

COP WEBINAR 11

FOLLOW-UP DISCUSSION –

SUMMARY OF COUNTRY DISCUSSIONS

Practical Classroom Research



Teachers increasingly see classroom research not as an academic requirement but as a practical tool for professional development and classroom improvement.

Key Classroom Challenges:

-  **KAZAKHSTAN:** Research skills, data analysis, ethics, implementation barriers.
-  **KYRGYZSTAN:** Motivation, speaking competence, mixed-ability classes.
-  **TAJIKISTAN:** Participation, motivation, interactivity, mixed abilities.
-  **TURKMENISTAN:** Speaking participation, motivation, vocabulary retention, large classes, confidence, mixed abilities.
-  **UZBEKISTAN:** Low English speaking time, L1 interference, engagement, discrepancies between intended and actual teaching practice.

Support Needed:

KAZAKHSTAN: Ethical guidance, research training, institutional support, balanced procedures.

KYRGYZSTAN: Guides, training, time allocation, resources, collaboration platforms.

TAJIKISTAN: Guidelines, training, digital tools, templates, administrative support.

TURKMENISTAN: Research groups, workshops, templates, mentorship, digital repositories.

UZBEKISTAN: Templates, ethics procedures, supervisor training, model projects, institutional recognition.

Preference for Practical and Manageable Research Methods

- Classroom observation.
- Questionnaires and surveys.
- Reflective journals.
- Interviews and discussions

Strong Interest in Classroom Research

Across all five countries, participants viewed classroom research as a valuable way to improve teaching and learning through evidence-informed practice. Teachers recognized that observation, reflection, and experimentation are already part of their professional work

Participants consistently requested:

- Practical classroom research guides and templates.
- Research methodology training.
- Communities of practice, mentoring, and collaboration.
- Institutional recognition and support.
- Digital tools and resources

Common Classroom Problems

- Low student motivation and engagement.
- Limited speaking participation and confidence in English.
- Mixed-ability classrooms that make differentiation difficult.
- Large class sizes and challenges in maintaining interaction.



Overall Regional Conclusions:

- Build research capacity through practical training and mentoring.
- Create accessible resources such as templates, ethical guidelines, and sample projects.
- Strengthen institutional support by recognizing classroom research as a legitimate and valuable component of teacher development.