

**Action Research Mentoring
Scheme 2024-25**

**From Mentorship
to Impact:
Teachers'
Journeys in
Classroom-Based
Research**

February 2026

About the project

The Action Research Mentoring Scheme (ARMS) was a British Council initiative that supported teacher educators and academics in mentoring small groups of English language teachers to carry out classroom-based research on multilingual teaching practices.

Launched in June 2024 and completed in May 2025, the year-long programme provided teachers with an opportunity to explore new teaching approaches, reflect on their classroom practices, and make informed decisions about their teaching methods, with the aim of improving student learning outcomes.

Applications were invited from institutions across India working in the field of English Language Teaching. The 2024–25 ARMS awardees were

- Department of English Language Teaching, Gauhati University;
- Indian Institute of Information Technology, Design and Manufacturing (IIITDM), Kancheepuram;
- National Institute of Technology (NIT), Warangal.

The programme helped foster a culture of teacher-led research, collaboration, and innovation, highlighting the important role teachers play in shaping multilingual and inclusive classrooms.

Poster Descriptions

The posters present the research questions taken up by participating teachers during 2024–2025, reflecting real classroom challenges in multilingual contexts and the systematic ways in which these were investigated. Together, they highlight sustained inquiry, professional growth, and inclusive multilingual teaching practices.

Bilingual journey towards comprehension

Teacher researcher
S Yamini Priya

Mentor
Kandharaja KMC & Dinesh A



Teacher – S Yamini Priya

The poster presentation is about the action research carried out and presented in travelogue format by S.Yamini Priya, BT Assistant English, PUMS Athupalayam, Tamilnadu, India on bilingual journey towards comprehension.

The theme of the poster represents a journey on a highway indicating bilingual study materials wherein the destination focuses on discovering how impactful bilingual materials are helping the students to understand concepts and aiding teachers in assessing comprehension.

The journey started from a rural background with 26 riders. Qualitative and quantitative analysis served as the roadmap. During the journey, questionnaires, reflective writing, and peer group oral evaluations acted as tool-kit checkpoints.

The questionnaire format included objective-type questions in three levels with partially translated bilingual assessment. The peer group oral evaluation was conducted bilingually. Bilingual travel analytics were carried out throughout the journey.

The results of this travel tale were very impressive. Even a slow learner volunteered to answer questions and raised simple queries. The journey ended with a triumphant note.

The bilingual material was welcoming and attention-seeking among the riders. It proved to be a great tool for greater understanding and enhanced comprehension.

The travel adventure was accomplished with overall achievement and noticeable student progress, with substantial improvement in scores.

With the route regulators Dr. Kandharaja and Dr. Dinesh as mentors, it was a wonderful, enriching journey with immeasurable experiences throughout with success stories.

Monolingualism in a multilingualism era

Teacher researcher
Sonu Ghimire

Mentor
Dr. Pranjala Kalita Nath



Teacher – Sonu Ghimire

The main idea of the poster is that in multilingual surroundings we still find monolingual children.

The poster talks about the existence of **MONOLINGUALISM** in the multicultural, multilingual environment which is surrounded by 21st century amenities.

There are still many factors, i.e., economic factors, environmental factors, emotional factors, traditional factors, intellectual factors, etc. , which continue the monolingual trend.

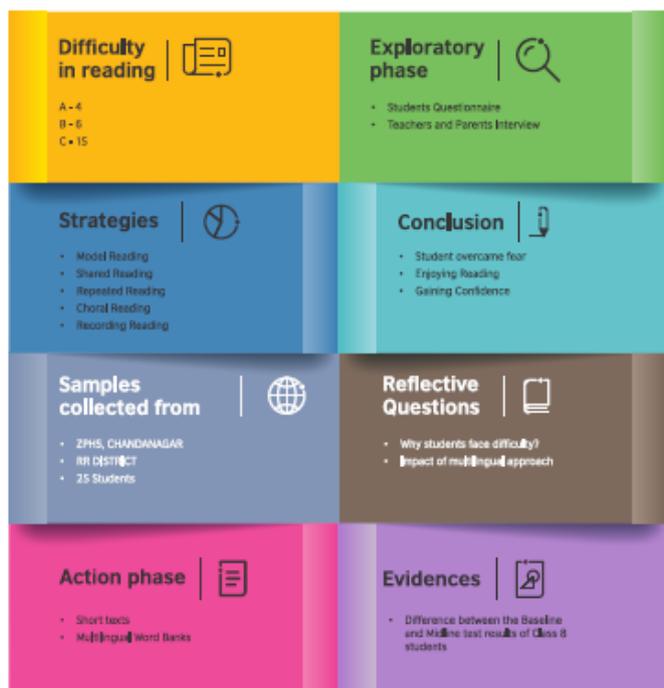
The poster also talks about strategy adopted by the teacher.

- a) Learning some native words of the monolingual students.
- b) Combing native words, English word and action during teaching - learning process, etc.

The effect of multilingual approach on improving the oral reading fluency of class 8 students

Teacher researcher
Ch. Laxman

Mentor
B. Salomi Snehalatha



Teacher – Ch. Laxman

This poster is a vivid representation of the steps followed in an action research study aimed at enhancing the oral reading fluency of class 8 students in a government school of Telangana.

The techniques followed by the teacher researcher in action phase i.e., short texts and multilingual word banks demonstrated that multilingual approach can be helpful in achieving expected learning outcomes.

In this study, the difference between the baseline and midline test results show cased the effectiveness of the multilingual approach in the local context.

This study best illustrates the cycle of Exploratory Action Research and its usefulness for a teacher in finding solutions to classroom challenges.

Exploring the relation between attention span and bilingual instruction in enhancing language development

Teacher researcher
Dhanalakshmi Kannandha

Mentor
Kandharaja KMC & Dinesh A



Teacher – Dhannalakshmi Kannadha

This study was conducted in a village-based school where most parents have limited literacy skills.

I selected attention span in bilingual materials, in the focus of my research, as it is closely related to psychological factors influencing learning.

The study examined how students pay attention and how bilingual instruction supports their understanding.

My observations showed a gradual improvement in listening skills and sustained attention.

Boys demonstrated slightly more interest in responding than girls.

I adopted an activity-based methodology supported by observation, questionnaires, and interviews. The findings suggest a positive impact on basic skills, creating an effective teaching–learning environment and promoting longer sustained attention.

How does the use of Multilingual approach impact the reading comprehension skills of Class 7 students?

Teacher researcher
Vinay Kumar Bura

Mentor
Laxman Vangara



Teacher – Vinay Kumar Bura

This poster presents an action research study carried out under the Action Research Mentoring Scheme (ARMS) of the British Council.

The study explores how using a multilingual approach can improve the reading comprehension skills of Class 7 ESL (English as a Second Language) students who often struggle to understand English texts.

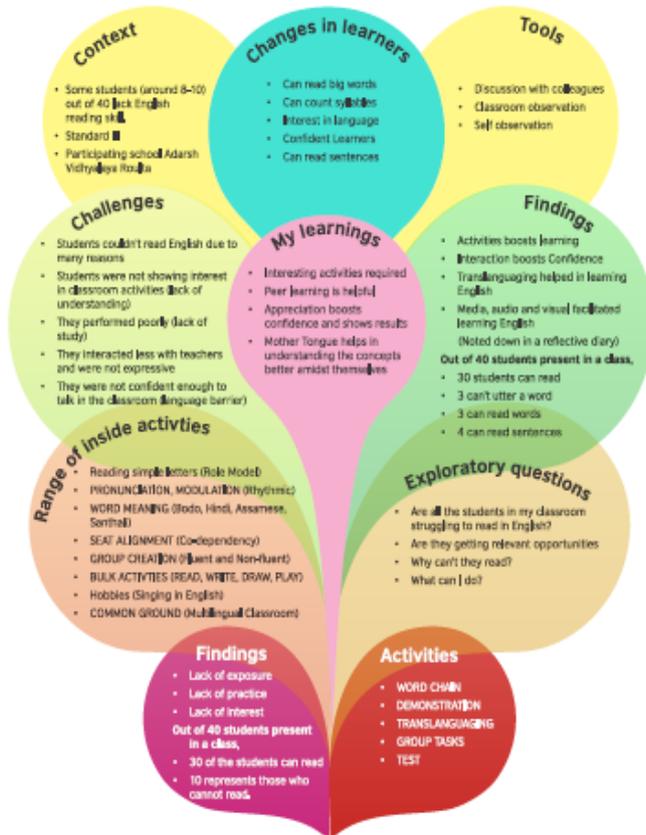
Many students face challenges due to limited vocabulary and lack of confidence. By encouraging the use of their home languages through glossaries, pre-reading discussions, and collaborative activities, students showed better understanding, active participation, and greater interest in reading.

The findings demonstrate that valuing students’ languages creates a more inclusive, supportive, and effective learning environment. My journey as an ARMS mentee strengthened my reflective practice, research skills, and confidence as a teacher-researcher, highlighting the power of inclusive and language-sensitive classrooms.

A report on Improving reading skills of the students of class III

Teacher researcher
Bishakha Bhardwaj

Mentor
Pranjana Kalita Nath



Teacher – Bishakha Bhardwaj

Focus of the Study

This project addressed foundational English reading challenges for Class III students in a multilingual, remote context.

Key issues identified through initial assessments included significant gaps in phonological awareness, decoding, and word recognition, often worsened by limited English exposure and low motivation outside of school.

Journey through the ARMS Project

To bridge these gaps, the project implemented structured classroom interventions and contextually relevant teaching strategies. This journey moved beyond teaching assumptions, using methodical inquiry and systematic observation to find real-time, practical solutions for persistent academic difficulties.

Reflections

The process highlighted that evidence-based inquiry and reflective teaching are essential for informed decision-making. Continuous monitoring and analytical observation proved vital in improving reading outcomes and the overall quality of foundational literacy for students in diverse learning environments.

How can we improve spoken skills in a multilingual classroom without errors in subject-verb-object and which are in agreement with person - number and gender?

Teacher researcher
Vinolya Kalpana

Mentor
Mamatha Sadu



Teacher – Vinolya Kalpana

This poster shares my reflections from an action research project, focused on improving students' spoken English in a multilingual classroom.

Many students faced challenges such as mother-tongue influence, confusion in word order, limited vocabulary, and fear of making mistakes, which often resulted in silent classrooms and incomplete sentences.

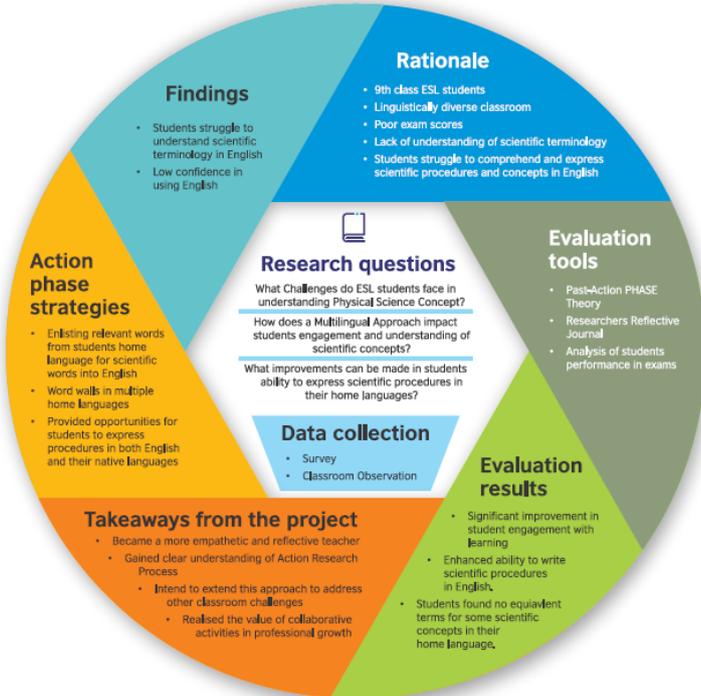
Through structured strategies like Subject-Verb-Object pattern drills, speech shadowing, code-switching, and daily sentence practice, I created a supportive environment for spoken interaction.

Regular picture-based conversations encouraged students to speak more confidently and meaningfully. Evidence from pre- and post-tests, student work, peer feedback, and weekly reflections showed noticeable improvement in fluency, grammatical accuracy, and confidence. This project helped me better understand the importance of patience, consistent practice, and creating safe spaces for learners to develop their speaking skills.

Home language use in science activities: enhancing students conceptual understanding

Teacher researcher
Ramaka Poornima

Mentor
Laxman Vangara



Teacher - Ramaka Poornima

This poster presents reflections from an action research study focusing on the use of students' home languages in Grade 9 science classrooms.

In a linguistically diverse setting, many students struggled to understand scientific terminology and express concepts confidently in English. The study explored how multilingual strategies—such as using word walls in multiple languages and encouraging students to explain scientific procedures in both English and their home languages—could support learning.

These approaches led to higher student engagement, improved conceptual understanding, and clearer written expression in science.

The project also prompted the teacher to become more empathetic and reflective, deepening their understanding of inclusive classroom practices and the value of language in supporting meaningful learning.

The effect of multilingual approach on improving the oral reading fluency of class 8 students

Teacher researcher
Pinki Ghosh

Mentor
Dr. Nivedita Malini Barua



Teacher – Pinky Ghosh

This poster presents my reflections from an action research study conducted under the ARMS Programme, which explored why students in a Grade III classroom struggled to read English fluently.

Teaching in a multilingual context in Karbi Anglong, Assam, I observed that many learners lacked basic vocabulary and found it difficult to break words into syllables, leading to hesitation and low confidence while reading.

Through classroom observations, discussions, and reading activities, I identified that more than half of the class faced these challenges.

During the action phase, I introduced guided reading, word-breaking activities, group reading, and multilingual techniques integrated with art.

These approaches helped reduce fear, encouraged participation, and supported students in making sense of English through their home languages. The study highlighted the importance of structured support, collaborative learning, and consistent motivation from both teachers and parents to strengthen early reading skills

How can I use my 9th class student's mother tongue to make reading comprehension more meaningful?

Teacher researcher
Johnssy Rani

Mentor
Vinayadhar Raju



Teacher – Johnssy Rani

This poster reflects on an action research study carried out under the ARMS Programme, focusing on how students' mother tongue can be used to make reading comprehension more meaningful for Grade 9 learners.

In my classroom, many students struggled to understand texts due to limited prior knowledge, unfamiliar vocabulary, and difficulty identifying main ideas or retaining information.

Using questionnaires, interviews, and classroom observations, I explored how strategic use of the mother tongue could support comprehension.

During the action phase, I introduced activities such as Think-Pair-Share, story mapping, and graphic organisers, supported by context clues and a mother-tongue glossary.

These strategies led to more active participation, increased confidence, and improved retention of reading content. The study reinforced my understanding that students' home languages act as an effective scaffolding tool, helping learners engage more deeply with texts rather than acting as a barrier to learning.