Relationship between Classroom Research, Teacher Research and Action Research

Ajmal Shahim
Assistant Professor, Lecturer of English Department, Faculty of Literature and Humanities, Faryab University, AFGHANISTAN

Corresponding Author: ajmalshahim2021@gmail.com

ABSTRACT

Classroom Research, Teacher Research, and Action Research are three methods that are often misunderstood. Classroom analysis is research undertaken in language classrooms that reflects on participation in the lessons; the Research’s emphasis as well as the environment in which the data is obtained characterizes it. For language teachers and the discipline as a whole, doing classroom Research may be helpful. Teacher research is classified as research performed by the Teacher; in other words, the person who performs the thesis specifies it. The iterative cyclic procedures of preparing, behaving, observing, evaluating, and replanting are used in action analysis to address challenges and develop local practice.

The aim of this analysis is to evaluate the distinctions between classroom research, Teacher research, and Action research, as well as familiarity with the research method in this field.

The analysis of vague information in the field of science research, particularly research in the classroom, professorial research, and practical research in language teaching, is the product and result of the research work on this subject, which has added to the richness of this scientific – research essay.

Aim: Receiving correct and necessary knowledge on these three forms of Research in the field of English language and literature, as well as a brief summary of systematic and general research on classroom research, Teacher training, and Action research in language teaching classrooms.

Keywords: Research, Teacher, Language, Teaching, Classroom Research, Teacher Research, and Action research.

Consequently, you will see that the students have a diverse variety of English skills.

What impact would the students’ varying degrees of proficiency have on the classroom events you plan? What type of grouping techniques do you employ? What sort of research might you do to see if your options are useful? What has been published about teaching multilevel classes in the literature? When you head to class at the start of the semester, excited to see your fellow students for the first time, these and other questions race though your mind.

What sorts of studies are carried out in language classrooms? The aim of this chapter is to introduce language teachers to language classroom Research. Any research conclusions, as well as some research processes, are taken into consideration. Beginning with concepts and contrasts of classroom Research, Teacher research, and Action research, I structured the subject around a set of questions. I provide summaries of some research that are closely relevant to language teachers’ practice, and I conclude the chapter with several exercises that readers may do to further grasp the concepts addressed. About the fact that space limitations prevent a thorough analysis of the available literature, I hope the studies referenced here can inspire readers to learn more about these Research methods and their ability to improve teaching and learning.

The pace at which analyses of classroom Research, Teacher research, and Action analysis have been reported in the field of language teaching has risen significantly in recent years. These Research fields also crop up in the curriculum abstracts of language teacher conferences on a frequent basis. Although, exactly, what do these three words imply? They are always used interchangeably, but are they really the same thing?

What is the concept of language classroom research?

Classroom Research has the greatest history of language instruction among these three principles (or classroom-centered research, as it used to be called). Long described classroom Research as "second language learning and teaching research in which all or part of the data is extracted from evaluation or assessment of teacher and student success in the classroom.” Long's concept of classroom analysis, for example, would preclude a thesis regarding language learning in which
students conducted a questionnaire about their target language usage outside of class, despite the fact that it was fascinating and possibly useful. If, on the other side, the researchers had an observation aspect in the report, visiting classrooms to record those same students’ in-class usage of the target language, which would be classroom, science, according to long, Classroom Research, on the other hand, is not restricted to data obtained inside the boundaries of a physical classroom.

Research that focuses on the classroom, as opposed to, say, research that focuses on the classroom’s inputs (syllabuses, instructional materials) or outputs (students’ grades) (learner achievement scores). It does not minimize or minimize the significance of those inputs and outputs in any way. It seeks to figure out what occurs as students and teachers get together in the classroom. Classroom-centered science, at the most basic level, is research that uses the language classroom not just as an environment for inquiry but also as the subject of investigation, with classroom processes taking centre stage.

What is the concept of teacher research?

Teacher Research, on the other side, is research undertaken by teachers in the classroom. In the last three decades, the concept of teachers conducting research has gained traction, especially in first-language education. Teacher Research is also linked to topics of teacher growth and empowerment, with the belief that through looking at teaching and learning practices in our schools, we will understand more about the craft and science of teaching and thereby strengthen our own teaching. Please see the Teachers of English to Speakers of Other Languages (TESOL) association's collection of edited volumes on language teacher Research for some examples. Teachers from Asia, the Middle East, Australia and New Zealand, Europe, the Americas, and Africa performed studies for this collection.

Teacher Research is normally conducted in schools and reflects on some aspect(s) of classroom interaction, although this is not always the case. In Japan, for example, Stewart and Lohon co-taught a course on cross-cultural contact. Their studies concentrated around what the students carried away from the different roles they were assigned during the classes.

Regardless of the venue or testing techniques utilized, the investigator doing the research is the distinguishing characteristic of the technique of Teacher research. There are helpful discussions of teacher Research published in our area (Burns, 1998, 33).

What is the concept of action research?

Finally, the word “action analysis” signifies a clear methodological methodology. Since action, Research is usually performed by teachers in language classrooms and sometimes reflects on basic features of classroom engagement, it is often mistaken with teacher research and classroom analysis. Activity analysis, on the other side, is more than mere classroom research.

Action analysis is a process for obtaining and analyzing data that incorporates a series of steps: preparing, behaving, examining, thinking, and preplanning. In order to answer a challenge, topic, or concern in his or her own sense, the researcher must first prepare an intervention. After that, the operation (also defined as a "small-scale intervention") is carried out. (The mark behavior analysis is based on this implementation.) The next step is systematic observation of the action's results, which is achieved through a range of data-collection techniques. Audio or video records, test results, teachers' diaries, analysts' observations, students’ performance (in speech or writing), and students' assessments of lessons are all examples of this.

Teachers should use Christison and Bassano's explanations of data-collection methods in action analysis to obtain input from students. The loop repeats itself after the researcher observes the obvious consequences of the action, focuses on the outcome, and schedules a new action.

The broad aims of action research are to achieve a deeper understanding of the local context and to strengthen it. Action Research, according to Kemmis and McTaggart, is a form of "self-reflective inquiry" carried out by participants in social circumstances in order to enhance the rationality and fairness of their own social or educational activities, as well as their perception of these practices and the situations in which they exist.

As a result, action analysis is especially well adapted as a classroom-based research approach that can support both teachers and students.

In the 1940s, Lewin pioneered action studies in the United States to solve social issues. While psychometric analysis in the scientific tradition overshadowed this technique in the United States for several years, it has been commonly used in the United Kingdom, Australia, and Hong Kong for some time. In general education, a variety of action research anthologies and a great deal of analytical guidelines have been written, but in recent years, more and more books and papers regarding action research in second or international language education contexts have been published. The TESOL association released a series of action Research experiments undertaken by language teachers who used the action research method to analyze students’ learning styles and homework (Harmer, 2007, 69–71).

What is the relationship between these three ideas?

To simplify, the word "classroom science" applies to the Research's position and emphasis. The agents that perform the analysis are referred to as Teacher researchers. In addition, action Research is a form of research that involves participants conducting research in their own environments using a codified yet versatile collection of procedures. Action testing may be taken in or out of the school, and students can perform it or not.
McPherson offers a clear illustration of an Action research initiative she undertook as a language Teacher to dig at what occurred in her own classroom. McPherson teaches adult ESL courses in Australia to new immigrants. (In reality, her background was added at the beginning of the chapter in the Experience section.) Her students had a broad variety of abilities one year, partially because many had had to wait a long time for a place in the course following their initial English skills evaluation. McPherson and 25 other ESL teachers from four Australian states served on similar action Research initiatives, each focused on a particular area of educating diverse learners. The three periods of McPherson's own analysis, which is an example of teacher testing, are mentioned in her paper. It is based on the action analysis paradigm and is part in a larger Research of language classroom research.

McPherson studied the research on teaching mixed-ability courses, spoke with other professors, and experimented with different forms of separating her students depending on their proficiency levels during the first term. She found that the students seemed to have priorities that were not the same as hers, and that they often rejected the community and pair work she had set up.

In the second cycle, McPherson solicited suggestions from the students on the tasks. They were shocked to learn that she considered mixed levels to be a challenge, and they expressed their willingness to serve with mixed-ability classes. Following these talks, McPherson granted the students more freedom to use their own materials and events. She then watched them make their own learning decisions, which she meticulously documented. She discovered that the students' decisions were motivated by factors other than her own. Many students, for example, faced intergroup conflicts due to their race as well as political issues in their home countries (e.g., when selecting collaborators for group work). The students had devised methods for preserving civility in the classroom, but the teacher's grouping attempts had unwittingly tipped the scales. "They had sought to make me conscious of the delicate and unstable existence of the classroom dynamics by failing to carry out the actions that they claimed would disrupt the equilibrium," McPherson clarified.

At the end of the path, McPherson's action analysis entered the third cycle. Methods Despite the fact that the majority of the students had started to function well together, there were already two students in the class who were oppressed by the prevailing ethnic community. McPherson employed a tactic of getting these two students up in class and validating their efforts. Even these two students had been more engaged by the end of the semester. Thus, McPherson's teacher Research in her classroom using the action research method enabled her to improve her teaching and, presumably, provide a better learning experience for her students (Wallace, 1998, 193–195).

II. TEACHER COGNITION RESEARCH IN THE CLASSROOM

Teacher cognition Research looks at how teachers learn about their jobs, what goes into successful teaching in terms of skilled decision making, and how new teachers' reasoning and teaching expertise evolve with time. Teacher cognition is a large and significant topic, and we are just scratching the surface of its scope and sophistication.

Most of this Research entails researchers collecting data in teachers' classes and helping them analyze it. The teachers then inform the researchers what they were thinking and what influenced their actions now, utilizing a method known as stimulated recall, in which a researcher utilizes a report of an incident to evoke recollections from others who were there. Audio or video records of the lesson, field observations by researchers, and transcripts of classroom activity are all examples of data. The participants verbalize their memories, and the researchers archive them as a fresh layer of data while the participants go through the initial data and discuss it. Nuñan and KE Johnson, for example, used stimulated recall to get in-service and pre-service teachers to clarify the mental mechanisms they used when teaching.

Teachers' papers have been used to access topics in Teacher cognition and progress in classroom Research. Individuals other than the professors have occasionally examined the papers. Numrich, for example, looked at the teaching journals held by teachers-in-training in her practicum class. Pennington and Richards studied five beginner English as a foreign language (EFL) Teachers in Hong Kong's teaching papers. In certain cases, the journals were reviewed by the teachers who held them, resulting in examples of teacher Research. (Celce, 2001, pp. 61–63.)

The reach of language classroom Research on a global scale

In recent years, language classroom Research has been undertaken in a broad range of environments. Many of the reported classrooms Research in the early 1980s came from Canada, Australia, the United Kingdom, and the United States. This is not the case now. For example, in several countries, teachers' worries regarding dealing with broad classrooms have arisen as a hot topic with significant functional repercussions.

One of the early foci of language classroom Research, the language used by students and teachers during classes, has also been studied worldwide. Research on students' English usage in Sri Lankan classrooms, tasks done in dual language programmes in Hungary, and language use in Tunisian EFL classes utilizing the communicative method are among these findings (Edge, 2001, 91).
III. WASHBACK ASSESSMENTS ARE USED IN THE LANGUAGE CLASSROOM

This cross-national effect is also shown by research on washback. Many countries have looked into washback, which is described as the effects of testing on teaching and learning. External observers, rather than students, have done much of this classroom research. In Sri Lanka, for example, Wall and Alderson obtained baseline data at the outset of a three-year retrospective analysis. "Data that records the standard state of affairs [and] offers the context on which we make comparable statements on how new or peculiar the phenomenon we have seen could be," according to the concept of baseline evidence.

Baseline statistics are typically obtained before the adoption of a new measure in washback studies so that the results of implementing that test can be studied later by gathering parallel data after the test has been utilized for a certain amount of time.

Classroom observers visited English classrooms in five areas of Sri Lanka for six rounds of observations before and after a new national English test was introduced, according to Wall and Alderson's report. The latest exam had an effect on how English classes were taught. Many Teachers, for example, applied "questions and assignments of the type that could occur on the test" to the textbook for the class that the exam was intended to evaluate.

The test has an influence on how teachers produced their own in-class tests. It has no effect, though, on how they taught or graded their students' test results.

Watanabe researched the results of Japanese university entrance tests. Who else found close findings to Wall and Alderson's? He noticed two professors, each of whom was instructing two students in test planning. Watanabe discovered that the grammar-translation questions on university entrance exams did not have the same effect on the two professors. In these circumstances, Watanabe established three reasons that encouraged or hindered washback:

1. The teachers' educational context and/or experience;
2. The teachers' differing opinions on what constituted successful teaching; and
3. The timing of the researcher's findings relative to the exam date. (Freeman (1998), 102–103).

In Israel, performed classroom studies on the washback caused by the introduction of a new Arabic as a second language (ASL) test and new English as a foreign language (EFL) test. When the new ASL test was introduced, the researchers noticed that teachers avoided covering fresh content and started reviewing heavily; textbooks were replaced with worksheets focused on the previous year's ASL test, class exercises were test-like, and the mood became tense. These manifestations of washback halted after the test was performed. Shohamy et al. noticed that when the EFL test had an oral part, teachers improved the amount of class time spent on listening and communicating by using exercises and assignments focused on the EFL test. At the very least, washback affects what teachers stress in language courses, according to this report.

Alderson and Hamp-Lyons watched two teachers in the United States as they taught daily ESL classes and TOEFL training classes. The exam-preparation classes had even more test taking, less time on pair work, more Teacher talk and less student talk, more met language (talk about language), and elicited less laughter than the non-TOEFL classes, according to their findings.

The IELTS are used to prescribe a pre-test and a post-test to all of the pupils. Three of the nine students in School A made no adjustments, and one student's performance fell one-half band. On a 9-point scale, four students went up one-half band and one student went up a whole band, from 4 to 5.

One of the eight students in School B received a half-band reduction, although the grades of three others remained unchanged. Two students' scores improved by half a band, while two other students' scores increased by a band and a half. Other results included the fact that, on average, students in the School's IELTS training class chuckled once a day. Students in the IELTS training class at School Blaughed, on the other hand, studied eleven times a day. Students chuckled the most in group or pair games, which were more popular at School B, according to the results.

Cheng witnessed high school English teachers in Hong Kong meeting with two classes of students researching for their school-leaving exams: one group was scheduled to take the old test, while the other group was scheduled to take the current exam. The old exam allowed students to read aloud, while the new exam substituted role-plays and community conversations. Cheng learned that Teachers did not make students practice reading aloud in the latest test planning courses, and that more time was expended on oral lectures and community conversations than had traditionally been the case. Cheng agreed with Wall and Alderson that the latest exam modified the quality of the courses but had no effect on teaching methods.

Current classroom research experiments, also known as washback, have many perspectives and present several intriguing concerns on how external assessments affect teaching and learning. Tests seem to have a significant effect on what is learned, but less control on how the material is taught, based on what we have observed so far. Future research in this field is required.
including teacher-led research and inquiries into student views (Boston, 1999, 211–213).

What issues have teachers doing action studies in language classrooms looked into?

As previously mentioned, action analysis has risen in importance significantly since 1980. Action research's adoption as a valid means of researching phenomenon in language classrooms has spawned a slew of new subjects. It has also given teachers who use this model with a simple way to do Research. In recent years, a variety of action Research reports have been published in which language teachers have used the action research method to address problems in their own classrooms (often operating alone, often partnering with others). Tsui, for example, describes a Research in which a group of Hong Kong high school teachers used action research to explore their students' aversion to using oral English in their English classes. Quirke used Action research in the United Arab Emirates to systematically elicit opinions regarding his instruction from his female university students (Hedgcock, 2009, 26).

In language classroom Research, what is the position of the teacher?

Study in classrooms has seen a drastic increase in the stature of the position of the instructor in the last three decades. Outside researchers used to carry out experimental classroom data analysis in order to avoid the subjectivity of data processing and perception. Researchers/teachers are viewed as either the actors in the project or as well as being a member of the participants in the study, a journalist, who made a follow-up investigation of a storey that was done outside of the school, elaborates on the situation.

When I started going to school at that university, I made extensive contact with university researchers who were always in my classroom; in reality, it was the extent of my educational experiences until that year. Became approachable or absence of interest, standing or sitting on any way, made it unnecessary for them to exclude my participation in their discussions As if I wasn't a fan of ideas, my friend reminded me that the university people didn't return to explain what they had discovered. In the event, though, I did not find it odd that none of the guests tried to ask me what I said when I said it. When I was in the school, I was seen as an effective, but in the rest of the environment, I was seen as a thinker. When the university researchers began to have confidence in my agency, my theory' only when they were forced to see these circumstances arise themselves as interlinked to my work and my creation together. As language instructor scholars and language engineers, it is no longer uncommon for us to hire and use language classrooms have always done. These shifts in language teaching and research from collaboration to complementarity over time were discovered by Pica (1997) and acknowledged by Coombe (2007, 144).

IV. APPLICATIONS IN THE SCHOOL

In addition to the action Research examples already cited, there are now several analytical tools accessible for performing language classroom research. For language learners, Allwright and Bailey, for example, address both the subjects and the techniques of classroom Research. Nunan and Bailey clarify how to obtain and interpret data in a language classroom. - For studies, especially Teacher researchers, who choose to use induced memory, Gass and Mackey include systematic instructions and simple illustrations. Samway offers advice to teachers about how to keep track of data when teaching. D. Freeman, K. E. Johnson, and Tsui have also spoken about how to look at language classroom engagement. Furthermore, Schachter and Gass edited a series of essays that candidly address the issues that occur while doing classroom Research. Many of these tools would be useful to language teachers who choose to launch their own inquiries in their classrooms.

Will teachers attempt to engage in action testing, or some other form of classroom research?

Isn't it true that conducting those studies takes time? Is it true that conducting research would not necessitate discipline and advanced instruction in research design? To these questions, the response is unmistakably yes. Furthermore, in many cases, teachers are not provided with financial or strategic assistance, release time, or even acknowledgment for their Research efforts.

However, there are many explanations why teachers can pursue language classroom Research. Data collection and interpretation methods may assist them in recognizing trends (both constructive and negative) in their encounters with students. They will come across new puzzles and solutions that will enliven their classes. They will get fresh concepts for teaching and research by reading or hearing accounts of other people's research, as well as become more acquainted with the field as a whole, by reading or hearing accounts of other people's research. They will also get input from other Teachers and benefit from their perspectives by discussing the findings of their own Research (at seminars, in magazines, in staff room lunch talks, etc.).

Allow me to give you an illustration focused on a Research project I conducted for my own professional advancement. During a sabbatical leave, I spent two semesters teaching EFL at the Chinese University of Hong Kong. I maintained a teaching log when I was there. After every lecture, and occasionally after I had been answering to students' dialogue journal envies, I wrote in it. I had intended to hold my teaching log for the first three weeks of the semester because I was concerned about how I might adapt to this new environment and wanted to chart my attempts to fit in as well as any problems that occurred. But the journaling took on a life of its own and wouldn't let me put it down.
Why will a busy Teacher volunteer for a data collection project of this magnitude? What was it about keeping a diary that inspired me to publish every day?

Primarily, I was nervous with how my abilities can communicate with these students. I had taught ESL to advanced graduate students for several years and worked in language teacher training and administration, but it had been a long time since I had taught EFL to lower-intermediate students, particularly college freshmen. In comparison, I was unfamiliar with the local society, the students' first language, the university administration, and the program's curriculum. I was plagued with uncertainties and questions, and writing in the teaching journal provided me with a way to cope with them.

Writing in my journal and rereading the entries over the span of those two semesters, along with supportive feedback from my great colleagues, helped me to find aspects of my teaching where I could develop. My courses, for example, were slow for the first few weeks of the first semester. It was difficult to persuade the students to talk. Rereading my journal entries revealed that I had been dominating class discussions by over-explaining vocabulary words. As the journal exposed this trend, I was willing to take action to minimize teacher talk and build methods to enable students to speak up more. Over time, I kept track of what succeeded and what did not, and as the next semester arrived, the journal provided me with a good understanding of what I might do better the next time I taught the course. That year, I did not participate in a full-fledged action Research initiative. I did not go through the phases of preparing, behaving, analyzing, reflecting, and re-planning in a comprehensive manner. This thesis is an illustration of Teacher analysis in a classroom since I systematically collected data, which I then translated. Nevertheless, most importantly, as a coach, I gained a lot of knowledge. Was it frustrating and time-consuming to keep the journal? Yes, it required some discipline at first. Is the product worthwhile? Certainly (Harmer, 2007, pp. 78–80).

V. CONCLUSION

These are all connected, but they exist in different forms. In this issue, I have examined three theoretical elements: classroom Research, Teacher research, and intervention. Citations of many studies will be presented for the advantage of readers to examine new aspects and methods of Research, from which to discuss multiple facets and develop a deeper understanding. Some empirical studies have been given more depth in order to demonstrate a strategy in my view, it is my belief that these reflections would prove interesting to your readers because the outcomes of teacher-researching classes will be especially convincing.

This was a critical experiment that made me appreciate the challenges of my class was experiencing in comprehension, and that has inspired me to strive to stay ahead of the problem by leading me through systemic inquiries. Action analysis was versatile enough for me to encourage me to play with various aspects of the language learning research phase, which enabled me to alter the field of concern and the Research's emphasis as I wished.

I believe that these new advances, along with an increasing awareness in the profession that teachers have significant skill and contribution to offer, would pave the way for more and more teachers doing classroom Research. They often help to extend our general awareness of how languages by encouraging informal experiments to explore, review, research, and analysis to occur in these institutions.

REFERENCES