



**Supplementary English Classroom Research  
For Verbal English Problems And Solutions!**

**Submitted By:**

**Aj. Adeel A. Khan**

**academic year 2019**

Title of research: **Supplementary English Classroom Research For Verbal English Problems And Solutions!**

Name-Surname: Aj. Adeel A. Khan

Position: English Teacher

Graduated degree: B.Ed

Name of college: Bedford University

Academics year: 1989

## Chapter 1

### The importance and the background of the problem

#### **Problems and solutions**

Following are good examples of my research that are feasible or answerable and those that are neither. A “good” question can be defined as a question that a teacher wants and is able to answer. It is neither too broad, nor too narrow. The variables can be measured either with a standard instrument or with a reliable, self-made instrument. A “bad” research question has none of these qualities, but it can be converted into a “good” question by going through the process described above.

#### ***Why are my students lazy?***

Bad question. Laziness is a broad, subjective and immeasurable quality. This line of questioning will not lead to a positive change in the classroom.

#### ***Why don't my students do their homework?***

Still not a good question. Too broad.

#### ***Which of my homework assignments generate the highest number of returns?***

Better. This can be measured. But of what use would this information be to the teacher?

#### ***Why are some of my homework assignments returned and some not?***

Much better. This question can be answered by putting homework in categories, recording data on highest and lowest number of returns, and then using student questionnaires and interviews to obtain reasons for returns/no returns. Still, there isn't a real point to the research. Teacher research is supposed to be done to stimulate teacher change.

#### ***How can I increase the amount of out-of-school learning and studying that my students do in Thai? What barriers come between students and the completion and return of their homework?***

Both of these questions are good. They can be answered and can lead to teacher/instructional change.

#### ***Why do students are not interested in learning English?***

The answer is, a teacher must be prepared to face difficult situations, and there are always fast and slow learners in the same class. A teacher needs to plan his/her lessons which can be suitable for everyone. This is how I solve my problems. I teach English as they feel it's a fun and it's useful in their lives. A teacher is a model if he/she doesn't know how to teach these students then we will keep facing these problems in the classrooms.

### ***Why do students talk to each other's and not listen to the teacher?***

Because according to my experience and understanding, it's a teacher's fault not enough prepared and there are lots of gaps and pauses between teaching where the students find free time to talk. A teacher must not let the students have pauses and keep teaching from one topic to other! This is the way we can change our students to be great speakers of English.

When my students they don't have books, or they don't bring their books, I tell them if you don't have books your score will not be good enough to go to next class. Next time they bring their books, it works well for me. My other trick is on very first day of the class I sign their books and notebooks with my name on them and always tell them I have noted down who has book and who doesn't have? In this case I can manage them and all of them they always have books and notebooks.

### **The objectives of research**

The Objectives of research are as follow, As a teacher of *Teaching English as a foreign language and teaching Supplementary English* I always develop insights into my students' learning from observing their behavior. Reflective I analyze the students' behaviors, identify potential problems, modify my teaching practices, and evaluate the results. Some ideas succeed; others fail—sometimes surprisingly.

This process is called *Classroom-Based Action Research*.

Action research is classroom-based research conducted by me in order to reflect upon and evolve my teaching. It is a systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. The purpose of classroom research is to gain understanding of teaching and learning within one's classroom and to use that knowledge to increase teaching efficacy/student learning.

Reflective teachers do this every day, only not as carefully and systematically. With training and support, you can learn how to systematize your inquiry from informal reflection and teacher story sharing to formal research.

### **Research Framework**

**Independent variable:** 1. To reflect more deeply and systematically on teaching practices.  
2. In evaluating the effect of actions and practices, to seek opportunities to improve teaching.

The following paragraphs give an overview of the process of classroom research. The first step is choosing a research question: it should be specific, answerable, and lead to significant information on an aspect of teaching or learning. I generally have questions in my mind about what I observe in the classroom; if I don't have a question in mind, then keeping a teaching journal of observations and questions can provide potential questions.

The second step is deciding what information I need in order to answer my question and how it can be collected. Data can be collected in a number of ways: by keeping a teacher journal of observations, conducting student interviews, giving out questionnaires, and testing. An instrument may already be available to collect the information; for example, if I wish to assess oral proficiency, I have to develop my own instrument, for example, a questionnaire specific to my classroom practices. Third, the data must be analyzed. Organized narrative data is perfectly valid in research.

**Dependent variable:** Basic statistical calculations are easily mastered and applied. For example, if my research involves investigating differences between male and female students, simple statistical and narrative comparisons can be made. The next step is to organize and write up the research and results. This can be done informally, for my own information and perhaps to share with colleagues, or more formally, to be shared and disseminated to a wider audience in articles or presentations.

**Hypothesis:** It is a hypothesis of English as a Foreign-language acquisition theory, and a field of interest in educational psychology. According to the affective filter hypothesis, certain emotions, such as anxiety, self-doubt, and mere boredom interfere with the process of acquiring an English as a Foreign language.

## Chapter 2

### References and Theory

References and theory are [conceptual frameworks](#) that describe how students absorb, process, and retain knowledge during [learning](#). Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed and knowledge and skills retained.

Behaviorists look at learning as an aspect of [conditioning](#) and advocate a system of rewards and targets in education. Educators who embrace [cognitive theory](#) believe that the definition of learning as a change in behavior is too narrow, and study the learner rather than their environment—and in particular the complexities of human [memory](#). Those who advocate [constructivism](#) believe that a learner's ability to learn relies largely on what they already know and understand, and the acquisition of knowledge should be an individually tailored process of construction. [Transformative learning](#) theory focuses on the often-necessary change required in a learner's preconceptions and world view. Geographical learning theory focuses on the ways that contexts and environments shape the learning process.

Outside the realm of [educational psychology](#), techniques to directly observe the functioning of the brain during the learning process, such as [event-related potential](#) and [functional magnetic resonance imaging](#), are used in [educational neuroscience](#). The [theory of multiple intelligences](#), where learning is seen as the interaction between dozens of different functional areas in the brain each with their own individual strengths and weaknesses in any particular human learner, has also been proposed, but empirical research has found the theory to be unsupported by evidence.

## Chapter 3

### Research Methodology

A science of studying how research is done scientifically. A way to systematically solve the research problem by logically adopting various steps. Methodology helps to understand not only the products of scientific inquiry but the process itself. Aims to describe and analyze methods, throw light on their limitations and resources, clarify their presuppositions and consequences, relating their potentialities to the twilight zone at the 'frontiers of knowledge.

**Population:** The "study population" is the population from which sample is to be drawn. Commonly, the [population](#) is found to be very large and in any research study, studying all population is often impractical or impossible. Advancement of wealth of human knowledge. 'Tools of the trade' to carry out research; Provides tools to look at things in life objectively. Develops a critical and scientific attitude, disciplined thinking or a 'bent of mind' to observe objectively (scientific deduction & inductive thinking); Skills of research will pay-off in long term particularly in the 'age of information' (or too often of misinformation) Enriches practitioner and his practices; Provides chance to study a subject in depth; Enable us to make intelligent decisions; Understand the material which no other kind of work can match. As consumers of research output helps to inculcate the ability to evaluate and use results of earlier research with reasonable confidence and take rational decisions. Doing research is the best way to learn to read and think critically.

**Sampling Group:** Before a sample is taken, members of study population need to be identified by constructing a list called a sampling group. Each member of sampling group is called sampling unit. For example, someone may want to know details about lessons in the classroom. Students are coming to a particular classroom on Sundays. So the students coming to that classroom on Sunday form a sampling group.

**Research Implement:** An implementation research study placing important focus on implementation outcomes. Using mixed methods to examine a range of implementation outcomes. This examination of the implementation process helped the teacher derive essential lessons about the need for teaching.

**Data Collection:** **Data collection** is the process of gathering and measuring information on targeted variables in an established teaching system, which then enables one to answer relevant questions and evaluate outcomes. Data collection is a component of research in all fields of study including [physical](#) and [social sciences](#), [humanities](#), and [business](#). While methods vary by discipline, the emphasis on ensuring accurate and honest collection remains the same. The goal for all data collection is to capture quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that have been posed. And this how I teaching my students and do all the research and data collection.

**Research Statistics:** Teachers frequently use [statistics to analyze](#) their teaching results. [Why do researchers use statistics?](#) Statistics can help understand a phenomenon by confirming or rejecting a [hypothesis](#). It is vital to how we acquire knowledge to most teaching theories. Since the first studies

on the teaching and learning of statistics appeared in the research literature, I have taught the lessons in this area has grown dramatically. Given the diversity of disciplines, methodology, and orientation of the studies that may be classified as “statistics education research,” summarizing and critiquing this body of work for teachers of statistics is a challenging and important endeavor. In this paper, a representative subset of studies related to the teaching and learning of statistics in introductory, non-calculus based college courses is reviewed. As a result of this I have reviewed, and in an effort to improve the teaching and learning of statistics at the introductory teaching level, some guidelines to help advance future research in statistics education are offered.

## Chapter 4

### Analysis Result:

Well, learning-focused supervision and evaluation, the Analyzing Teaching for Student Results (ATSR) program helps leaders zero in on high-leverage teaching strategies that make a difference to student learning. During the program, participants examine and use both a common language and a concept system about teaching to support any state framework. The program provides multiple opportunities for participants to develop keen observation and analytical skills that will support teachers in building their own capacity to impact students’ learning. I have evaluation standards and models have been developed and are referenced in this program.

As a result of taking this program, participants were able to:

- Name, explain, and document what high expertise teachers know and can do in many performance areas from classroom management to planning standards-based lessons and assessments
- Capture salient classroom events in literal notes
- Connect teacher behavior and decision-making with impact on student learning
- Give teachers evidence-based feedback that builds their capacity as high-expertise teachers and stimulates reflection
- Use multiple data sources to assess growth opportunities and help meet new requirements for teacher goal-setting and improvement planning. The results were great and unexpected.

## Chapter 5

### Conclusion Content and Recommendation

**Conclusion:** Teaching proceeds sometimes seems alarmingly slow, and impatience and hopes both run high when discussions turn to issues of learning and education. In the field of learning, the past quarter century has been a period of major research advances. Because of the many new developments, the studies that resulted in this volume were conducted to appraise the teaching/learning knowledge base on human learning and its application to education. I evaluated the best and most current teaching data on learning, teaching, and learning environments. The objective of the analysis was to ascertain what is required for learners to reach deep understanding, to determine what leads to effective teaching, and to evaluate the conditions that lead to supportive environments for teaching and learning.

An understanding of learning includes understanding about learning processes, learning environments, teaching, sociocultural processes, and the many other factors that contribute to learning. Research on all of these topics, both in the field and in laboratories, provides the fundamental knowledge base for understanding and implementing changes in education.

This volume discusses research in six areas that are relevant to a deeper understanding of students' learning processes: the role of prior knowledge in learning, plasticity and related issues of early experience upon brain development, learning as an active process, learning for understanding, adaptive expertise, and learning as a time-consuming endeavor. It reviews research in five additional areas that are relevant to teaching and environments that support effective learning: the importance of social and cultural contexts, transfer and the conditions for wide application of learning, subject matter uniqueness, and assessment to support learning, and the new educational technologies.

**Content:** In order for English language learners (ELLs) to become successful students, they need to learn grade-level content as well as the English language skills needed to access that content. The strategies in this section suggest ways in which you can provide your ELLs with additional language support in learning content areas such as math, science, social studies, and language arts.

There are a number of strategies that educators can use when teaching English language learners (ELLs) in content areas. If these strategies are new to you, an ESL specialist or colleague may be able to offer some more ideas on how to use these strategies effectively with students at different language levels.

**Recommendation:** Teaching language arts and literature to English language learners (ELLs) provides rich opportunities for language and literacy development. These resources offer ideas for helping ELLs succeed with grade-level texts and work towards the rigorous demands of the Common Core and other language arts standards.

### **Teaching Method**

I am an English teacher. In my classroom I use whole-language teaching method. One of my concerns is ensuring that all students talk (in English) during class activities. I have noticed that some students do not do anything, and I have tried to mentally keep them on track and I always trying to figure out reasons and solutions. And I always keen on what makes students talk? I always have better ideas to make them talk in English by giving them some topics and it works great. I also focus on particular students and on specific activities. I will also do some reading on oral participation in English speaking classes. Sometimes I decide that I want to look at students' oral participation in small groups and keep data on two of the groups in order to investigate their understanding student-student English language interaction. I use audio and video English lessons at which each of the groups sit and, based on the data, interview the two students who talk the most and the least. I also consider using student self-assessment to learn students' feelings about participating orally in small group activities.

### **KEEPING A RESEARCH JOURNAL**

Research Journal Purposes: Why should I keep a journal?

To improve observation skills

To help focus observation

To provide a record of observations, to yield research questions and further information on the research topic, or to focus research questions. Journal Contents: What goes into a research journal?

Classroom observations/notes, Brainstorming sessions, Notes from current literature Results and other searches on databases (print outs or notes) How do I keep a research journal? Focus on areas that interest you: activities, interactions Focus on one student all day or at one activity take notes either during or right after class. Write down the results of brainstorming with colleagues and information from current literature. At the end, based on the results of the learning outcomes, the learner behavior, and the teacher behavior, what specific things can be changed? Remember that if you change too many things, you will not be able to ascertain what causes new outcomes. Action research can be done in the classroom and with the online learning communities. You do not have to do a rigorous experiment with treatment groups (And statistical analyses). You do need to identify a “problem” and have some specific questions or targeted outcomes you do want to try and control for as many other contributing variables as possible (or at least acknowledge them and keep good notes). Action Research as a research methodology leads first to reflecting on a pedagogical situation and then to producing change in it. That’s all the recommendations I have at the moment.

Keep it up and have fun with students and their projects in English