

An Action Research: To Upgrade Dynamic Language Learning Procedure Among the Learners in English Class

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Abstract

Since last two decades an Action research has been extensively increasing ultimatum in English language teaching by Burns A (2019). Action research is developing the measures for language instructors/ teachers who involves in classroom observation for a upbringing change. i.e demnads fruitful outcomes. Burns A. (2019) calls Action research is a general

movement towards 'teacher research'. This study is a contribution of an action research project. The study is a critical attempt for learners and instructors who involves in EFL/ESL process. And aims to rectify specific issues associated with teaching and learning in more organizing and effective manners. A classroom with peer observation, teacher diary notes, interviews, feedback to learners are action research methods. In this study, the font of data collection is class observation where we set some activities in order to collect data we observe in class. And Freire (1972) banking model of education is applied in sense to enhance the active learning process in English language class. Freire focuses on practical knowledge along with theory that can be achieved by students in natural environment as well. The reflections are the outcomes of the study that are posted after the three activities conducted in class.

Keywords: action research, communicative teaching, critical thinking approach to ESL/EFL, English language teaching (ELT)

1. Introduction

This study attempts to critically examine active learning process in the English class room. For this purpose, the undertaken study is an action research project. It is design to improve students' language learning performance and also to improve teaching practices by implanting the student center learning at college level.

The main focus of this study is to discuss and foster critical thinking among the learners and instructors and for this the researcher prefer to bring Freire's (1972) 'problem posing method of teaching' in which he emphasizes the active role of learners and instructors means value the collaborative learning. Another indispensable area of the study is Communication language teaching method is discussed in order to give in-depth understanding to the study.

1.1 Action Research

"Teaching is highly mind boggling or complex, and most educators have meager chance to investigate regular issues and conceivable arrangements, or impart new pedagogical ways to their colleagues". Danielson & McGreal (2000, p. 24). The action research methodology is concerted and exploratory wherever authorities collaborate the proposal and whole research on practical matters in their classrooms. Educational experts are intricate in the course of investigation to progress instructive exercise by perusing the literature and examination; acknowledged with their studies and subsequently preference a method or exactness a choice that may convey about purifying present exercise.

Kmmis and McTaggart (1990) explored four Characteristics in action research while following five steps these steps are designed as 1). Planning 2). Observing 3). Acting 4). Reflecting, 5). Re-planning.

Educators can use action research and reflection to improve their rehearsal in a cycle of incessant upgrading. Kilbourne (1988) and Schon (1987) supposed that reflection scheduled one's rehearsal was a momentous way of purifying and organizing a gathering of skillful information.

1.2 Why to Do Action Research?

This part of the study deals with the question that why to do action research? Why teachers need to conduct action research? we can't deny that, in a real classroom circumstance, numerous instructors still lean toward a customary "instructor focused" teaching style that gives a vital part to the educator for controlling and offering information to inactive learners in the classroom who sit passively, listen to the instructor, read books and do activities relegated by educators. Traditional way of teaching style is still ordinarily practiced by most instructors in light of the fact that they are extra customary to the ancient behaviors; it is unassuming both to switch the classroom where learners sit at the work areas which were altered forever and just listen to the data gratified that the teacher offering. Educators evaluate the knowledge results of the students essentially over a paper-based test. This was likewise found by Chayanuwat (2003, p.4) and Saengboon (2006, p. 142) Moreover, it is long piece of our way of life reliably to prepare and regard youngsters as detached/passive learners and recipients.

1.3 Purpose of Action Research

Action research is an interactive inquiry process that adjusts critical thinking actions performed in a contextual connection with information – driven from the communities of their own shared study or interpretation to realize rudimentary explanations authorizing upcoming predictions about individual and hierarchical change Reason (2002), Reason & Bradbury (2001). This philosophy/ ideology emphasizes the individual's strong hold towards their communities. Individual is largely modeled by social identity and their personality is largely bent by community links; individual development relies on its extensive context. Information is constantly increased through action and for action. From this beginning stage, to scrutinize the legitimacy of social learning is to question, not how to add to an intelligent science about action, yet how to grow really decently educated action.

Action research is an efficient and systematic exploration process for instructors to use to make a move on thoughts practically speaking, to increase information and enhance the procedures of guideline, instructing, and learning. Instructors that take part in the action research procedure are inundated in inspecting "what it intends to make restrained instead of instinctive proclamations about instructing" Freeman (1998, p. 9).

Teachers can usage achievement explore and replication to better update their rehearsal in a series of continuous development. Schon (1987) believed that reflection on one's experience was an important method of improving and building a repertoire of professional knowledge. With a specific end goal to enhance learners' participation and performance in learning in the English language furthermore to enhance my professional practice as English instructor to adopt a practical teaching approach. Action research is chosen as the most appropriate process of our investigation of the effectiveness of implementing a student-centered, an activity exploration venture was picked as the most suitable strategy for our examination of the adequacy of the classroom context.

1.4 Questions of the Observation

We tried to focus on Freire (1972) “problem posing education” and communicating language teaching approach in my classroom connection. We attempted to answer questions for our own particular expert advancement/ professional development and learner's change. The inquiries are:

Q1: How instructive create learning process in English language class with the use of Freire’s problem posing method and Communication language teaching approach in my class context?

Q2: What are obstacles that prevent the improvement of learner’s language ability?

Q3: Does teaching critical thinking aptitudes and skills have any huge impact on the improvement of speaking ability of EFL learners?

2. Method

The theoretical grid applied in this study is Freire (1972) banking modal of education in order to enhance the active learning process in English language class. Freire (2000) discusses the term banking concept of education. The term refers to the system of education as “receptacles” means students are filled with the “content of the teacher’s narration. Learners regulate the concepts what teacher give them word by word. For this sort of education Freire (2000) states “The more learners work at storing deposits entrusted to them, the less they develop the critical consciousness which would result from their intervention in the world as transformers of that world. Same is the situation with us, we have banking modal of education where education system is suffering from narrative sickness. Further he states:

“The teachers talk about reality as it were motionless, static, compartmentalized, a predictable, or less he expounds on a topic completely alien to the existential experience of the students. Teacher job is to “fill” the students with the contents of his narration- contents which are detached from reality, disconnected from the totality that engendered them and could give them significance. Words are emptied of their concreteness and become a hollow, alienated, and alienating verbosity”.

(Freire, 2000, p.71)

Due to this system of education learners remain uncritical. Freire suggests the ‘mutual humanization’ among the instructor and learners. With the use of active interaction process among the learners and instructor create a better learning. In this way instructor and learners learn to reflect.

Here in this study the main focus is given to the learner’s active participation to find out the berries in their language learning that why learners remain uncritical and due to this factor, they do not give dynamic result in English. English language teacher often faces less motivation from learners’ side. Why does this occur? How language teacher brings different teaching methods and learning strategies in order to bring active learning process?

2.1 Significance of the Study in the Light of Freire’s ‘Problem Posing Education’

Freire central thoughts rotate around the idea that the experience and learning methodology

of instruction are more vital than the "realities" ideas that are being taught. Thus, conventional instructing methods that is known as "Banking" train students to be uninvolved, passive, unthinking and subservient to their bosses (teachers), rather, educator or teacher should "free" their students by utilizing "issue posturing procedures and problem posing techniques", where instructors present ideas for students to dissect and analyses, as well as involved students in conversation so that they can explore each other experiences themselves.

Freire (1972) emphasizes local knowledge, which is produced through the experience of individuals.

It is not our part to speak and identify with the individuals about our own particular view on them, but instead to dialogue with the individuals about their perspective and our own. We must understand that their perspective of the world showed differently in their action, reflect their *situation* in the world (unique emphasis).

Teaching and learning arrangements plan in each of the four cycles of the venture were led by an assortment of vivified language practices: pair-talking, working in gathering (synergistic learning/collaborative learning), pretending, presentations before the class, addressing, playing recreations and singing tunes to advance the genuine utilization of English.

2.2 Communication Language Teaching Technique

The chief effort of CLT techniques is to create classroom-based activity. Therefore, the class activities should be structured according to the need analysis of the students. The resources would be planned in reminder with the praxis. Use of dialogues on serious issues among students, showing clips, group discussion and their reflection in classroom. Moreover, constituents are definite to stretch students' chances to create styles and strategies for understanding language as it is really applied. Moreover, communicative activities are frequently done by the students in little gatherings. The way of Speaking is such a great amount of a piece of everyday life that we take it for granted.

Learning communication, whether in a first or other language, includes creating/ developing unobtrusive and nitty gritty information concerning why, how and when to communicate, and complex abilities for delivering and overseeing association, for example, posing a question or obtaining a turn. As per Brown (2002), strolling and talking are —species specific.

2.3 Sampling Procedure

The source of data collection is class observation where We set some activities in order to collect data. The target group is from xi class. The ratio of the student in the class was more than 60 and they were divided in different groups in order to create student learning center atmosphere in the class.

A typical large classroom of the Government college of Hyderabad, Latifa bad is chosen to reflect the action research process.

2.4 Research Design

The study is qualitative i.e., Action research. The study concentrates on our use of a variety of

practical learner centered activities as a key method to support and make new dynamic and active learners. It is trusted that this enquiry will motivate different instructors in colleges to change or attempt another practical learning approaches in their classrooms.

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2.5.1 Activity 1

First activity was based on discussion in groups in order to facilitate learners to motivate them to pose their problems. The problem is posed differently by the students. Teacher tries to reduce complexity and she encourages students to develop critical understanding.

Peak (1997), Mishoe and Welch (2002), and Facione (2007) point out critical thinking have got distinctive attributes which has no effect what definition you use for critical thinking. These highlights help us distinguish them from uncritical thinkers. Here are some of those characteristics of a critical thinker:

- Enquires valid and reliable questions for the brainstorming
- Evaluates their point of views made on arguments
- Acknowledge the time off comprehension and
- has clear objectives.
- Analyses the elucidations and creativity
- Analyses the problem solving
- Either enthusiastic on exploring new solution? Or not
- Is a thoughtful audience and has the capacity give appropriate feedback?
- Does not form a hasty opinion and jump to the conclusion before all the facts have been gathered
- Looks for proof

- Rejects incorrect or unimportant information
- Compares beliefs and sentiments with facts that come against them

This activity was continued a week in order to give equal chance to all students. Every student came up with her own problem that she faced and discussed with her group. This activity was set to engage student in communication and to build up their confidence on each other and as well as on teacher.

Reflection

Students learned to discuss their issues and further more they got confidence in learner centered approach. This activity helped student to develop their confidence on teachers and removed their hesitations. The activity makes students critical thinker; independent learners.

2.5.2 Activity 2 (Dialogue practice)

Freire (1972) proposed his own particular educational theory for society. His argument was for an instructive framework that concentrated on creative learning and freedom. Problem posing method for Freire permits students and instructors to communicate through dialogue while both are equally responsible in the learning process. This dialog practice does not support a system that mechanically and traditionally deposited and reproduced preselected information with no correspondence or dialogue from the student's side.

Instead of focusing on text book exercise, the learners heed to create real circumstances in order to discuss their day-to-day problems that they face in classroom. so that they become able to identify and investigate the obstacles. By integrating dialogue practice in classroom settings and engaging those students who hesitate to speak. Students encourage speaking up on their problems.

Reflection

The main task in this part of the study was learners assigned dialogue practice. But firstly, they created themselves a situation promptly and in a frequent way they created dialogues by their own. This dialogue practice required not preplanned situation. Rather they discussed the problem that they face in class.

2.5.3 Activity 3 (Grammar Practice)

The first two activities were based on active interaction process of learning through discussion and dialogue practice. Therefore, in this activity students are encouraged to work upon their grammar practice.

Use of used to

Used to refers to something that was true in the past but isn't anymore or something that happens regularly in the past but does not anymore

Examples

I used to have a black leather jacket.

Did you used to dye your hair?

Yes, I used to dye my hair all the time, but I don't dye anymore.

Pair work: complete the sentences with true information. Tell your partner

1. I am used to _____ as an adult, I am not skillful now.
2. I didn't use to _____, but some of my friends did.
3. lots of people used to _____, but they don't now.

Encourage students to reflect

As a researcher and language teacher we support and compliments are constantly powerful and important ways at any phase of teaching. Therefore, we looked for each opportunity to work on our teaching and acclaim students for every last bit of advancement they made, either for clear pronunciation or a volunteered answer.

Action Research has created changes to me regarding our professional development. Bearing a particular question as a main priority; We worked out different arrangements and solutions and reflection on our teaching more regularly. Moreover, on the off chance that we fizzled in one system; we would try another until it conclusively produced results. All the reflections and attempts without a doubt improve our teaching experience. Acton Research has achieved upgrades to our as far as our professional development. Consequently; we attempted to make this critical thinking in our class. AR is so significant to us in light of the fact that it benefitted us to start our teaching as a learner.

3. Results

Acton research provides instructors with a chance to better comprehend what happens in their classroom. With the activity exploration process, teacher can make critical thinkers and in this way teacher and students get rid from the old traditional way of teaching and learning that only make them less creative.

Through language communicative teaching and learning and problem posing education, the class activities were carried out successfully. It was quite different from traditional language teaching class room where students heavily rely on teacher and explicitly learn grammar and rules.

However, the action research could be repeated in different classes to assure the results, yet this research provides satisfying answers/information.

4. Discussion

Critical thinking is an arguable topic nowadays. All instructors are presently aware of the implication of making learners with critical thinking practices and approaches, and educators are trying endeavors to instruct these systems in the most appropriate way. Critical thinking is the knowledgeable orderly technique of effectively and skillfully conceptualizing, applying, examining, manufacturing, and assessing data accumulated from, or created by, observation, experience, reflection, thinking/reasoning, or communication, as a guide to and action Sezer

(2008).

Fisher and Scriven (1997) state critical thinking skills are required to be taught since students' reasoning aptitudes are definitely not enough to face the issues students manage either in instruction or in daily life. In this manner, teachers are needed to concentrate on teaching critical thinking to educate them how to learn rather than simply transmitting information that is what to say. Emphasizing on making critical thinking as a part of instructive courses, researchers have proposed that critical thinking can be taught in distinctive classroom territories, for example, those recommended by Shaferman (1991) including lectures, laboratories, composition exercises/ writing activities, term papers, exam inquiries, home work, and activities.

But here at college level the case is different. Many language teachers are not aware from critical thinking that how to foster it among the learners. The situation of government colleges is poor and scanty. Teachers are not trained. Even they do not know critical thing and various teaching methods and strategies. So, it is crucial to introduced teachers training and critical thinking in order to make learning process effective and learner centered.

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