.

**Experience 2 by Cielo Espina Dellea.
Student- teacher at ISFD 129 ,
Buenos Aires, Argentina**

reinforcing their understanding and clarifying key concepts. Observations further indicated increased attentiveness and participation following quiz administration, suggesting a potential link between formative assessment and student motivation. These insights provide a foundation for further refinement of assessment strategies, demonstrating the value of an exploratory action research approach in enhancing teaching and learning practices.

[URL of the poster](#)

**AI-Assisted Instruction in EAP
Grammar Learning: An Exploratory
Action Research Study**

**Fatemeh Jahangiri, Isfahan
University of Technology, Iran**

This exploratory action research study examines the potential impact of generative AI on teaching grammatical structures in university-level English for Academic Purposes (EAP) classes. The research aimed to explore how AI-assisted instruction influences student engagement and learning outcomes by integrating AI tools into classroom activities. Throughout the study, students interacted with generative AI to answer grammar-related questions and generate example sentences, while

concepts in English. To address these problems, I conducted action research incorporating a multilingual approach. The findings indicated a significant improvement—students became more engaged in learning, their ability to write scientific procedures improved, and they started to know more about other languages and found no equivalent words of some scientific terms in their home languages.

[URL of the poster](#)

The Impact of a Multilingual Approach on Learning English Grammar: An Exploratory Action Research with Class VIII ESL Students

**Rajesh Bhoomula
School Assistant (English)
GHS Deshaipet, Warangal,
Telangana, India**

This exploratory action research examines the impact of a multilingual approach on class VIII ESL students from diverse linguistic backgrounds in learning English grammar. At the exploratory stage, I collected data from questionnaires, a self-reflecting diary, and co-teacher feedback, revealing barriers such as difficulty understanding verb forms and mother tongue influence, leading to incorrect sentence formation. Multilingual strategies were implemented to

Balancing students' engagement and breaks between tasks

During my teaching-practice sections, I noticed that after some time my students would complain and ask for free time so as to stop working. I implemented different strategies, including planning tasks related to their interests, using songs, games and films but they would go on protesting about working in class. Consequently, I decided to carry out some research to find answers to my puzzle: Why do my students complain about working some time after the class has started? In order to find out some possible answers I devised a questionnaire for students in order to find out what they thought about the tasks I proposed

In my presentation, I will share what I learnt from students' responses and some ideas I tried out. In addition, I will reflect upon what I gained from carrying out this type of research as a trainee teacher.

**Experience 3 by Mayra Nocetto.
Student-teacher at ISFD 129,
Buenos Aires, Argentina**

Reading in English: a struggle for students?

Mayra is a future teacher that firmly believes that it is students' right to have access to a high-quality education. For this reason, she considers that it is very

observations and student reflections provided insights into their experiences. This study adopted an exploratory approach, gathering qualitative and quantitative data to refine teaching practices. Pre- and post-tests assessed students' progress, while written reflections captured their perceptions of AI's role in their learning. The findings suggest that AI-assisted instruction has the potential to enhance grammar learning by fostering engagement and deeper understanding.

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address them, such as comparing sentence structures in English and students' home languages, providing grammar definitions in their native languages, and encouraging reading point-of-view stories in both English and home languages. The results showed significant improvement: students moved away from memorizing definitions, began comparing sentence structures across languages, appreciated their languages, corrected errors independently, and became more proactive in learning English grammar

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How can a multilingual approach help students become more familiar with the pronunciation and usage of scientific terms?

**Velidandi Sumalatha
School Assistant (Biological
Science)
ZPHS Nachinapally , Warangal,
Telangana, India**

This classroom action research investigates how far the multilingual approach helps students familiarise and understand scientific vocabulary. This is mainly intended to promote the students' pronunciation, understanding, and practical application of scientific terms by embedding the mother tongue in addition to English.

important that teachers provide plenty of opportunities for students to make the most of the chances they have to practice the language.

During her classes, she noticed that whenever she asked students to read short texts aloud voluntarily, they were reluctant to do so. Sometimes, she had to appoint a student, or she simply ended up reading aloud herself. Given this, she came up with a puzzle: why don't my students want to read in English aloud? To find out why, she interviewed teachers and devised a questionnaire for students.

In this presentation, Mayra will share her findings and what she has learnt from engaging in ER early in her teaching career.

**Experience 4 by Dafne del Rio,
Student- teacher at ISFD 129,
Buenos Aires, Argentina**

Why don't my students speak English in class?

Despite curricular and pedagogical efforts, students tend to avoid using English in the EFL classroom. While doing my training sessions in a 4th year class, I noticed this skeptical attitude in my students. Not only did they not use the foreign language to carry out the tasks I proposed, but they also avoided its use in social interactions like asking for help or addressing the teacher. Consequently, I decided to find an answer to the question that emerged in

The research started with the realisation that when students encountered scientific vocabulary solely in English, they had difficulty pronouncing them and comprehending their meanings; however, if the vocabulary was introduced in their mother tongue, they performed significantly better. To confirm this, I obtained the views of both teachers and students and found that the majority agreed that using the home language assists comprehension. Progress was also evident after an action plan that included flashcards, games, experiments, and scripted dialogues. Their findings were informative regarding the multilingual strategies to be implemented in science education.

[URL of the poster](#)

Exploring the Impact of Bilingual Textbooks on students' confidence in Performing Scientific Activities

Maram Pavithra, a school assistant Biological science working at ZPHS Penpahad, Suryapet District, Telangana, India

This action research explores how bilingual biology textbooks influence the confidence of 9th class students in performing scientific activities. It was conducted with 25 students from an

my original puzzle: Why don't my students use English in the EFL classroom?

In this presentation, I will share the main conclusions I drew from the exploratory research that I carried out as well as briefly discuss the importance of ER in future teachers' professional development.

**Experience 5 by Lucia Rinaldi
Student- teacher at ISFD 129,
Buenos Aires, Argentina**

Why don't my students sit in the middle row?

In most secondary schools, students tend to switch places. However, during my teaching practice sessions, I noticed that my students always sat in the same place. They avoided the middle row and preferred to sit in the right or left rows. This was interesting to analyze since I had noticed it in another course at the same school too, so I decided to find out whether it was something students did in general or if it just happened in the English class and the reasons behind. The initial questions I asked myself were: What is the cause of this sitting arrangement? Is it a characteristic of the group or of the school itself? Does the current seating arrangement have an impact on students' engagement and participation in class activities? To collect data and try to find some

English-medium class and included inputs from Biology teachers. Many students face difficulties in understanding scientific concepts when taught only in English. The research aimed to determine whether bilingual textbooks and communication make science concepts more comprehensible. The study involved English and bilingual instructions. Most of the students preferred bilingual instructions. They performed experiments with more confidence and accuracy. Teachers acknowledged that bilingual textbooks are helpful in explaining difficult concepts. However, some students and teachers expressed their concerns about the challenges of translating scientific terms. The key findings indicate that bilingual textbooks and instructions improve students' engagement, boost confidence although the students still rely on Telugu when explaining concepts. A balanced approach, integrating bilingual resources while emphasizing English terminology, can support better learning outcomes.

[URL of the poster](#)

answers I delivered a questionnaire and I interviewed some teachers. As I share the overall conclusions I arrived at, in this presentation I will also refer to the many benefits ER offers to student teachers.

**Experience 6 by Juan Navarro.
Student- teacher at ISFD 129,
Buenos Aires, Argentina**

Why don't my students understand whole-group instructions?

During his teaching practice sessions, Juan noted that students would often not understand instructions in L2 English. Specifically, he noted that many students would ask for additional explanations after the teacher had given instructions to the whole class. Given this, Juan decided to do some research to try to solve this puzzle.

The research question that triggered this research was why students did not seem to understand whole-group instructions in L2 English. To gather data, he devised a questionnaire to be delivered during his classes. Through these surveys given to students, Juan gathered enough data to analyze why it seemed to be difficult for students to understand and follow instructions in L2 given to the whole group. In his presentation, Juan will share his experience and its impact on his teaching

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Room 3

Mentor: Meifang Zhuo (China and United Kingdom)

Enabling students to write through text-based teaching of reading

Weijia Chen, English teaching and research staff, Guiyang Institute of Educational Science, China

While students have always been learning and practicing English writing during senior high school, few positive learning outcomes can be seen regarding their average writing scores in high-stake exams. This fact forced me to explore what makes it so hard for my students to write in English, and what I can do to help them write more effectively. My action research is based on my daily teaching of the textbook, which also works as a source of language for my students to imitate. I tried to design learning activities to scaffold students' writing practice later

after a reading class. This research gives me a chance to scrutinize my teaching design, identify the gap between pedagogy and real-life teaching practice, and propose tips to ensure teaching effectiveness.

[URL of the poster](#)

Enhancing Students' Interest in English Writing

Lili Lin, Grade 8, Putian No.1 Middle School, Fujian, China

In my school, most students come from rural areas with limited primary English education, leading to low motivation, weak vocabulary, and poor writing skills. Many fear writing due to anxiety and a lack of practice. To address this, I conducted Exploratory Action Research (EAR), implementing strategies like culturally relevant writing prompts, multimedia tools, step-by-step guidance, peer collaboration, and constructive feedback. Data were collected through surveys, writing samples, classroom observations, and interviews. The results showed significant improvements: students became more engaged, confident, and skilled in writing, with richer vocabulary and clearer ideas. This study highlights EAR's effectiveness in addressing rural students' unique needs and transforming their attitudes toward English writing.

[URL of the poster](#)

My Exploratory Practice: Why were my students not good at listening exercise?

Chao Guo(郭超), Senior Teacher at Nanping No.1 Middle School, Fujian, China

The objective of this EP study is to dig out why my students' listening performance was dissatisfactory, in which case I guided the students to carry out an EP to shed light on the reasons behind their poor performance in listening and work out the related ways to improve their listening ability. From the results of the study, it is shown that the fast speed of listening materials as well as its complex sentences, limited vocabulary, strange pronunciation, diverse meanings of words, and even little knowledge about pronunciation skills contributed to the poor scores in listening. Hence, some practical ways, such as increasing the intake of listening, imitating the native speakers, providing new words and phrases beforehand, etc. were put forward by adopting the EP practice.

[URL of the poster](#)

Room 3

**Mentors: Damkerng Mungthanya,
Ana Garcia Stone and Jittima
Duangmanee (Thailand and Spain)**

**Enhancing Complete Sentence
Production in Lower Secondary
English Classrooms**

**Shane Smithtiwin, Secondary
English Teacher Klongyai
Wittayakom School, Thailand**

My students at a Thai-Cambodian border school struggled with producing complete English sentences. During the exploratory stage, I gathered data through peer observations, teacher's reflective journals, and questionnaires. I found that students performed better in small groups, felt less anxious, and relied on model sentences for accuracy. These insights guided my intervention using the PPP model, with a focus on peer-pair activities. Students practiced in supportive small-group settings, using model sentences and engaging in meaningful conversations. This approach improved their sentence production, confidence, and classroom engagement, highlighting the importance of peer interaction, structured support, and reducing anxiety in language learning.

[URL of the poster](#)

Plenary Round Table: Teachers Reflect! (13:10–13:50 GMT)

[\(See Plenary session guidelines for teachers\)](#)

Chairs: Ana García Stone and Mariana Serra

Room 1

Session 3. 14:00-15:20 (GMT)

Room 1

**Mentors: Eric Ekembe, Mayonghe
Melanie Kesiki and Mercy Iwuyum
(Cameroon)**

Room 2

**Mentors: Miriam Schwiening and
Richard Smith (United Kingdom)**

Room 3

**Mentor: B. Salomi Snehalatha
(India)**

Helping Learners Adopt The Fundamentals Of Writing

**Boma Karibo
Lecturer
General Studies Department, Ken
Saro-Wiwa Polytechnic, Bori,
Southern Nigeria.**

My learners are polytechnic students who have adopted some self-styled writing patterns. Their performance in writing English is inundated with many errors, which are mechanical inaccuracies obstructing the message. To tackle this problem, I asked questions in order to know why my students write

How can I manage the attention of students with ADHD in my classroom?

**Mashaël Husain, Postgraduate
Student, MA TESOL, University of
Warwick, United Kingdom**

In my teacher research, I looked for ways to better support students with ADHD, who often struggle with inattention, hyperactivity, and impulsivity. For five years, I taught in an intermediate school in Kuwait, and I faced challenges in managing these students. When I asked novice

Enhancing reading comprehension among students of multilingual classroom

**Kezia Rani, V., School Assistant
(English)
ZPHS, Satamrai, India**

This action research investigates the effectiveness of a multilingual approach in enhancing reading comprehension skills among students from varied language backgrounds. Due to low proficiency in L2 many students face difficulties in understanding English texts, which in turn affects their overall academic performance. The study

the way they do, and what practices could be given to enable them to write better. One-to-one interviews, questionnaires, and students' scripts were used to elicit the facts that the students started writing English quite early (in primary school) but settled on their present writing styles in secondary school. Also, they are concerned about these inadequacies and are willing to adopt a correct model. Implementation of such a model will be implemented by giving several task-specific writing practices that will test the success of such an intervention.

Investigating Factors That Can Help Students Cultivate A Reading Culture

Karen Murkwi Gibip
English language and Literature teacher at St Michael's Academy of Science and Arts, Nkwen-Bamenda - Cameroon

This research focuses on 11-14-year-old students in my Form two class. They are in an urban settlement but avoid taking part in reading activities, and this lack of interest affects their comprehension, creative and analytical skills. Ergo, the research was conceived to find out key factors that prevent students from engaging in reading activities through questions like: what prevents students from doing so,

colleagues for advice, they suggested ignoring that behaviour, but that didn't help. This made me realize I needed to understand ADHD better and find effective strategies.

I researched books like Understanding ADHD, reflected on my experiences, and consulted colleagues. I learned that clear worksheets and instructions, movement-friendly activities, and a supportive environment help ADHD students. I also noticed that forcing students to complete tasks during break hours was ineffective.

I developed an action plan based on this new information and planned how to evaluate the success of my innovations.

[URL of the poster](#)

How can I motivate learners to use L2 inside the classroom?

Nermen Kanj, Postgraduate Student, MA TESOL, University of Warwick, United Kingdom

I mainly teach learners practical communication skills, focusing on speaking activities rather than traditional grammar. Previously, in Syria, I taught groups of 20-30 adults three times a week. Currently, I volunteer at the Coventry Refugee and Migrant Centre (CRMC) with 15 adult learners from diverse countries, including Syria, Sudan, Kuwait, and more. Despite their enthusiasm for improving English, they

implements specific strategies that leverage students' first language (L1) proficiency to activate prior knowledge, along with home language support for vocabulary building, reading aloud, KWL strategy, i.e what I know, what I want to know and what I learnt and graphic organizers to improve reading comprehension. The effectiveness of these strategies is assessed through classroom observations, teacher's journal, formative assessment, and student feedback. Findings indicate that leveraging student's home language, engaging them in interactive reading practices, scaffolding and incorporating KWL strategy along with graphic organizers lead to significant improvement. The study concludes with recommendations for multilingual-friendly instructional practices that support development of reading comprehension in diverse classrooms.

[URL of the poster](#)

The Effect of Multilingual approach in improving the oral reading fluency of class 8 students

Laxman, Ch., School Assistant, (English) ZPHS, Chandanagar, India

This research study addresses the problem of grade 8 students' poor oral reading fluency (ORF) which has been

and what strategies can help them develop a reading culture? To collect data, I had formal interviews with students and teachers, informal discussions with students, and questionnaires with open-ended questions. The findings emphasize the importance of creating an enabling environment where students view reading as an enjoyable and valuable activity rather than a task. By identifying these factors, which involve employing reading materials relatable to them, encouraging support from parents, and assigning more group reading tasks to promote a sustainable reading culture, the students participated more in reading activities.

Investigating Strategies To Increase Students' Interest In The English Language

**NDAYEGAMIYE Aline
Teacher**

Lycée du Lac Tanganyika in Burundi

I teach English as a Foreign language to students of form 1, average age 13. The majority of students do not speak or understand English. Consequently, many are not interested in English. I decided to investigate what should be done for students to learn with more interest. Therefore, I gave questionnaires to my students and used notes from informal conversations with colleagues. After collecting data, I found out that despite

often use their first languages in small, same-language groups. This exploratory action research project explores teaching adults in the UK, addressing their reluctance to use English in the classroom. My research focuses on strategies to promote L2 usage, gathering data through recordings, forms, and interviews.

[URL of the poster](#)

How can I help students apply learnt vocabulary in their IELTS speaking?

**Quynh Nga Nguyen
Postgraduate Student, MA TESOL,
University of Warwick, United
Kingdom**

My study explores ways to support Intermediate-level adult students in applying learnt vocabulary in IELTS speaking, including exploration of expectations, frequency of vocabulary use, and influencing factors. I designed a qualitative research study, drawing on lesson reflections, recorded lessons, a mock test, informal student interviews, and relevant literature review. Findings from these sources reveal five key issues: vocabulary overload, unclear expectations, difficulty generating ideas for complex questions, vocabulary loss for less-practiced topics, and challenges with self-studying at home. To address these issues, an action plan was

affecting their overall academic performance. In the initial exploratory phase of the study, data pertaining to the students' problems in reading fluently was collected through reading tests and informal interviews. Students mentioned that they do not have sufficient support at home, they don't get practice, and that the textbook passages or stories are too long and difficult for them to read or comprehend. After understanding the challenges expressed by the students, very short passages of 30-40 words were selected to develop their ORF and reading comprehension. Multilingual word banks were prepared and distributed to each student while reading. Strategies such as individual reading, paired reading and choral reading were practised over a period of three months. The implementation of these strategies was helpful to the extent that students were able to read with confidence.

[URL of the poster](#)

our context, English can be taught and learned effectively. We also found out that the students have a bad perception of English which should be dismantled by English language teachers by showing learners that it is a language like many others and that one can learn without any difficulty. Learners do not hate English but they need teachers who understand their worries. Strategies like pair-work and encouraging students to read more books are gradually improving the classroom atmosphere.

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proposed, including reducing new vocabulary, incorporating contextual practice, designing review lessons, and guiding students on assessment, note-taking, and self-study.

[URL of the poster](#)

How can I manage online student participation effectively?

**Hadeer Wessam,
Postgraduate Student, MA TESOL,
University of Warwick, United
Kingdom**

My passion about teaching students online has driven me to explore the challenges they might face during the virtual experience. Accordingly, I started observing them to assess their behaviour. I conducted a questionnaire for other teachers, looking at the difficulties they face while teaching English online to compare my and their observations, mainly related to students' behaviour and participation. The initial findings showed that students usually overlap while answering questions and this leads to a messy classroom and loss of attention. Other issues include power cuts and unstable internet. Therefore, I continued discussions with colleagues and observed student behaviour to form an action plan to promote students' participation by enhancing their response to the issues encountered in the virtual classroom.

[URL of the poster](#)

**Exploring how to encourage
students to speak up in whole-class
discussions**

**Miyuki Izuo, Postgraduate Student,
MA TESOL, University of Warwick**

My study explores how to encourage high school students (aged 16-18, A1-A2 beginners) to participate in whole-class discussions. A student questionnaire and interviews with three Japanese teachers were conducted to understand students' perceptions of speaking up and identify actions to promote participation. The findings revealed that anxiety about the correctness of their English and ideas was a significant barrier. The interviews highlighted the need to reconsider active participation, the role of writing as an interaction tool, and limited opportunities for speaking practice. To reflect these findings in teaching practice, I propose an action plan incorporating routine speaking activities, introducing an interactive writing tool, and employing participation-promoting techniques.

[URL of the poster](#)

Room 1

Mentors: Eric Ekembe, Dr Nicole Menoh and Meli Nadine (Cameroon)

Helping Learners Reduce Accuracy Errors In Writing

**Ewuba Ntube Carine
Teacher
Holy Infant High School Melen,
Yaounde (Cameroon)**

This study focuses on helping learners reduce accuracy errors in writing, which hinders effective communication and learners' outcomes. Common sources of errors include learners' background, insufficient practice exercises, poor mastery of grammar and spelling rules because they rarely communicate in English. By implementing targeted interventions, such as banning the use of French during English lessons, the implementation of dictation and spelling exercises before the beginning of every lesson, we helped them become familiar with certain words so they would eventually use them appropriately when faced with any writing task. Finally, learners exchanged their books, corrections were put on the board, and they took down the right spelling of some words. Again, a regular evaluation of short essay exercises was given to learners every Friday. They were marked

Room 3

Mentors: Ana García Stone and Ngo Ngué Élodie Gaëlle (Spain and Cameroon)

Improving 12th- And 13th-Grade Students' Performance In English And Literature Through Enhanced Classroom Management Strategies

**Mbache Benard
English Language Teacher
Petou Bilingual Institute and Amasia
Bilingual School Complex, Yaounde,
Cameroon**

This study aimed to investigate how my students' performance in English and Literature in English could be improved through enhanced classroom management strategies. The research utilized focus group discussions and open-ended questionnaires to construct data. The findings revealed that students struggled to understand lessons due to peer distractions, lack of resources, unengaging texts, and language barriers, among other factors. Proposed solutions included marks-based rewards, group work and accountability mechanisms, and positive disciplinary methods, as suggested by my students and other teachers.

[URL of the poster](#)

and given back to them, pointing out their errors. A follow-up was done to ensure the improvement in both communication and writing exercises.

Understanding factors influencing uninterest and the ineffective learning of the English Language in EFL classrooms.

**Forsah Sandrine
Student Teacher
Martin Luther King School
Bafoussam, Cameroon**

This research investigated factors influencing students' lack of interest and ineffective learning of English in an EFL classroom, focusing on a quatrième class, (ages 13-17) in a private school. Drawing on experiences from educators in and around Yaoundé, we identified key challenges including limited exposure to English, varying proficiency levels, and monotonous teaching methods that hinder student engagement. We used questionnaires and informal discussions with students and teachers to explore reasons for the lack of interest and the impact of proficiency disparities.

Findings revealed that students often feel discouraged due to unengaging content, and anxiety stemming from limited language exposure. The study highlighted the need for dynamic, interactive teaching strategies that promote real-life language use and

Inclusive Strategies for teaching Literature and English without textbooks

**Ngwimetoh Brenda
Teacher
Ubuntu Institute Akak, Yaounde,
Cameroon**

This study set out to investigate alternative strategies that could be used for teaching Literature and the English Language without textbooks and to probe into evaluating the effects of inclusive strategies on teachers and learners. The study made use of participant observation and tests to collect data. The findings revealed that the effective inclusion of students' experiences and textbook content into the teaching and learning process is beneficial to both teachers and learners. The research also encouraged the teacher to conduct further research on how to implement diverse and effective instructional strategies that enhance learning. Regarding proposals, students should be given the freedom to interpret the titles of texts and relate them to their experiences, create narratives and poems based on their experiences linked to the themes of the texts, and participate in group discussions, which should be actively promoted.

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foster engagement. After implementation, learners showed greater interest in the language. By emphasizing the importance of English in a global context, this research offers guidance on how to foster successful English Language teaching and learning.

Investigating The Reasons Why Students Refuse To Speak English In the Classroom

ADEG KISSOB NELVIS
Pre-service teacher at the Higher Teacher Training College (HTTC) Yaoundé I (Cameroon)

This research investigates the reason why learners refuse to speak English in class at Notre Reine De Lourdes Bilingual High school Yaoundé. This is a class of 45 students of 'premiere Espagnole' with ages ranging from 15-18. Most of the students are exposed to English in school and at home but refuse to answer questions in class, while others find English useless. The purpose of this research is to understand what accounts for students' inability to speak English in class, what the learners feel about the language and what could be done to improve their participation in class.

The research examines data collected from the teacher's critical reflection, anonymous questionnaires and discussions with other colleagues. The findings show that the students were ashamed to make mistakes in public.

Investigating Strategies To Solve Difficulties Sss1 Students Have Decoding Words In The English Language

**Salome Ikokoyo, Teacher,
Community (Senior) Secondary School, Bolo, Ogu/Bolo LGA, Rivers State, Nigeria**

At the beginning of this academic session, more than half of first year senior secondary students (ages 12-15; 40 out of 60) in rural Ogu/Bolo Local Government Area of Rivers State, Nigeria cannot decode words in the English Language. This research addresses this critical literacy challenge and examines why these students struggle and what strategies can help them. Through one-on-one interviews and group discussions with students from predominantly single-parent or grandparent-headed households, several factors were identified: varied early reading experiences, classroom discomfort, inconsistent school support, and limited access to materials. The proposed intervention implements bi-weekly phonics-based activities focusing on pronunciation, letter-sound relationships, blending techniques, and collaborative learning, targeting 50% reading improvement within three months.

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Among other things, a WhatsApp group for parents was created and an encouragement levied on group work and peer teaching.

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Final Reflections and Round-up: Closing Plenary Session (15:30-16:00 GMT)

Chairs: Vanita Chopra, Richard Smith and Ernesto Vargas Gil

[Room 1](#)

Acknowledgements

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Next, we would like to extend our heartfelt thanks to Richard Smith, who served as an overall mentor for almost all the mentors who generously volunteered their time and expertise to this conference. His guidance and support have been instrumental in ensuring the development of [MenTRnet](#) (the international mentoring support group) and the success of the conference as a whole.

We also would like to thank IATEFL Research SIG and MenTRnet committee members for their contributions to the success of this conference.

We would also like to give special recognition to the reviewers of the content being presented at the conference and the session chairs who volunteered to facilitate the presentations and discussions.

A special thanks to all the mentors who served as a point of contact for the teacher-researchers.

We hope that this year's Teachers Research! Conference will inspire and empower teachers to continue sharing their research and ideas.

Thank you all.

Ernesto Vargas Gil, Vanita Chopra and Sidney Martin Mota
Teachers Research! Online 2025 Conference Organizing Committee