

How Teachers Can Share Their Research



Week 5 website now open:

<http://classroombasedresearch.weebly.com/week-5.html>

The webinar will begin at 15:00GMT. If you have time you could look at some of the videos of teachers sharing their research here:

<http://www.teachingenglish.org.uk/low-resource-classrooms/materials-methodology> or here:

https://www.youtube.com/watch?v=0Ws9Bb_nk30&index=5&list=PL8zld4Gi1BFtvaJtWBjeROBDYRZnVBwqR

Today's plan

Introduction - where are we now?

Sharing teacher-research in / from ...

... the AINET project (India) [posters]

... the Kathmandu Hornby School (Nepal) [staged writing]

... the Champion Teachers programme (Chile) [from oral to written]

Internet-based sharing / Sharing in *this* community

Introduction - where are we now?

End of week 4 / Beginning of week 5

classroombasedresearch.weebly.com/evo2018

Please be gathering and analysing evidence for your research questions

Might you be ready to present something in our next live webinar, on 17th February?

<http://classroombasedresearch.weebly.com/week-5.html>

Sharing teacher-research in the AINET project

AINET = All-India Network of English Teachers





ainet

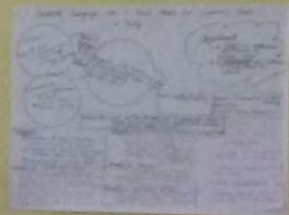
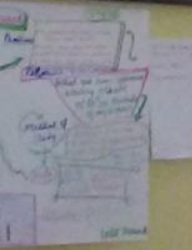
Develop Together
All India Network of English Teachers
www.ainet.net

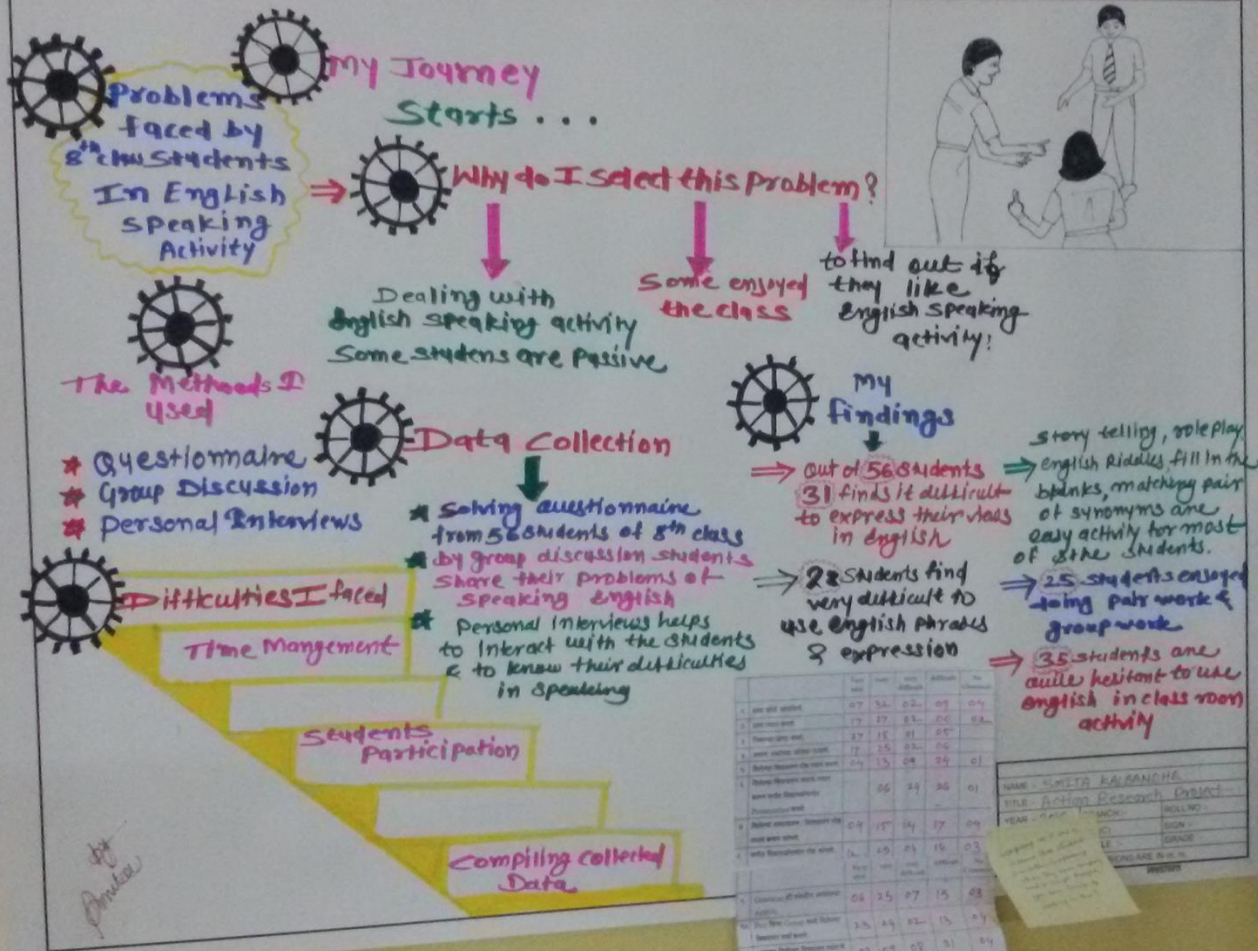


Ministry of Education, Government of India
All India Network of English Teachers



A Network of English Teachers
All India Network of English Teachers
All India Network of English Teachers





	Test 1	Test 2	Test 3	Test 4	Test 5
1. Give short answer	0.7	0.2	0.2	0.7	0.4
2. Give short answer	1.7	0.7	0.3	0.6	0.2
3. Reading light word	0.7	0.5	0.1	0.5	0.5
4. Give short answer	1.7	0.5	0.3	0.6	0.2
5. Short answer the short word	0.4	0.3	0.4	0.4	0.1
6. Short answer the short word	0.5	0.4	0.6	0.1	0.1
7. Short answer the short word	0.4	0.5	0.4	0.7	0.4
8. Short answer the short word	0.4	0.5	0.4	0.6	0.3
9. Short answer the short word	0.4	0.5	0.4	0.6	0.3
10. Short answer the short word	0.4	0.5	0.4	0.6	0.3
11. Short answer the short word	0.4	0.5	0.4	0.6	0.3
12. Short answer the short word	0.4	0.5	0.4	0.6	0.3
13. Short answer the short word	0.4	0.5	0.4	0.6	0.3
14. Short answer the short word	0.4	0.5	0.4	0.6	0.3
15. Short answer the short word	0.4	0.5	0.4	0.6	0.3
16. Short answer the short word	0.4	0.5	0.4	0.6	0.3
17. Short answer the short word	0.4	0.5	0.4	0.6	0.3
18. Short answer the short word	0.4	0.5	0.4	0.6	0.3
19. Short answer the short word	0.4	0.5	0.4	0.6	0.3
20. Short answer the short word	0.4	0.5	0.4	0.6	0.3

NAME: SMITHA KARANJHE
 TITLE: Action Research Project
 YEAR: 1st MARCH
 SCHOOL NO: 10
 CLASS: 8
 GRADE: 8
 RECORD MADE BY: SMITHA KARANJHE

Why do I select this Problem?

- Problems of Pronunciation
- Difficulty in reading individual words
- Difficulty in reading sentences
- Difficulty in reading passages

Methods I used?

- Audio Recording
- Focused group discussion
- Observations

Data Collection

- Samples of audio recording from 25 students
- 20 words, 20 sentences and 2 passages for reading
- Students share their problems about reading aloud
- Observed their students' behaviours, their interests and fears

What are the problems of my students in Loud Reading in class?

Work in Progress....

Findings

- Some students find it difficult to pronounce new, long words
- Some student find it difficult to read contracted forms
- Some students find it difficult to read with the help of punctuation marks
- Some students are scared to read before the class.

Difficulties I faced

- Students hesitation in participation
- Listening to the audio clips
- Analysis of the data

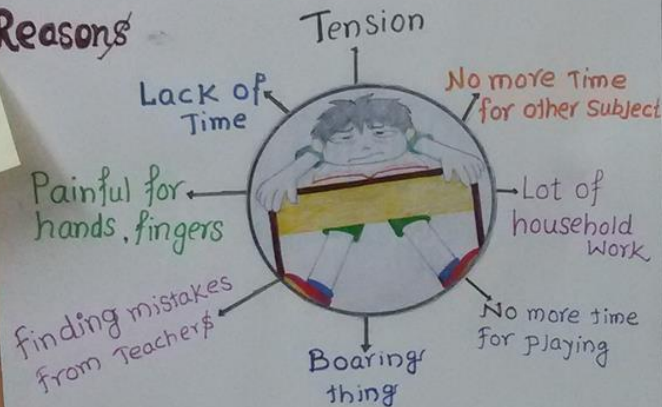
Name -		Date -	
Roll No. -		Page No. -	
Branch -		Section -	
DT. (C) -		SIGN -	
SCALE -		GRADE -	
ALL DIMENSIONS ARE IN mm			

"Why my students do not do the given homework?"

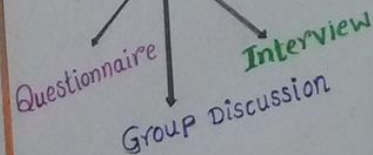
- 1) Visiting to parents.
- 2) Specific conclusion
- 3) Busy in other thing

I think I should not
visit to parents for
specific conclusion

Reasons



Method of Study



Data Collection

Questions

Positive

- 1) Why should teacher give H.W?
- 2) Why should students do H.W?

Negative

- 1) Why should not Teacher give H.W?
- 2) Why should not students do H.W?

Findings

Positive Q. 1

- H.W Improves students Handwriting - 115 statements - 67%
- H.W help more revision - 69st - 40%

Negative Q. 1

- Other study suffers - 31st - 18%
- H.W is boring thing - 27st - 16%

Positive Q. 2

- Beneficial for exam - 44st - 26%
- Improve their knowledge - 43st - 23%

Negative Q. 2

- Lack of Time - 41st - 24%
- painful for hand and finger - 18st - 10%

Students who do not
do H.W. are not
interested in their
studies.

SUDHIR HINGE

Basic ingredients of a teacher-research report

1. My starting-point / My questions
2. What did I do (to collect evidence / to analyse)?
3. What did I find and what did I learn?
- [4. What will I do next?]

Sharing teacher-research in ... the Hornby School, Kathmandu (Nepal)

Classroom-based research

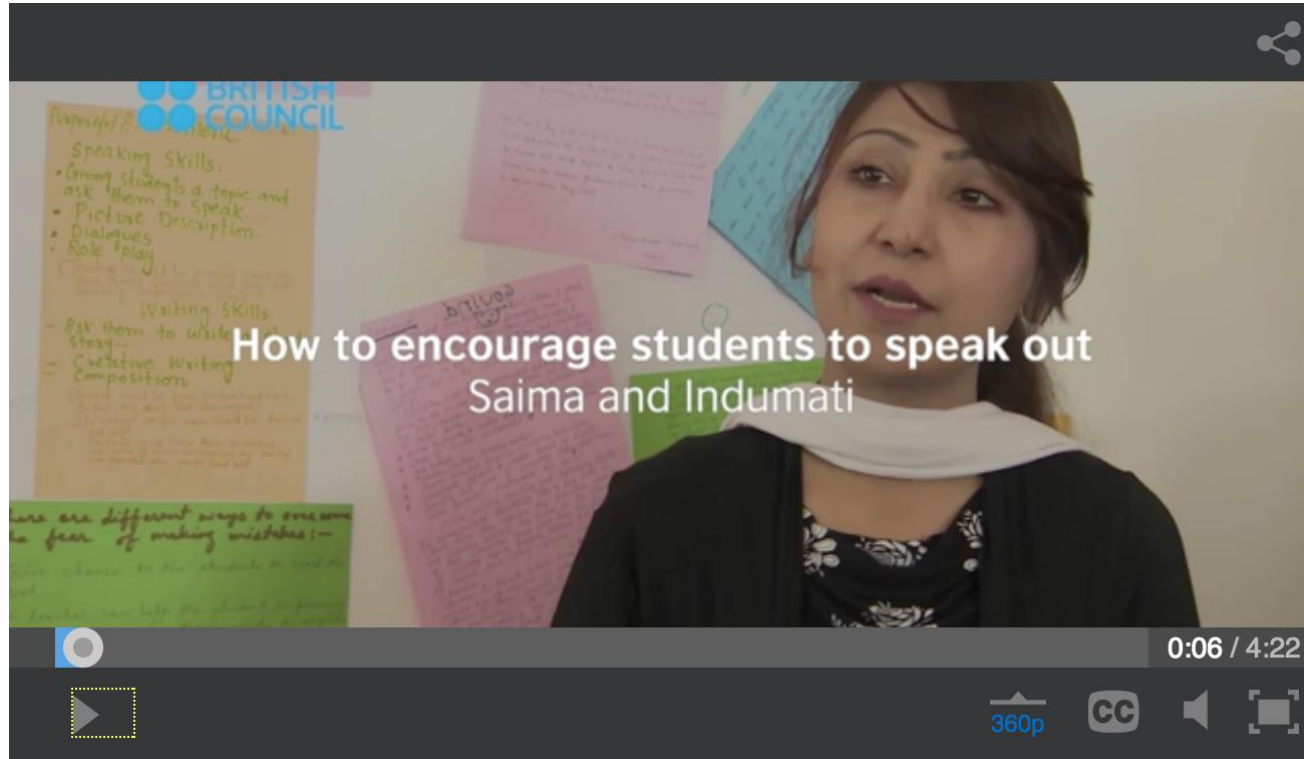


for professional development

<http://www.teachingenglish.org.uk/low-resource-classrooms/materials-methodology>



<http://www.teachingenglish.org.uk/low-resource-classrooms/materials-methodology>



http://classroombasedresearch.weebly.com/uploads/7/3/1/6/7316005/managing_multiple_classes_in_one_room_without_partitions.pdf

Managing multiple classes in one room without partitions

Joya Senchowa - India

Bornali Gogoi – India

Babita Hapila – India

Krishna Deuba – Nepal





My name is Bornali Gogoi and I am an Elementary teacher for the government of Assam in India.

My name is Babita Hapila and I am an Elementary teacher for the government of Assam in India.

My name is Krishna Deuba and I am an Elementary teacher in Nepal.

The problem we face

As a result of teacher shortages in our countries, we four all face the same problem – how to handle multiple classes together in one room with no partition. Additional problems arise when there is only one teacher in the school or when other teachers are absent, leaving only one teacher to manage all the classes. One of the main difficulties we share is maintaining a manageable noise level. With so many learners in one space it is difficult not to disturb other classes. And even though we try to occupy our other class(es) with activities while we are teaching another one, those learners become distracted, especially when we do interactive activities such as role plays, games or rhymes. Another issue is managing to give equal time and attention to each class, an issue which is compounded by the need to complete a heavy syllabus. We always feel that we cannot monitor the learning and progress of individual learners effectively.

How can *you* structure a written report according to what you've written so far in Google+?

- [1. My starting-point / My questions]** → Google+ 1. Self-introductions / 2. You and your classroom / 4. What are your problems / puzzles?
- [2. What did I do?]** → Google+ 5. What will you explore, what evidence will you gather? / 6. Ethical considerations / 7. How will you analyse?
- [3. What did I find and what did I learn?]** → Google+ 10. What are your findings, and what have you learned?

This week's main task (Activity 1): What are my findings, and what have I learned?

<http://classroombasedresearch.weebly.com/week-5.html>

Complete this task when you have collected and analysed some evidence to answer your research questions:

- 1) What have been the main findings of your research so far?
- 2) What have you learned as a teacher?
- 3) What are you planning to do next?

Answer the above questions in [Google+ under '10. What are your findings, and what have you learned?'](#)

Sharing through written reports



My research...

Wrapping up classes, the end is as important as the beginning of the class!



Blank paper panic



Publication process



Poster presentation



Transcription



Written report



Solange Pinaud
January 21st, 2014.

My students do not speak in English

During the first semester of 2013, I was working as a substitute teacher at a subsidized school located in La Pintana, Santiago. My students were from 6th to 12th grades, and I was teaching 7 grades. There were 45 students per class and they had English classes every day, and the lessons were based on textbooks by Cambridge. Most of the pupils of 10th grade did not have the student book. I was told that the students were used to full-English lessons. However, they did not understand what I was talking about, and they did not answer my questions. In other words, they did not participate in any speaking activity.

Considering that the students were used to English and the English level were very demanding, I could not understand why students did not speak. Therefore, my research questions were:

- A) How many students speak in English during the class?
- B) What is the proficiency level of students' listening comprehension and speaking?
- C) How do students feel when they have to speak in English?
- D) How do you feel about oral activities?
- E) What kinds of activities invite students to speak?

In order to answer my research questions, I collected information through observation, face to face interviews with students, and interviews with other colleagues. What I found was that no more than 10% of the students spoke and participated in classes. This means that 4 out of 45 students got involved during the lessons. One interesting piece of information was that all of them said that English was important and they wanted to speak English. However, most of them said that they felt uncomfortable when they have to speak in English. Also, they said that questions were too difficult to be understood and most of the time they hardly could follow the lesson. They said that they did not have vocabulary at all and they definitely were not confident enough to speak. In addition, they were confused regarding oral activities because they did not know how to put their ideas into words and sometimes they did not have ideas to share. In addition, there was a gap in their English learning process and this might have affected their confidence with the language, and at the same time, they distanced themselves from this subject.

Also, I met a teacher who worked in another school and is a specialist in teenagers. I talked to her about my problem regarding my students' English speaking skills. She gave me some tips, but I tried those without any positive results. I invited her to my classroom and she accepted immediately. The purpose of her visit was to learn more about their English speaking level. It was interesting how the specialist developed the class. The students didn't want to speak; however, she wrote on the board very simple words: 35 years old, fish, fine, and blue. She invited them to ask her any question related to those words. Then, some of them raised their hands and asked simple questions such as how old are you? Or what's your favorite color? Maybe the sentences were not perfect, but they tried until they succeeded. What I learnt from this is that these students could speak. It was not an advanced conversation; on the contrary, it was a very basic one and not even well articulated. This helped me to realize that the perfect speaking task for these students was a simple personal information chain activity.

The main goal of this activity was to develop self-confidence regarding speaking skills and motivate students. It consists in asking and answering questions related to their personal lives. Ten students stand up and the teacher chooses one student, asking him or her one question about him or herself. The student must answer, and then he or she has to ask a different question to another student. Then, this student sits and the second student has to ask a new question to another student. It ends when everybody sits.

The first time that we tried to do the activity was incredibly unsuccessful. There were only 10 students participating, but it took the group 35 minutes to complete the activity. The reasons are that they did not feel confident to talk, they were most of the time laughing nervously, they did not know what to ask, and when they finally decided what to ask they did not know how to ask that question. I was observing all the time and encouraging them to try. Then, I said the question and I asked them to repeat it. The following day, we did the activity again. This time there were 2 volunteers and the students did better. We started to repeat this activity every day. Before the week ended, there were more than 10 volunteers. Therefore, I picked 5 students and the other 5 students were volunteers, and it took less than 18 minutes to complete the task. At the end of the month, it took less than 6 minutes to complete the activity. They liked the activity because it is about very simple questions which are about themselves; therefore, they knew the answer and they were the only ones who could answer them. The advanced learners asked more complex questions and gave complete answers. The other students got familiar with these questions, giving short answers. I can say that they improved a lot. I demonstrated to them that they knew more than they thought and that they were capable to speak in English. The original idea was to include structures learnt in classes, but unfortunately, I could not finish this project because their teacher came back, and I finish my replacement.

Reflection

Some of the difficulties were the number of students of the class and the negative attitude of the students in speaking. But the major problem that I had to face was that students were not used to practice the vocabulary and the grammar structures learnt in classes. I expected them to produce language based on the contents learnt in classes when they did not know how to use the basic language. I understand that we teachers have to respond to the educational institutions and it is expected to achieve good results. I also understand that these results are demonstrated through SIMCE, which is an official assessment that estimates students' English level and evaluates reading and listening skills. Therefore, we spend time practicing grammar structures and vocabulary using textbooks and working sheets, and because of several reasons, we do not spend time—even two minutes—in speaking activities. This fact is very important because it has a great influence in the actual students' performance of everyday classes.

What I have learnt and concluded is that if we want them to participate actively and use the contents learnt in classes, first, we should teach them to use the most common language in order to let them feel comfortable with the language. After that, we can ask more difficult tasks. In this way, we can help our students to express their ideas, and as a consequence of this, to feel more confident. We should remember that grammar and vocabulary have to be at the service of communication. Therefore, if students do not know how to ask questions, answering questions, or expressing simple ideas, we need to teach them how to use the language they know in order to communicate.

British Council – Exploratory Research

Teaching "Very Young Learners" English in English

I am ~~Sylvia~~, I'm from Rancagua and I work in a catholic school named: ~~Colegio Las Claretas~~. I work with Nursery, ~~Prekinder~~ and Kinder.



The school is part of "~~Fundación Agraciada~~" so they, in order to help the community, offer high quality education for free. This is the ~~building~~ (picture). As you can see it is very nice, it's big and it is located in La Miranda, which is a countryside part of Rancagua.

These are the ~~kids~~, they are 3 to 4 years old.



This is the classroom, it is very nice. They have space and bathroom inside of it. It is a comfortable and safe place to stay.



This is me, working on the floor with flashcards.



When I started working on this place I was so excited. It was my very first year working, but since I studied to teach high school students I felt I didn't know how to teach very young learners. That was a huge problem for me and here I got my question:

"In which ways can we teach very young learners English in English?"

I developed three questions to a deeper understanding:

The first one is: **In which activities little kids are more concentrated/focused?** At the begging of the year I only worked with flashcards, worksheets and competitions. That makes me feel that the class was kind of boring and didn't work very well. Even though they behave excellent and they want to learn, for me it wasn't enough. So in four units I tried as many activities as I could.

POEMS – BALL GAME – FLAGS – COMPETITION – WORKSHEETS – SHORT STORIES –
REALIA – ROULETTE – ART ATTACK – DRAWINGS – JIGSAW PUZZLE – DOMINOES – HEADBANDS –
CREATIVE WANDS – MAGIC BAG – BINGO – FLASHCARDS.

Some of these activities worked, some others didn't work. But the most important thing is that classes are 95% in English.

Then I asked myself, **What amount of vocabulary is appropriate to teach them in each unit?** This question is very important because they are babies so we have to pay attention on amount of vocabulary to make them feel comfy.

✕ In unit 10 we worked with 8 words

A Handbook for Exploratory Action Research

Richard Smith and Paula Rebolledo



TeachingEnglish website:

https://www.teachingenglish.org.uk/sites/teacheng/files/pub_30510_BC%20Explore%20Actions%20Handbook%20ONLINE%20AW.pdf

Activity 2: Present your findings to others in this EVO community

We would like to invite you to present a 3-minute summary of your research in the 6th live session (13th Feb) and/or in a special live session we will organize in March. If possible, make some accompanying visual material and provide the link to this or upload a maximum of three PowerPoint slides.

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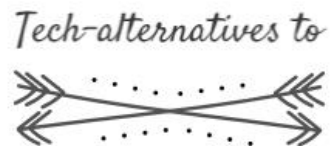
https://docs.google.com/document/d/153ByxetfXXTSzH6_UZafOQjdD4PIWsZeCA6rtU68jmk/edit

Using Web 2.0 tools for sharing teacher-research

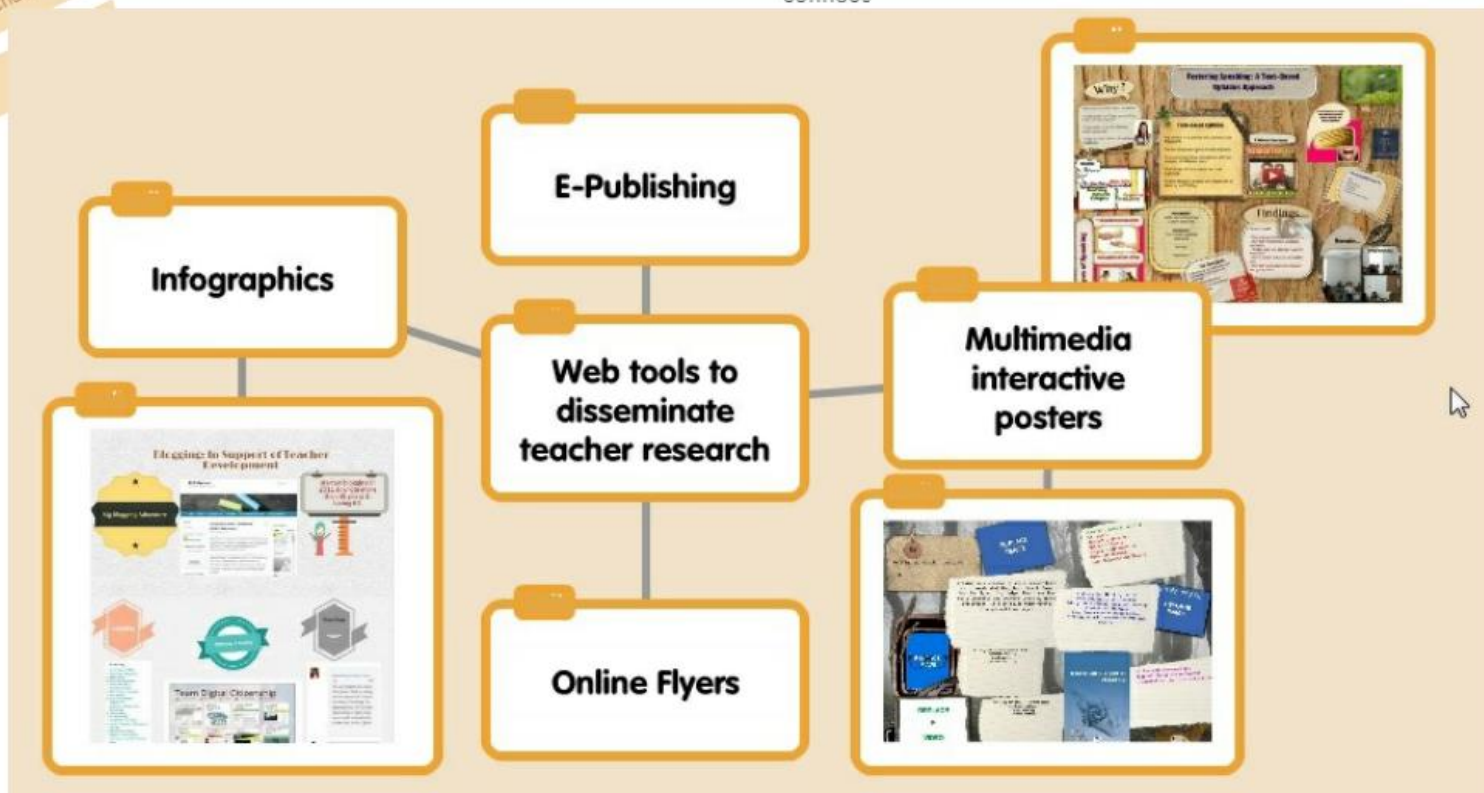
Sharing teacher-research via Web 2.0 tools may enable:

- understanding and interpretation through a wide variety of multimedia
- linking to different kinds of evidence via links, e.g. classwork, audio/video data etc.
- response and comments from audience, making research more accessible and mutually interactive.
- coming-together of teacher-researchers from different geographical locations.

Some Web 2.0 tools for
Dissemination of teacher research



connect



Web tools in use: Reports of Teacher Research

Glogster

- <http://rukie.edu.glogster.com/fostering-speaking/>



Glogster

- <http://pelinnnnn.edu.glogster.com/a-study-into-the-impacts-of-whole-class-speaking-activities/>

A Study into the Impacts of Whole-Class Speaking Activities on Students in a Preparatory Class
by Pelin Küçük
Gazi University, Ankara

Observed problems by the researcher:
- lack of motivation
- being afraid of making mistakes while speaking

Activities:
- a pair speaking activity
- two group speaking activities

Data collection tools:
- written feedback
- interviews

Procedure & Data collection tools

1. Doctors and Patients (pairs)
8 doctors & 8 patients
patients -> come up with an illness & describe it to doctors (4 minutes for preparation)
doctors -> give advice & find solutions to illnesses
-changing partners after they finish speaking
aim: doctors will choose the craziest patient: patients

2. Soap Opera (groups)
- divided into groups of 4-5 people
- no limits for their scenario and materials to be used
- no target language
- 20 minutes for preparation

3. Murder (groups)
- write "Mrs. McDonald was found dead in her house on Tuesday at eight in the morning. You have to find who killed her and why."
- divide students into groups of 5
- 25 minutes for preparation
- 15 minutes for their role-play (in total)
- create a scenario based on the statement above and act it out (mostly interrogation)

Conclusion
Speaking activities, especially role-play ones, help students feel more comfortable and motivated to speak. As we all know, they can be bored during the academic year and this causes them to abstain from participating in the lessons. However, when we create a new environment for them and

Suggestions
check if these group speaking activities have an effect on fluency when the students act out

References
<http://esol.britishcouncil.org/content/teachers/lessons-and-activities/activities/>

Photos


Definition of the problem

Feedback

Web tools in use: Research plans from EVO 2016 participants


E-publishing

- An online flip-book done on «Issuu» by Revathi
- https://issuu.com/revathiviswanathan/docs/teacher_training_programs_for_english_teachers


revathi viswanathan ✓51w

Here is my action plan of the ongoing research.
[http://issuu.com/revathiviswanathan/docs/teacher_training_programs_for_english_teachers](https://issuu.com/revathiviswanathan/docs/teacher_training_programs_for_english_teachers)


Teacher training programs for english teachers
an action

Asli Saglam Owner51w

+revathi viswanathan thanks for sharing your AR plan. Looks fantastic on the flipbook. I hope that you write-up your research consequently and we will get to read about it. Have you used Issuu before?

Anisoara Pop51w

Hi Revathi, did you upload PP? indeed the presentation looks great on ISUU.

revathi viswanathan51w

Thanks for the complements! In fact this is the first time I am using Issuu. I must thank the moderators for introducing the tool. I am planning to write my report as well based on the guidelines shared with us. I am only waiting for the completion of data collection.

Inforgraphics - Talip Karanfil, METU, Northern Cyprus

WHY DO YOU READ?

Reasons ➡ Languages ↓	Good free time activity ❤️	Language learning	Academic achievement	Necessity
L1				
L2				

WHY DON'T YOU READ?

[illegible]

Infographics 2 - Talip Karanfil, METU, Northern Cyprus

READING in L2 - STUDENTS' BELIEFS



- academic development
- self-development
- importance
- fun



- not appealing enough
- need more time
- looking for motivation
- torn between school-work and reading



- not my type of thing
- I've got more important and appealing stuff to do...
- too difficult at this level

Other options

- Self-videotaping and sharing it on YouTube
- Audio-recording, with visual material - e.g. share on Facebook, or...
- Padlet - e.g. <https://padlet.com/btflower221/lwwi053wt6lu>

9.4 Joining wider communities

Here are some further advantages of sharing your research. These involve the fact that, when you publicise your research, you are joining a wider community as a presenter or writer:

- You can meet other individuals interested in similar questions. You can discuss and share your challenges and also learn from others about how to research more effectively.
- You may gain opportunities to become a mentor for other teacher-researchers, developing your capabilities as a leader and ‘teacher educator’.
- You can make useful contacts, for example with representatives of universities, agencies or networks which will provide you with further opportunities, due to sharing your research.

In this chapter we have already provided the names of several networks and communities where you can both share your research and learn from others. Below we list some further, mainly international, communities and groups. However, the most useful and rewarding groups to participate in are often local or national associations or groups, where you can interact with teachers who share similar challenges to you.

Teachers Research! Facebook group

There are a number of communities active online that are involved in teacher-research for English language teachers. A relevant community for you would be the Teachers Research! group, which is dedicated to all types of teacher research, including Exploratory Action Research, but also ‘Exploratory Practice’ and more formal classroom-based research: <https://www.facebook.com/groups/teachersresearch/>



Reminders

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<http://classroombasedresearch.weebly.com/week-5.html>

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- 3) What are you planning to do next?

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