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Students' Soft Skills

Attributes to Promote Career

Highlights

School Counselor's Role

Importance of Action Research

Discovering Thoughts, Inventing Future

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Pritesh Rajvaidya
(MS) Computer Science Department
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BE (Computer Science), FICCT
Technical Dean, USA
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Luis Galárraga
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School Counselor's Role in Facilitating the Development of Students' Soft Skills: Intrapersonal and Interpersonal Attributes to Promote Career Readiness

By Allison C. Paolini
Kean University, United States

Abstract- School counselors play an instrumental role in ensuring that students are career ready and attain academic and vocational success while in school and post-graduation. Regardless of the overlapping terms that are being used in the educational community, non-academic skills have been proven to be instrumental to successful students. This manuscript will address the terms being coined, as well as the significance for school counselors to promote these attributes in our students for them to be career ready.

Keywords: soft skills, career readiness, intrapersonal and interpersonal skills, school counselor interventions.

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School Counselor's Role in Facilitating the Development of Students' Soft Skills: Intrapersonal and Interpersonal Attributes to Promote Career Readiness

Allison C. Paolini

Abstract- School counselors play an instrumental role in ensuring that students are career ready and attain academic and vocational success while in school and post-graduation. Regardless of the overlapping terms that are being used in the educational community, non-academic skills have been proven to be instrumental to successful students. This manuscript will address the terms being coined, as well as the significance for school counselors to promote these attributes in our students for them to be career ready.

Keywords: soft skills, career readiness, intrapersonal and interpersonal skills, school counselor interventions.

I. Introduction

At the end of the 20th century, the predominant belief in work settings was that one's cognitive abilities were the most important criteria in determining work performance and success. There had been some emphasis on the importance of personal qualities of education and the workplace (Willingham & Breland, 1982), but this was a rare acknowledgment. However, in the 1990s, psychology began to immerse out of the five-factor model of personality (Goldberg, 1990), which alluded to the theory that personality plays a large role in workplace success. Several studies showed that the big-five personality factors; most pressing 'being conscientious' (striving for being organized and working hard) predicted both workplace (Ones, Dilchert, Viswesvaran & Judge, 2007) and academic success amongst students. In addition to conscientiousness, other non-cognitive predictors such as goal setting, showing commitment, having social support, academic self-efficacy, a positive self-concept, time management skills, and effort regulation also were important factors in producing positive outcomes for students (Richardson, Abraham, & Bond, 2012). Further, researchers found that personality features predicted mortality, divorce, drug use, occupational attainment, job satisfaction, creativity, and performance (Roberts, Kuncel, Shiner, Caspi& Goldberg, 2007). 77% of employers indicate that "soft skills;" including communicating effectively, are just as important in the hiring process as are technical job requirements or "hard skills" (Rinker, 2014).

Author: Kean University. e-mail: paolinia@kean.edu

These personality factors are typically comprised of a conglomerate of traits including character, 21st century skills, grit, growth mindset, non-cognitive traits and habits, social and emotional skills, and soft skills, which all play an instrumental role in a student's level of career readiness. In addition to possessing cognitive and technical skills and abilities, in order to be successful in the workforce students must be able to communicate effectively and express themselves, engage in teamwork and collaboration in order to work cooperatively with colleagues, demonstrate adaptability, display problem solving abilities; specifically situational awareness in regards to his or her ability to respond to a situation and resolve an issue in a constructive manner, be able to analyze and interpret data, as well as effectively engage in conflict resolution in order to overcome challenges peacefully and efficiently (Kamenetz, 2015). These soft skills refer to a cluster of personality traits, social grace, facility with language, personal habits, friendliness, and optimism (Rouse, 2015) and include personal attributes that enhance a person's job performance; including one's ability to empathize with others and negotiate.

Although educators are expected to teach students core academic subjects as well as elective courses, they are also responsible for helping students to acquire practical skills that are necessary in order to obtain employment such as confidence, flexibility, honesty, integrity, optimism, common sense, communication, networking, negotiating and public speaking (Lafrance, 2009). Certain soft skills are more appealing to employers than hard skills (technical skills). Similar to hard skills, soft skills are not necessarily innate and can be acquired and developed over time. Through character education, classroom guidance, and school workshops, school counselors play an important role in teaching students about the importance of perseverance, being courteous, having integrity, being adaptable, effectively problem solve, display confidence and humility, become leaders, maintain optimism, and to engage in constructive conflict resolution (Lafrance, 2009). In order to be successful in college or careers, students need to be prepared for the academic rigor, as well as be able to manage their own time, get along with

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roommates and employees, and cope with set backs in a healthy manner. Many experts say that students' lack soft skills are hindering their college completion rates, as well as career performance (Adams, 2012). Due to the fact that many millennials have had helicopter parents who protected them, they haven't had the opportunity to struggle and have not developed resiliency or self-soothing skills (Adams, 2012). Therefore, school counselors today more than ever need to incorporate the teaching of 'soft skills' into their counseling programs in order to help students be successful after they graduate and enter college or begin their careers.

a) *Constellation of Intrapersonal Attributes Critical for Career Readiness*

There are several non-academic skills and characteristics that are integral for students to possess in order to attain future career success. Intrapersonal skills involve the talents or abilities that reside within the individual and help them in problem solving (National Research Council, 2010).

i. *Adaptability*

One's ability and willingness to cope with uncertain, new, and changing job conditions, including responding effectively to emergency or crisis situations, learning new tasks, technologies, and procedures. Adaptability also includes handling work stress, being able to work with people who have differing personalities, communication styles, and cultures (Houston, 2007).

ii. *Self-Management*

Refers to the ability to work remotely, autonomously, to self-motivate and self-monitor. One important aspect of self-management is being willing and able to ascertain new information and skills related to the job (Houston, 2007).

iii. *Self-Regulation*

Includes individuals displaying control over their behaviors and reactions. It refers to the capacity for individuals to guide and monitor themselves towards achieving their stated goals through restraining impulses and exercising discretion (Houston, 2007). Students who exemplify self-regulation are able to control their emotions and actions and demonstrate self-discipline. At school students come to class prepared, pay attention, aren't easily distracted, follow directions, and start their work right away rather than procrastinating. Students who self-regulate stay calm even when criticized, do not interrupt others, are courteous to adults and peers, and keep their emotions in check (Kamenetz, 2015).

iv. *Grit*

Refers to one's ability to persevere, display self-control, persistence, and conscientiousness. Students who demonstrate grit finish what they start and even if they experience failure they show resilience and overcome adversity. Students who demonstrate grit have been found to be more academically and vocationally successful, as they exude passion, drive, fortitude, and focus (Kamenetz, 2015).

v. *Growth Mindset*

According to Dweck (2006), a growth mindset refers to people who believe that their basic qualities (intelligence, talents, traits) can be developed and enhanced through dedication and hard work. Having a growth mindset rather than a fixed mindset (in which people document traits rather than develop them), allow people to experience a love of learning, resilience, and experience a sense of accomplishment.

vi. *Zest*

According to educators at Kipp Academy in Harlem, New York, students who are taught about the importance of displaying zest and are encouraged to approach life with energy and enthusiasm appear to be energized, enthusiastic, passionate about learning, and invigorate others (Kamenetz, 2015).

vii. *Optimism*

According to Kamenetz (2015), mindset is extremely important in that students who are optimistic and hopeful about their future have been shown to be more successful academically. Students who are optimistic have high expectations for their future and work to achieve their goals. They rebound from frustration and setbacks easily and acknowledge that applying effort and displaying perseverance during challenging times are key ingredients to a positive future.

viii. *Gratitude*

Students who show gratitude recognize what others have done for them, show respect, thankfulness, appreciation, and do for others what has been done for them. Students who show gratitude have been shown to be more successful in the workplace as they are humble, grateful, and express thanks to their colleagues for their support (Kamenetz, 2015).

ix. *Social Intelligence*

Social intelligence means that students are cognizant of the motives and feelings of other people, as well as the importance of being self-aware. If conflicts occur, students utilize effective conflict resolution skills in to determine proactive solutions. It also includes students being taught about the importance of respecting others and fostering an inclusive atmosphere (Kamenetz, 2015).

x. *Curiosity*

Students who are curious are inquisitive about the world and the people around them. They are eager to learn about new material, are engaged in the learning process, actively participate, and ask questions that

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catapult their understanding of material covered (Kamenetz, 2015). Their thirst for knowledge and desire to learn enables them to be more successful academically.

xi. *Public Presentation*

Students who have effective public presentation skills have been shown to be more academically successful and more comfortable in social situations. Students who are able to make effective public presentations have been found to exhibit improved manners, personal hygiene, appropriate dress, and display increased self-confidence (Laker & Powell, 2011).

xii. *Leadership*

Students who possess leadership qualities have been found to be more academically successful and improve their workplace performance, in that they possess effective communication skills, are motivated, delegate tasks effectively, demonstrate positivity and optimism, are trustworthy and respected, honest, creative, provide constructive feedback, are responsible, committed, and flexible in accepting changes (Laker & Powell, 2011).

xiii. *Time Management*

Students who manage their time well have self-reported more positive outcomes in comparison to students who do not manage their time well. Time management allows for people to manage their time effectively via keeping check lists, staying on task, and keeping a schedule rather than procrastinating and being less efficient. Time is an asset that must be managed effectively. Many successful employees follow the RAC Method in that they record what they do during the day, analyze their notes and highlight events that they did not find productive, and change unproductive behaviors in terms of arranging tasks and daily schedules, according to prioritized activities (Soft Skills Academy, 2013).

xiv. *Stress Management*

Building a life of healthy balance is imperative for success and performance in careers and in life. Stress can prevent us from functioning effectively in that when we experience stress we feel a loss of control over events and feel overwhelmed. Therefore, stress management teaches students how to recognize the signs and symptoms of stress, as well as to explore strategies to relieve stress in order to feel more energized, calm, and focused. Managing stress enables students to gain conscious awareness, engage in positive self-talk, and helps them to relax; ultimately allowing students to be more productive (Soft Skills Academy, 2013).

xv. *Critical Thinking*

Problem solving and critical thinking refers to our ability to use knowledge, facts, and data to effectively solve problems. Effective critical thinkers are able to pull together data and solve problems in a logical and systematic manner (United States Department of Labor, 2013).

Students who are able to think critically are able to assess problems and find solutions in a reasonable time frame; enabling them to be successful both inside and outside of the classroom. Employers seek employees who can solve problems on their own or collaboratively with other employees. People who can think critically, share thoughts and opinions, use sound judgment, make decisions, and complete tasks successfully are seen as positive assets in their work setting.

xvi. *Creativity*

Creativity is a critical component in both academic and career endeavors. Creative people are able to see things from multiple perspectives, are open minded, flexible, adaptable, think of extraordinary solutions for ordinary problems, and are able to find multiple ways to resolve problems. Creative people believe that there is more than one way to accomplish a task, are innovative, and stretch beyond their normal boundaries of thought. Creativity allows people to problem solve in a non-linear manner and brainstorm alternative solutions to an obstacle (Gara, 2015).

xvii. *21st Century Skills*

According to the Partnership for 21st Century Learning, there are four particular skills (the 4 C's) that assist students in achieving success including critical thinking, collaboration, communication, and creativity, as well as possessing technological literacy (Kamenetz, 2015).

xviii. *Character*

Character education focuses on emphasizing the importance for students to demonstrate respect, integrity, responsibility, courage, emotion regulation, friendship making, and problem solving skills in order to be efficient in the workforce (Kamenetz, 2015).

b) Constellation of Interpersonal Attributes Critical for Career Readiness

i. *Listening*

Research shows that regardless of one's cognitive abilities and talents, possessing effective listening skills is a necessity for being successful in completing tasks. In particular, active listening is essential, as it empowers fellow employees to feel heard, validated, and understood. Active listening also allows one to communicate well with colleagues, while being able to complete a job accurately and efficiently (Soft Skills Academy, 2013).

ii. *Verbal Communication*

Effective verbal communication begins with clarity. Effective communicators are able to speak slowly and thoughtfully. It is important for students and

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future employees to learn how to speak in an understandable, calm, and articulate manner. Students need to learn not to rush, to wait their turn to respond, to answer appropriately, and to pause when responding in order to allot themselves time to think and reflect (Gemma, 2014).

iii. *Non-Verbal Communication*

According to Yaffe (2011), Professor Albert Mehrabian published a book titled *Silent Messages*, in which he found that 93% of our communication is non-verbal and only 7% is verbal. In the book, it stated that 55% of communication was through body language and 38% was through vocal tone, while the remaining 7% of communication referred to the words themselves. Therefore, non-verbal communication is much more revealing of one's thoughts, actions, body language is than verbal discourse. Therefore, students need to learn how to communicate non-verbally by being made aware of their body language, actions, facial expressions, making eye contact, their voice, tone, and gestures as they expose one's true attitude and perceptions more so than verbal exchanges (Gemma, 2014).

iv. *Ability to Accept Constructive Feedback*

It is important for students, as future employees to learn to be open and accepting to constructive feedback, as humans there is always room for growth, learning, evolvement, and improvement. Accepting feedback and making modifications based upon feedback speaks volumes about one's character and shows that one is open and willing to make necessary changes in order to better themselves personally and professionally (Gemma, 2014).

v. *Demonstrating a Strong Work Ethic*

While in school, counselors need to reiterate to students the fact future employers are looking for employees that take an initiative, are reliable, and will work diligently to get the job done correctly. It is essential that students recognize the importance of working hard, taking on a leadership role, and putting in as much time as necessary to complete a task efficiently (Gemma, 2014).

vi. *Negotiation*

The negotiation process accords people an opportunity to settle their differences in an amicable manner. It is a type of compromise in order to avoid an argument. Negotiation includes preparation, discussion, clarification of goals/ compromise/ flexibility, negotiating towards a win-win outcome, agreement, and implementation of a course of action. Thus, it is important for students to learn how to negotiate so when faced with an issue, they are able to communicate their concerns and viewpoints with fellow employees and employers, and to problem solve in a proactive manner, in order to come to a mutually agreeable resolution. It is inevitable that future employees may disagree. Therefore, students need to learn about the principles of fairness, relationship maintenance, and seeking a mutually beneficial outcome for all parties involved (Spiers, 2012).

vii. *Questioning*

An important skill for students and employees to learn is effective questioning, as it builds upon listening and is a way to obtain information in order to ascertain more details about what a task requires. Questioning is also a way to initiate conversation as it demonstrates interest, as well as a desire to learn and listen. Counselors need to reinforce to students that it is not just about asking questions, but about asking quality questions which probe deeper and can reveal more relevant information regarding a task (Gemma, 2014).

viii. *Manners*

Students need to learn the importance of etiquette and having good manners, especially in today's global economy as the understanding of good manners translates well into other cultures (Gemma, 2014). Etiquette is an important topic to learn in school, since students need to learn how to interact politely with one another, as well as be prepared for the future when interacting with colleagues and clients, as it enables them to build a positive rapport, communicate more effectively, work collaboratively as a team, and build a supportive network critical for personal and professional success.

ix. *Problem Solving*

Challenges in life are a certainty and are unavoidable. Therefore, early on, students must learn how to effectively problem-solve in a collaborative manner. Counselors can teach students the importance of listening to everyone's perspectives, to be respectful, and to voice their thoughts so that everyone is heard and understood. Problem solving is a team effort. The key aspects of problem solving entail identifying the issue, dissecting the problem so it is understood, examining all options relating to solutions, discussing ways to solve the problem, and putting the plan into action (Gemma, 2014). Effective problem solving allows for efficiency, improved communication, productivity, and being solution focused.

x. *Social Awareness*

Being aware of others' emotions is an essential part of interpersonal communication, school, and vocational success (Gemma, 2014).It is imperative for counselors to teach students about the importance of social cognizance, being intuitive, observant, and empathic. Although students need to recognize the importance of focusing on their own successes, they also need to know about the importance of team work, supporting colleagues, and being mindful of the way in which their actions impact others. Social awareness is crucial to identifying opportunities in building rapport, in that being perceptive to the needs of others helps to forge and strengthen interpersonal connections.

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xi. *Self-Control*

Self-management is a fundamental component to leadership success in that it allows us to control our emotions when they are not reflective of what is deemed to be appropriate behavior for a certain situation (Gemma, 2014). It is essential for counselors to teach students about the importance of anger management, ways in which to diminish frustration, and the significance of displaying a calm demeanor. Conflict is unavoidable in daily life, but students need to recognize the importance of maintaining civility and composure to deescalate any conflicts rather than lashing out and escalating disagreements.

xii. *Negotiation*

Negotiation is a type of compromise in order to avoid an argument. Negotiation includes preparation, discussion, clarification of goals/ compromise/ flexibility towards a win-win outcome, agreement, and implementation of a course of action.

xiii. *Responsibility and Accountability*

Taking responsibility and being accountable for one's actions are indicative of maturity (Gemma, 2014). Saying you are going to do something and following through with your actions is a sign of demonstrating responsibility, and is a way to build trust between employees and employers. Responsibility and accountability are important values to instill in students to develop as they are reflective of character, integrity, and trustworthiness. As future employees, students need to recognize that demonstrating responsibility and accountability builds rapport and reliability. Additionally, holding oneself accountable for mistakes rather than placing blame on someone else for a wrongdoing is a sign of strength and character and is crucial for conflict management (Gemma, 2014). Counselors can teach students about the importance of admitting to a mistake by admitting responsibility for their actions, as well as the significance of rectifying a mistake in order to achieve a more positive outcome personally and professionally.

xiv. *Assertiveness*

Being assertive allows one to express their thoughts and feelings in a confident and strong manner without being passive or aggressive. It is valuable for students to be given assertiveness training by counselors so that they are knowledgeable about the importance for them to voice their opinions to peers and future colleagues in order to be heard. In this competitive job market, it is critical that all stakeholders have an opportunity to share their thoughts and opinions, as that is what helps to get the job done in a team setting (Gemma, 2014). Leaders who are assertive stand up with confidence, conviction, and are able to provide instruction clearly and concretely. Being assertive helps people to gain respect and is empowering.

xv. *Collaboration*

Collaboration is a skill that all students need to learn, as it will enable them to work cooperatively with others at a future workplace. There are several elements of successful collaboration including defining and agreeing upon roles, having open communication, having recognition and respect for contributing collaborators, identifying obstacles, and placing group goals above personal recognition (Doyle, 2015).

Successful collaboration requires mutual respect, active listening, and flexibility. Collaboration can occur between employees in the same department, interdepartmental collaboration, or collaboration between bosses and employees. Employers look for those who function as a part of a team and can balance personal achievements with group goals (Doyle, 2015).

xvi. *Motivational Skills*

Motivational skills are substantial for students in school or in the workplace. There are several steps in the motivational process including assessing the personality characteristics of the group to be motivated, defining motivational strategies, conveying expectations and desired outcomes, communicating benefits, providing constructive feedback and rewards for achieving the desired goal (Doyle, 2015). Counselors can teach students about the importance of being self-motivated to work to their potential to achieve their dreams, as well as the importance of motivating others to perform to their ability. Motivational skills elicit a desired behavior or response by a stakeholder (Doyle, 2015). Employers look for employees who have a motivating spirit, as that is a valuable asset for their company in regards to persuading, empowering, and identifying the strengths in others in order to get a task done efficiently.

c) *The Importance of Intrapersonal and Interpersonal Attributes in Promoting Career*

i. *Readiness*

Experts agree that establishing connections between teachers and students, as well as between students and their peers is essential for the mission of education (Dodd, 2000) as well as career readiness to be successful employees. Researchers found that a positive correlation exists between attending to students' social and emotional needs and school success, as the academic achievement of students increase, behavioral issues decrease, and the quality of the relationships impacting students improves. Raising Healthy Children, a social and emotional learning project, determined that students experience enhanced mood management when they learn specific ways to handle their emotions and increase their usage of appropriate responses automatically (Cummings & Haggerty, 1997). A caring and respectful school environment can promote a climate more conducive for learning and achievement (Dodd, 2000). Therefore, it is

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essential that students learn at a young age the importance of developing caring relationships with others, as this will enable them to flourish and prosper throughout their lifetime. The Carnegie Commission has urged school administrators at every level; especially the elementary level, to develop preventative programs that emphasize the importance of teaching students communication and other pro-social skills that are necessary to interact with others appropriately. As a result of these skills being implemented, there are fewer behavioral issues, and the school climate allows for students to attain higher academic achievement, enhanced career readiness, as well as decreased dropout rates (Clark, 2003). Researchers have found that creating classrooms that are respectful and collaborative in nature provide students with a sense of responsibility to learn and help their peers to learn (Dodd, 2000).

d) School Counselor Interventions: Helping Students Develop Intrapersonal and Interpersonal Attributes

School counselors can implement the following interventions in order to help students develop their interpersonal and intrapersonal skills:

i. *Infusing Responsibility*

School counselors are in the unique position to encourage students to take responsibility for their actions, as well as work performance (Adams, 2012). Counselors need to emphasize the importance for students to assume ownership of their academic responsibilities and personal behaviors to apply the values of integrity and autonomy. Counselors can conduct classroom lessons addressing goal setting, self-advocacy, and self-regulation (Adams, 2012). Further, counselors can also collaborate with teachers and encourage them to blog daily and post their assignments online so if students are absent they are required to complete the assignment via the Internet. Additionally, college readiness has predominantly focused on scheduling students for honors and Advanced Placement courses and navigating the college application process. However, today counselors need to focus on student development to provide students with access to different post-secondary resources in order to take an active role in the college search and application process, as doing so helps to enhance self-efficacy and empowerment (Adams, 2012). Further, due to the fact that counselors have such a large caseload, they could develop a system of reminders to prompt students to return their college applications, as doing so enhances student self-regulation and motivation (Adams, 2012).

ii. *Advisory Groups*

Counselors can assign students to advisory groups which meet regularly until graduation in order to help students set goals and hold one another accountable for achieving these goals (Adams, 2012). Implementing peer lead support groups are very important as peers are heavily influenced by one another, can relate to each other's issues and concerns, and can motivate one another to strive to their potential. Holding advisory groups also helps to improve students' communication skills, as they prepare to facilitate group lead conferences about their academic progress, discuss grades with parents and fellow group members, practice their public speaking skills, assume leadership roles, and improve their problem solving skills. In these groups, students learn to be self-advocates. Additionally, counselors can encourage teachers to provide two sets of grades; one that is indicative of mastery of content and the other that reflects their personal work habits and behaviors. Counselors can also work with teachers on helping them to develop assignments that are longer and more complex which require group work and research to prepare them for post-secondary endeavors (Adams, 2012).

iii. *Building Communication Skills*

The school counselor acts as a consultant and collaborator with teachers and plays an instrumental role in teaching and modeling effective communication skills to both teachers and students (Dodd, 2000). According to Rinker (2014), school counselors can encourage students to build their communication skills in order to be more effective public speakers and more effective future employees. Effective communication is the foundation for building open and trusting relationships, as well as enabling employers to complete tasks efficiently. Counselors have the ability to teach students about the importance of active listening, paraphrasing, questioning, using reflection, and clarification in their exchanges with others. Counselors can also teach students about the acronym RASA in order to improve communication skills by motivating students to receive, appreciate, summarize, and ask questions during conversations, etc. (Rinker, 2014). Both in college and in the work place setting, students will need to learn how to actively listen and work collaboratively as part of a team.

iv. *Develop a Strong Personal Work Ethic*

In a national survey conducted in 2013, over 2000 hiring managers said that they looked for employees who possess a strong work ethic, a positive attitude, and dependability (Rinker, 2014). Counselors can work with students on the importance of completing all required assignments as well as enhancing their time management skills, by providing positive reinforcement and incentives for completing assignments in a timely fashion. Moreover, counselors can encourage students to pursue volunteer opportunities to learn about their career fields of interest and the responsibilities and tasks that are entailed. Additionally, counselors can offer classroom counseling lessons addressing the importance of maintaining a positive mindset; as doing

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so has shown to help people to achieve their goals and be successful (Rinker, 2014).

v. *Develop Life Long Learning Skills*

In order for students to be successful in today's cutting edge society, they must become lifelong learners, be knowledgeable about other cultures, seek continued education and training, and cognizant of a myriad of topics (Rinker, 2014). Counselors can motivate students to tutor or mentor peers, since tutoring provides the opportunity to teach and when teaching, they are constantly learning themselves. Students can also attend free events at libraries, museums, colleges, or browse the Internet to learn more information about a variety of topics.

vi. *Enhancing Parental Involvement*

According to Rinker (2014), parents play a crucial role in helping their children to develop soft skills. Parents can talk to their children about the ways in which possessing strong soft skills have helped them in their own careers. Parents can also encourage their children to communicate with them on a daily basis about their lives and school, and assign them household chores to foster responsible behavior which enhances the importance of a strong work ethic and dependability. Parents can also motivate children to be autonomous by encouraging them to individuate, pursue their goals and dreams, do things independently, and praise children for acting in an self-governing manner in order to become strong, driven and self-determining individuals.

vii. *Positive Behavioral Interventions and Supports (PBIS)*

One of the most proactive strategies for defining, teaching, and supporting appropriate student behaviors is to create positive school climates (U.S. Office of Special Education Programs, 2015).

Positive behavior support is an application of behaviorally based systems used to enhance the capacity of schools and communities to design healthy environments that augment the link between evidence based practices and the environment in which learning occurs (U.S. Office of Special Education Programs, 2015). School counselors can help to implement a continuum of positive behavior supports for all students both inside and outside of the classroom setting. In the past few years, school wide discipline has focused on using punitive punishment when students misbehave including being reprimanded, getting detention, losing privileges, being suspended or expelled from schools. Research has shown that using punishment when used inconsistently or without other positive strategies is ineffective (Simonsen, Sugai, & Negron, 2008). Using modeling and reinforcing positive behaviors has shown to have more positive outcomes on student success. Positive behavioral intervention systems include identifying meaningful outcomes, establishing and investing in school wide systems, selecting and implementing evidence based practices, and collecting / implementing data in order to make decisions (Simonsen et al., 2008). Counselors can set behavioral expectations in school settings, including being safe, respectful and responsible. Counselors can then create posters highlighting the expectations and create lesson plans for classroom guidance, which reinforce each of these expectations. School counselors model the expected behavior, engage students, which enables them to practice the expectation, and allows counselors to assess the degree to which students have acquired the skills taught (Simonsen, 2008). It is paramount that students learn positive behaviors and that their positive behaviors are recognized and reinforced while in school, so once they graduate they are mindful of the importance of displaying appropriate behaviors in the work place. Counselors who utilize PBIS obtain ongoing data in order to make beneficial decisions, which support staff and student behavior. Counselors have the ability to create environments that are predictable, positive, safe, and consistent, which has been shown to help prepare students to be career ready (Simonsen et al., 2008).

viii. *Modeling*

One of the most effective ways to teach soft skills is to model them. Counselors, teachers, and parents can work collaboratively to help students acquire these skills as early as possible. Students who see their counselors, parents and teachers demonstrating skills helps them to understand the value of them, and encourages students to adopt and integrate the skills into their own lives (LaFrance, 2009). Instructors or counselors who discuss a controversial issue with their students teach them about the importance of compromise and negotiation. Teachers and counselors can also teach students about the importance of optimism by encouraging them to find the positive aspect of a challenging situation (LaFrance, 2009). Students who learn soft skills at a young age tend to find work in their ideal career and experience healthier and happier personal and professional relationships (LaFrance, 2009).

ix. *Continuous Feedback*

Continuous feedback that is constructive in nature is an effective intervention that counselors can utilize in order to help students to enhance their soft skills (Murphy, Putter, & Johnson, 2014). Counselors can provide students with continuous positive feedback regarding their strengths, as well as skills that they can potentially improve in order to be more academically successful and career ready.

II. Discussion

This manuscript highlights the importance for school counselors to assist students in developing and

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strengthening their intrapersonal and interpersonal skills in order to enhance their career success. The article addresses the instrumental role that soft skills and specific character traits such as a growth mindset play in students' future work place achievements. By acquiring the interpersonal and intrapersonal skills, including leadership, effective communication, listening, resilience, self-management, self-regulation, work ethic, perseverance, integrity, accountability, time management, stress management, creativity, zest, gratitude, and optimism, students will have distinct advantages in their career journey and ultimate workplace accomplishments. According to employers, soft skills even more so than technical 'hard' skills, have been shown to have a profound impact on employee workplace performance. Through fostering and promoting student soft skills, school counselors are in the unique position to recognize student attributes, encourage them to build upon their strengths, identify skills and traits that need to be enhanced, and implement interventions to help students augment these skills, so that they have the opportunity to reach their potential and thrive in a globally competitive society after high school graduation or their post-secondary education.

III. Suggestions for Future Research

There are several suggestions for future research to further substantiate the stipulation that school counselors help students advance their soft skills in order to be more fruitful in the workforce. Although research has shown that soft skills play a critical role in workplace success (Kamenetz, 2015), it would be advantageous for researchers to determine which specific soft skills have the greatest impact on career readiness and work performance.

Further, additional research needs to be conducted in order to assess for the extent to which school counselors are currently teaching and incorporating soft skills into their comprehensive counseling programs. Thus, in the future it would be beneficial to employ a national survey to address the frequency and degree to which counselors currently teach soft skills in order to determine the extent to which soft skills are being taught, as well as raise counselor awareness about the importance of integrating soft skills into the curriculum of school counseling programs.

Moreover, research needs to be conducted in order to assess the extent to which graduation rates and level of career readiness amongst students differs amongst schools that utilize positive behavioral intervention and support systems (PBIS) in comparison to those schools who do not utilize these school wide interventions. If so, more schools may be motivated to implement positive behavioral intervention support systems, if it is determined that it leads to decreased behavioral referrals, increased student engagement, improved graduation rates and career readiness, and enriched overall school climate.

Additionally, it would be helpful for research to be conducted to determine additional strategies school counselors can use to enhance students' leadership, communication, self-regulation, and motivational skills to ensure that they possess the necessary intrapersonal and interpersonal skills to be effective students and employees.

Lastly, it would be efficacious for researchers to evaluate the degree to which excessive parental involvement promotes or impedes upon students' work ethic, responsibility, and autonomy as doing so will raise awareness about the impact that parental involvement has on the strengthening or weakening of students' soft skills, as well as their ability to demonstrate independence, accountability, and drive.

IV. Conclusion

In addition to the myriad of duties that school counselors are accountable, teaching, instilling, modeling, and reinforcing soft skills is critical for counselors' work with students in order to ensure that their students are prepared for the competitive 21st century workforce. Employers have indicated that they seek employees who possess strong soft skills including leadership, effective communication, responsibility, optimism, collaborative, and those who can problem solve efficiently, as these traits have been found to equate to professional success. Therefore, in addition to working with teachers, administrators, and parents to ensure consistency and to reinforce soft skills taught, school counselors need to not only work with students to help them sharpen their academic and technical prowess, but essentially need to further assist students in developing and mastering non-cognitive intrapersonal and interpersonal skills, as these essential skills are not solely innate and can be taught, rehearsed, and mastered via practice. School counselors need to ensure that the building and development of soft skills; specifically leadership, communication, listening collaboration, time management, accountability, work ethic, optimism, and problem solving are assimilated into counseling programs in order to help all students be competitive and highly sought job candidates in our demanding and dynamic society.

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Output as Input: Facilitating Noticing in Tertiary EFL Learners

By Kerrin Burnell

Sultan Qaboos University, Oman

Abstract- In order to develop, learners need to notice either new language forms or gaps in their current knowledge. This noticing of gaps can be especially problematic for language learners when the skill of speaking is involved due to the cognitive load involved in producing utterances and also a lack of useful feedback. Too often in English courses, especially in the Middle East, there is an overreliance on decontextualized, uninteresting or irrelevant native speaker input presented in course books, and not enough time is given to opportunities for students to develop an understanding of their spoken interlanguage development. The following paper examines a learning activity in which a pair of Omani university students are recorded performing a routine split information task; this is used as the basis for a reflective noticing task whereby the learners transcribe and edit their own interaction. Aspects of these tasks such as quality of engagement, the extent to which they meet relevant conditions for learning, and the opportunities for and evidence of learning are assessed. Weaknesses found in certain aspects of the tasks are discussed, and suggestions are given to address these shortcomings.

Keywords: *noticing, collaborative dialogue, output, transcribing.*

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Output as Input: Facilitating Noticing in Tertiary EFL Learners

Kerrin Burnell

Abstract- In order to develop, learners need to notice either new language forms or gaps in their current knowledge. This noticing of gaps can be especially problematic for language learners when the skill of speaking is involved due to the cognitive load involved in producing utterances and also a lack of useful feedback. Too often in English courses, especially in the Middle East, there is an overreliance on decontextualized, uninteresting or irrelevant native speaker input presented in course books, and not enough time is given to opportunities for students to develop an understanding of their spoken interlanguage development. The following paper examines a learning activity in which a pair of Omani university students are recorded performing a routine split information task; this is used as the basis for a reflective noticing task whereby the learners transcribe and edit their own interaction. Aspects of these tasks such as quality of engagement, the extent to which they meet relevant conditions for learning, and the opportunities for and evidence of learning are assessed. Weaknesses found in certain aspects of the tasks are discussed, and suggestions are given to address these shortcomings.

Keywords: noticing, collaborative dialogue, output, transcribing.

I. Introduction

Lynch (2001) found students transcribing their own interactions to be an effective way of encouraging learners to reflect on an activity and a means to promote noticing, which is defined as "the intake of grammar as a result of learners paying conscious attention to input" (Batstone 1996). It is generally agreed that noticing is an essential factor in acquisition, and as Schmidt (1990) succinctly states "people learn about the things they attend to and do not learn the things they do not attend to". Having learners attend to their own output, in the form of a transcription of their interaction, so that it essentially acts as input, forms the basis of the learning activity critiqued in this paper.

II. Background

a) Output and Noticing

In many universities in the Middle East, commercial listening text books with native speaker dialogues/monologues are the norm; many teachers and students alike adhere to the native speaker input ideal and generally do not feel they have time and/or do not see any benefits arising from cooperative feedback sessions involving peers, despite ample evidence to the contrary (for a review see Swain, 2002). For example, Pica, Lincoln-Porter, Paninos, and Linnell (1996) found that NNS-NNS interactions provide learners beneficial feedback as well as comparable levels of input to NS-NNS interactions. Swain suggests that learners should be instructed on how and why to collaborate in order to help encourage what she calls collaborative dialogue, which acts to mediate the acquisition of language by 1. generating new knowledge and/or consolidating existing knowledge (Swain & Lapkin 1994; Swain, 2002), 2. enabling hypothesis testing (Long & Porter, 1985), 3. raising metalinguistic awareness (Selinker, 1972; Larsen-Freeman & Long, 1991; Corder, 1981 (in Swain 1995), and 4. providing comprehensible input (Krashen, 1982).

The activity presented in this paper combines both Swain's collaborative dialogue and a transcribing task Lynch (2007) refers to as reprocessing output to produce a uniquely rich learning opportunity. There is substantial evidence that having learners transcribe input can lead to language acquisition. For example, both dictogloss (Swain & Lapkin, 1998) and recorded interviews with native speakers (Clennel, 1999) are established activities in language classrooms. However, Lynch (2007) argues that having learners' transcribe their own output (the aforementioned reprocessing output) is of similar if not greater value in terms of noticing, and that it is a much richer source of relevant material, especially with two learners of roughly similar levels.

b) Feedback

Swain (1995) states that output promotes noticing, but that many of these errors, which have the potential to become fossilized if not attended to, are missed. Speaking in particular is a skill for which learners fail to notice errors as there is simply so much to process in real time language use (Skehan & Fortster, 1997). This is true particularly with lower proficiency learners due to their attentional resources being extremely limited, and hence they do not have time to attend to errors as they concentrate on meaning rather than forms. This situation highlights the need for effective feedback. However, this raises the question of whether teachers are capable of noticing these errors and providing feedback in classroom situations?

Author: e-mail: kerrinburnell@gmail.com

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Studies have shown that real-time feedback on speaking can be ineffective and even demotivating, especially for weaker students; this can be due to teacher inconsistency in giving feedback, time constraints, face saving, and finally teachers simply aren't aware of the feedback options available to them (Van Den Brandon 1995 in Kim 2009). This paper addresses some of these issues with teacher feedback, but perhaps more importantly examines the degree to which learners can notice their own gaps.

c) Benefits of transcribing

Lynch (1997) found that learners were capable of noticing a substantial number of their own errors in speaking and argues that more responsibility needs to be given to learners to do the noticing and hence develop autonomy. He states that the three main benefits built in to noticing exercises involving transcription are: paying attention to normally unnoticed detail, negotiating meaning, and the spoken collaboration between learners (2001). At least in part, another advantage from this type of activity can be ascribed to the repetition that comes with multiple examinations of the transcription (Derakhshesh & Baleghizadeh, 2012). And one final feature to add to the list of ways learning is facilitated is the combination of language focused and meaning focused learning, which has been shown to lead to better results than either kind of learning alone (Ellis 2006).

d) The study

This trial is an adaptation of a study by Lynch (2001). In his study, adult learners were recorded performing a role-play and then asked to transcribe two minutes of the recording and correct any errors. After this was completed, the teacher went over the corrected transcript with the learners and cleared up any remaining problems. The volunteers involved in this lesson are two personable and motivated 18 year old female English foundation students from Oman. Their English is of a lower intermediate level (overall IELTS 4.5) and they have both received six years of English instruction at public school.

In the following paper the whole trial will be referred to as the 'lesson' which is broken up into tasks (split information and transcribing) and individual stages.

The stages involved in the lesson are listed below:

Stage 1 - The initial stage was a split information find the differences task involving two drawings of a house with supplied vocabulary (see appendix A). The learners were recorded performing this task with a phone.

Stage 2 - The learners transcribed a randomly selected two minute selection of their recording from stage 1 (Transcript 1, see Appendix C). The interaction during the transcription process was recorded but yielded very little usable speech.

Stage 3 - They were then instructed to check their transcript, discuss and correct any errors, and change any parts of it until satisfied with the English. (Transcript 2, Appendix D) This process was recorded and the transcript can be found in Appendix E.

Stage 4 - Once the learners were satisfied with their transcript the teacher checked it with them, changing parts that were linguistically incorrect or expressed in a non-target like way. (Transcript Appendix F)

Stage 5 - The learners were asked their views on the task, this interview was recorded and relevant segments transcribed (Appendix G)

While the learners were engaged in the above stages the teacher made general observation notes (Appendix B).

III. Results and Discussion

a) How much noticing?

The two minutes of transcription revealed numerous incidences of noticing on behalf of the learners, 12 changes were made (shown below in table 1) and the majority of these changes were for the better (9/12).

Table 1 : Changes made to the transcription

Changes for the better	Changes of correct form to equally correct alternative	Change of incorrect form to equally incorrect form.	Changes for the worse	Total
9	2	1	0	12

The learners in the present study did not make a great deal of changes compared to Lynch's study where the learners made on average 28 changes for the two minute transcription. This could be due to the different levels, (he dealt with more proficient adults), the type of activity (he used role-play), the amount of unknown vocabulary (in this study most of it was known) or the amount of time allowed for proof reading (his learners were able to take the transcripts home overnight to type them on computer).

b) Who noticed what?

The more advanced (fluent) of the two learners (learner S1), was responsible for initiating more changes in the original transcript than her partner (as shown

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below in table 2) but of these changes, 25% were unnecessary. On two occasions learner S2 drew attention to an erroneous form but was unable (or simply too slow) to correct it and S1 suggested the change.

Table 2 : Self and peer correction of the original transcript

.	Self corrections	Partner corrections	Unnecessary partner corrections (correct form to equally correct from)	Total
Learner S1	3	3	2	8
Learner S2	3	1	0	4
Total	6	4	2	12

These results (bearing in mind the small sample size) show that the learners shared the initiative and were able to collaborate to make changes. If a larger sample was taken and the pattern of one sided correction by S1 was found to be significant, then this could have classroom implications for deciding on pairings. Matching learners of the same ability could help avoid more advanced students dominating but even if this is not possible, studies have shown that merely being a participant without actually initiating the changes can result in learning. (Ohta 2000)

c) Type of correction by learners and teacher

The types of correction (table 3 below) show that most changes made by the teacher were in the form of lexical corrections whereas the learner's changes involved either grammar or reformulation (changes to achieve a more precise expression). Editing (the removal of the typical features of natural speech including repetition, false starts etc) did not receive much attention due to the learners ignoring a lot of these features during the transcription phase (stage 1).

Table 3 : Type of change by teacher and learners (stage 4 and 5)

	Students	Teacher
Grammatical correction	5	3
Lexical correction	0	4
Editing	1	1
Reformulation	6	1
Total	12 (55%)	10 (45%)

The fact that the teacher still had a reasonable amount of changes to make (45%) indicates that the learners were stretched to the limit of their linguistic ability during the tasks.

d) Quality of engagement

The results from above and observations noted in Appendix B show that during each stage of the lesson the learners seemed to be positively engaged - defined by Lee and Anderson (1993) as a psychological process involving attention, investment, interest, and effort expended in learning. According to Walsh (2002) maximizing engagement is conducive to language acquisition and is therefore an important part of any learning activity. For this transcribing lesson, engagement is due in some degree to the learner generated material which generates positive attitudes towards the lesson, as comments (from appendix G) show below:

Example 1

S1: give me a lot of good thing good to me because I could know my what is my problem and then try to find it myself the problem so it is good

Example 2

S1: yes very useful because I do this in school but they always listening me foreigner dialogue so I don't have a chance talk each other write my own (2)

Teacher: to write down what you say?

S1: yes

So even though the learners had taken part in transcribing tasks before, this is the first time their own voices have been recorded. Signs of engagement in the lesson included the following:

1. There were no noticeable signs of boredom (e.g. fidgeting, attention wandering) despite it taking a considerable length of time (45 minutes).
2. Learners questioning the teacher during stages one, three and four.
3. They were interacting with each other throughout the lesson. (except during stage 2)
4. They were noticing and correcting their own errors as well as their partners (see table 2) which shows a degree of interest in each others production.

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5. Positive responses to post task questioning. (see example 1)

It is worth noting that after the first transcription when the teacher left the room for a few minutes, the learners started listening to the recording again (without being asked) to make sure it was correctly transcribed. While this level of diligence may not transfer to the classroom, it is a promising sign.

e) Do the tasks meet the relevant conditions for learning?

i. *Conditions for learning from meaning focused listening*

The following five conditions are from Krashen (1982):

1. The input for listening is meaningful

For both the find the differences and correcting tasks (stages 1 & 3) the input is meaningful because each learner is supplying the other with input to negotiate and collaboratively complete the tasks. For stages 2 & 4 the focus is not on meaning.

2. The input and activities associated with the input are interesting

The input for the transcribing was interesting for the most part because it was learner generated and partly due to the novelty value of recording and hearing their own voices.

3. There are new items to learn

As shown in table 3, several grammatical feature errors were brought to the attention of the learners but only two unknown words were presented (leash and chimney)

4. The learner is assisted with understanding

The learners assist themselves through engaging in interactional modifications to make the input more comprehensible and hence, better suited to their interlocutors IL developmental stage. (Long & Porter, 1985). Other assistance included pictorial and vocabulary support for the find a difference task, and the fact that the ideas and much of the language involved were within the learner's experience.

5. Stress is controlled

The input for transcription is learner generated so it is familiar and, as Lynch (2001) states, because the transcription is based on a communicative performance that was already successful it may be less inhibiting for learners to review and improve their output. Long & Porter (1985) mention that group work provides a more supportive and hence less stressful setting than with whole class work. Also the lesson is split up into manageable chunks (stages) so as not to overwhelm the learners. It was thought that the use of voice recorders could be a source of stress but the learners stated they were comfortable with this.

ii. *Conditions for learning from meaning focused speaking*

The following conditions are taken from Nation (1995):

1. The learners have the chance to draw on explicit knowledge in meaning focused use.

The presence of the picture and vocabulary for the 'find the difference' activity combined with having a patient and supportive listener (stages 1 & 3) Result in learners learning and using new task vocabulary – an example of drawing on explicit knowledge.

2. The learners have the chance to draw on implicit knowledge in meaning focused use

Because the tasks and topic are familiar to the learner they are retrieving implicit knowledge. This allows fluency to develop through the use of features already well known to the learners.

3. Learners perform under real operating conditions

These real operating conditions include time constraints, focusing on the message, competing for the floor and interacting. According to Nation (1995) these conditions are encouraged when learners are deeply involved in a task, as they were in this lesson (see "Quality of engagement" section). Nation sums up the contribution of interaction to these real operating conditions by saying "interaction is an ideal way of developing skill in use as well as learning the conventions of interaction" i.e. the best way to learn to interact is by interacting.

4. The learners are involved in demanding tasks that stretch their vocabulary and grammatical knowledge

This task certainly tested the learners communicative ability; as shown in the number of corrected and uncorrected errors produced. (see the 'How much noticing' section) The editing task and the pushed output involved in the split information task both helped make learners aware of gaps in their knowledge.

5. The learners receive feedback about errors.

During their interaction, the learners supplied each other with feedback about the acceptability of their utterances (Long & Porter 1985) as shown below in examples 2-6. This combined with the teacher correction meant learners were receiving immediate and accurate post-task feedback.

f) Are the conditions met?

From the above conditions we can see stages 1 and 3 meet the conditions for learning from meaning focused speaking and listening and in stages 2, 3 and 4 the conditions are met for language focused learning (this analysis is beyond the scope of this paper)

g) Opportunities for learning through interaction

According to Nation (2007) interaction helps learning by providing plenty of comprehensible input, encouraging pushed output, making learners aware of what they don't know and by helping learners develop the language and strategies needed for interaction.

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There are numerous examples of negotiation strategies in the transcripts (see appendix) which include clarification requests, repetitions, confirmation checks and comprehension checks. According to Long (1985) these negotiations "allow modification of the interactional structure of conversation… a necessary condition for acquisition". The following examples (3-10) from the learners interaction during the lesson, reveal the many and varied opportunities made available for learning.

Confirmation checks- eliciting confirmation that the speaker has correctly heard or understood an utterance.

Example 3

S1: yes I have a truck

S2: a truck?

S1: a truck in the garage (1) the truck is /in the right side\

In the following example the learners fail to clear up a misunderstanding regarding the word 'roof' and S2 accepts S1's mispronunciation, perhaps illustrating a worst case scenario involving an interactional exchange.

Example 4

S1: house in the up side I have a root (roof)

S2: root?

S1: root

S2: root what is root ahhh I have too there is smoke…

S1: I don't have smoke

This perhaps demonstrates a need to train learners in the use of strategies, such as negotiating meaning and giving feedback (as outlined by Sayer, 2005; Swain 2002) to enable more effective negotiation in tasks such as this.

Clarification request- requesting assistance in understanding an interlocutor's preceding utterance.

Example 5

S2: I have two cloud

S1: Where are they?

S2: Over the garage

S1: You mean there is no sun?

S2: There is no sun only two clouds

Comprehension checks – one speaker attempts to determine whether the other speaker has understood a preceding message.

Example 6

S2: okay I have two trucks and there is a two dogs one dog is with a man and the other dog is in front of the house. Do you have them?

S1: I have two dogs one dog is with a lady and the other dog is going to get into the house with a man is it same?

Recasts – offer the learner negative implicit feedback, a model and an opportunity to notice a gap in their knowledge. These are rarely used during the interaction but are used by both learners.

Example 7

S1: where is your entrance door?

S2: middle

S1: in the middle (ahhh)

S2: yes

Mackay, Gass and McDonough (2000) have argued that recasts without interlocutor response might be the least effective form of feedback. And so whether learning is occurring here is debatable. As can be seen from the above example S2 may not realize that S1's recast is in fact a more correct utterance as she doesn't repeat the phrase, although it is thought to be a speculative assumption that improved performance in immediately succeeding utterances can be taken as evidence of learning. (Mitchell & Myles, 2004) It is possible however that learners benefit from negative feedback even if they do not perceive the problem (McDonough, 2005).

Language related episodes (LRE's) – talking about or correcting the language produced. These do not occur in the split information task (the focus is almost entirely on meaning) but feature often in the editing phase with several utterances directed at questioning the acceptability of their language.

In the following two examples two alternatives are generated and assessed.

Example 8

S1: are they same is it /same\ which do you think is the right one?

S2: (ahhhhh) I think whole it mean whole

S1: (ahhh) two dogs (ahh)

Example 9

S1: in second

S2: and in second? on

S1: in the?

S2: and in the on the?

S1: I think in the is right

S2: and in the (5) [writing]….

LRE's allow the learners to use the language while focusing on form and receive explicit feedback about their utterances, and there is evidence that they can be occasions for language learning (Swain & Lapkin, 1998)

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Negotiating vocabulary - Of the three words negotiated for meaning (leash, chimney and root) none were successfully negotiated (although root was most likely just a pronunciation error)

Example 10

S1: do you know what is chimney?

S2: I don't know

S1: I think this is chimney this tree is called chimney I think

S2: I have normally tree

S1: mmmmmm

Possible variations to address weaknesses.

h) Have the students interact more during the transcription stage

More interaction (and hence negotiation) could be included in the lesson by telling the learners not to look at each others paper during the transcription stage (stage 2) and encouraging them to discuss what they hear in order to transcribe correctly. Also, making sure they copy out all the redundant parts of speech from the transcription will promote conscious noticing of such things as discourse markers, hesitation devices etc (Schmidt 1990, in Thornbury & Slade 2006). Learners could then perhaps compare their transcript to one obtained from native speakers doing the same task.

i) Vocabulary learning

The vocabulary used in this task (see appendix A) was mostly already known to these learners and because of this very few words were negotiated. This is an excellent task for enabling learners to negotiate and gain repetitive and generative exposure to unknown or partly known vocabulary (Nation 2001) and so a significant learning opportunity was not fully utilized.

Because of the difficulty encountered with some of the words (chimney and leash) perhaps simple definitions or example sentences could be supplied to help the learners (this is also generative use of the words). However this would negatively impact on negotiation. Additionally, to enable retrieval after the task, Nation suggests learners could be made to reflect on what vocabulary they learned.

j) Extend the task

In Lynch's (2001) study, learners were able to take their corrected transcript home over night, word process it (make any wanted changes) and bring it back for teacher feedback/correction. By letting the learners take the transcript home this would encourage revisiting the material and would allow the learners to compare any additional changes they made individually at home. This would also permit them to retain and compare clear examples of their unedited and edited transcripts which they can compare with each other and previous work in order to gauge progress and see if the same problems are occurring.

k) Topic selection

Although the learners involved in this trial were engaged in the task, the topic selection for the split information activity (a scene of a house) could perhaps be changed to a more interesting picture, perhaps more relevant to these learners.

l) Record fluent speakers performing the same task

Willis (1996) recommends having students listen to recordings of fluent speakers engaged in the same communicative task they have just performed, and then ask them to point out any similarities and differences they notice. This aids learning in the same ways that recasts do (i.e. provides a target-like model plus the opportunity to notice gaps in their knowledge) and according to Willis, gives learners exposure to "accessible samples of real time talk that is immediately relevant to their learning situation".

m) Allow for repeated production

A good deal of the benefit from this activity can likely be ascribed to repeated focus on the transcription. In a study with Iranian students Derakhshesh & Baleghizadeh (2012) found that requiring students to repeatedly examine transcriptions and then give an oral presentation incorporating error correction was highly beneficial.

IV. Conclusion

The transcribing lesson outlined here allowed learners at different stages of development (and thus with different needs) to notice different language features, while developing the same skills. Its modular design and learner generated material make for a well supported engaging experience that successfully combined meaningful communication and a focus on form while keeping the learners engaged and on task for a considerable time. Although it is not easy to enable lower level learners to use L2 to discuss form, this trial has shown that it is not beyond the reach of my students. Raising awareness in teachers and students regarding the benefits of using learner output in lessons is needed in the Omani context. Adapting this lesson to a larger classroom will be a challenge, but judging by this trial, it will be a rewarding one.

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When Teachers Become Researchers: *The Importance of Action Research*

By Tahmina Mariyam & Md. Mohib Ullah
International Islamic University, Bangladesh

Abstract- Though the decisions are imposed by the policy makers, in a teaching context like Bangladesh; it is the teachers who deal with the actual classroom scenario. In spite of that the voice of the teachers is little heard. Action research can be an effective way to make their voices heard. The purpose of the present paper is to show the importance of action research in secondary school level and at the same time finding out how familiar our teachers are with it. Stating the problems, relating the significance and stating the objectives in the introduction, the study delves into a detailed review of the literature. Following the literature review is the actual study conducted. Through a qualitative, gradually turning into quantitative methodology the study reveals its findings. The study ends with some relative recommendations along with a concluding remark.

Keywords: *classroom research, teacher-researcher, AR, storyteller.*

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When Teachers Become Researchers: *The Importance of Action Research*

Tahmina Mariyam [α] & Md. Mohib Ullah [σ]

Abstract- Though the decisions are imposed by the policy makers, in a teaching context like Bangladesh; it is the teachers who deal with the actual classroom scenario. In spite of that the voice of the teachers is little heard. Action research can be an effective way to make their voices heard. The purpose of the present paper is to show the importance of action research in secondary school level and at the same time finding out how familiar our teachers are with it. Stating the problems, relating the significance and stating the objectives in the introduction, the study delves into a detailed review of the literature. Following the literature review is the actual study conducted. Through a qualitative, gradually turning into quantitative methodology the study reveals its findings. The study ends with some relative recommendations along with a concluding remark.

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I. Introduction

In recent time, Action Research (AR) has become a commonly used term in the field of education in general and to be particular in second language teaching. AR explores solution to real classroom problems or strives to develop classroom practices by collaborative activity among the peers with a view to improving the achievement of the learners. Burns (2010:3) outlines, 'It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.' He further states that in AR 'a teacher becomes an 'investigator' or 'explorer' of his or her personal teaching context, while at the same time being one of the participants in it.' Action Research for language teachers is 'an approach to collection and interpreting data which involves a clear, repeated cycle of procedures'. Bailey (2001: 490).

Though teachers play a pivotal role in teaching language in Bangladesh, it is assumed that teachers in Bangladesh are not much organized in doing action research. Consequently, it becomes difficult for the teachers to address the problems or the difficulties that they face time to time while teaching learners in different context.

Author α: Lecturer, Department of English Language and Literature, International Islamic University Chittagong, Chittagong, Bangladesh.
e-mail: tahminatami@gmail.com
Author σ: Assistant Professor, Department of English Language and Literature International Islamic University Chittagong, Bangladesh.
e-mails: mohib.luminous@gmail.com, mohib@uga.edu

a) Significance of the Research

Language teachers in Bangladesh teach learners in unusually large classes and multi-dimensional contexts. And with the attendance of mixed-capability learners from different backgrounds in language classrooms, teaching as a profession is becoming more challenging day by day because teachers in these classes of different contexts encounter many unpredictable and unexpected challenges that they require to deal with tactfully. Wallace (1991: 56-7) states that AR can have 'specific and immediate outcome which can be directly related to practice in the teacher's own context' and is 'an extension of the normal reflective practice of many teachers, but it is slightly more rigorous and might conceivably lead to more effective outcomes'. The research can pave the way for better practices of the teachers and can perhaps guide them towards their continuing professional development. Thus, language teaching can be more effective than the previous time and enhance the achievement of the learners.

b) Statement of the Problems

It is observed that a top-down process is followed in the field of English Language Teaching in Bangladesh. For example, before introducing a new textbook or designing a new syllabus or curriculum, a pilot study is made and then the Ministry of Education goes for implementation of it. Usually, there remains a huge gap between most of the field level practitioners and policy makers and planners while introducing something new. On top of that, it is a confessed truth that the Ministry cannot train even one third of the total language teachers to teach after the new textbook or syllabus. And there emerges mutual blame-the Ministry claims that the teachers are following the traditional ways of teaching instead of coping themselves up with the new text book or syllabus. On the contrary, the teachers claim that the new textbook or syllabus is not suitable for their contexts. The ultimate result is very dissatisfactory. Besides, many novice teachers are starting their teaching career and teaching at secondary level along with experienced teachers. It is a big challenge for both groups of language teachers to teach new textbook in both urban and rural contexts with limited resources. One of the ways of addressing these problems and making language teaching effective is to promote action research to practitioners, the teachers.

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c) Objective of the Study

One of the objectives of this research is to find out what the secondary level teachers know about action research. Secondly, it attempts to explore how the teachers who are familiar with action research deal with different problems and difficulties to solve them. Also, it strives to know what the secondary language teachers having no idea about action research do to solve new problems or difficulties. Besides, the researchers aim at exploring how far the practices of both groups of teachers conform to action research. And last but not the least, based on the findings of the research, the researchers plan to present recommendations so that language level teachers at secondary level can progress in terms of profession, make teaching effective and enhance learners efficiency.

II. Review of the Literature

Action research bears the implication that "'research' is not only something that is done 'on' or 'to' teachers, but is also an undertaking in which they can themselves be actively involved" (McDonough & McDonough, 1997: 22). While conventionally, research is being linked with contemplation and teaching with action, action research tries to bring these two polarized notion together. In order to understand the term better, few definitions of the term, from its early proponents to its recent advocates have been presented below.

Carr and Kemmis opine that, "action research is simply a form of self-reflective inquiry" (1986: 162). Robinson's definition seems to explain it further when he says, "any action undertaken by teachers to collect data and evaluate their own teaching can be termed as action research" (1991). Describing it more systematically, Ferrance asserts, "action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research" (2000: 1).

Sagor's view seems to shed some more light on it when he proclaims, "action research is a disciplined process of inquiry conducted by and for those taking the action. The primary reason for action research is to assist the "actor" in improving and/or refining his or her actions" (2000). In the same line Burns (2010) declares "action research is related to the ideas of 'reflective practice' and 'the teacher as researcher'" (2010: 2). Extending it further, she says, in action research, a teacher becomes an investigator or explorer of his her personal teaching context, while at the same time being one of the participants in it" (Burns, 2010: 2).

Describing it more clearly Mills (2003) quoted in Donato asserts, "action research is any systematic inquiry conducted by teacher researchers to gather information about the ways that their particular school operates how they teach, and how well their students learn. The information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and improving student outcomes" (Donato, 2003: 1).

Giving high value to its methodology, Burns concludes that action research is a "part of 'a quiet methodological revolution' towards qualitative research approaches" which encourages "participative, 'naturalistic' enquiry with its exploratory-interpretive underpinnings (2004: 57).

a) Roots and Origins of Action Research

The roots of action research can be traced back to Aristotle. The Aristotelian concept of 'phronesis', roughly translated to English as 'practical wisdom', along with its relationship to other ethical and intellectual virtues can be seen as the starting point of action research (for a detailed discussion see Eikeland, 2006).

Regarding the modern tradition of action research, some relate it to Kurt Lewin whereas others to John Dewey. Somekh, forming a balance, credits both of them by asserting, "the tradition of action research is rooted both in Lewin's social psychology, which conceived of action as emerging from a process of group exploration of social interactions rather than solely from rational deduction, and in John Dewey's theory of 'learning by doing'" (Somekh, 2006: 23). "Theories of action in action research also draw heavily on the European philosophers, Habermas, Gadamer and Arendt" (ibid). Similar discussion can be found in Tomal (2003: 22).

Stephen Corey might be credited for being among the first ones to use action research in the field of education. "He believed that the scientific method in education would bring about change because educators would be involved in both the research and the application of information" (Ferrance, 2000: 13).

After being regarded as 'unscientific' and the 'work of ametures' (Ferrance, 2000: 14), action research in education saw a decline in the 1950s. But through the work of Lawren Stenhouse, it again made a comeback in the 1970s. Gaining popularity, work in action research gradually got carried forward by Donald Schon in the 1980s and Carr and Kemis in the 1990s. Most recently, the positive implications of action research is being carried by the work of the leading experts like Ann Burns (2010), Cochran-Smith and Lytle (2010), and Pappas and Tucker-Raymond (2011) (see Huang, 2012 for a detailed discussion).

b) Benefits of Action Research

There is a concern that "research is not adopted by those that could benefit from it most" and that "often, research never makes it beyond journal articles and into practice" (Landers, 2012 quoted in Huang, 2012: 13). Action research seems to be able to change the scenario entirely. Because, "when teachers

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are able to engage in research and make justified pedagogical decisions informed by sound research evidence, this will have a beneficial effect on both teaching and learning" (Davies 1999 quoted in Borg, 2006: 22).

Burns (2005) presents the benefits of educational action research as identified by Kemmis & McTaggart. The benefits are that teachers develop skills in:

- thinking systematically about what happens in the school or classroom
- implementing action where improvements are thought to be possible
- monitoring and evaluating the effects of the action with a view to continuing the improvement
- monitoring complex situations critically and practically
- implementing a flexible approach to school or classroom
- making improvements through action and reflection
- researching the real, complex and often confusing circumstances and constraints of the modern school
- recognizing and translating evolving ideas into action. (Burns, 2005: 68)

Similar identification is done by McDonough and McDonough (1997) as they present the advantages of action research set out by Baesley and Riordan:

- It begins with and builds on the knowledge that teachers have already accumulated.
- It focuses on the immediate concerns of classroom life.
- It matches the subtle organic process of classroom life.
- It builds on the 'natural' processes of evaluation and research which teachers carry out daily.
- It bridges the gap between understanding action by merging the role of researcher practitioner.
- It sharpens teachers' critical awareness through observation, recording and analysis of classroom events.
- It helps teachers better articulate teaching and learning processes to their colleagues and interested community members.
- It bridges the gap between theory and practice. (McDonough and McDonough, 1997: 25)

Similar claims have been made by Belleli (1993), Crookes & Chandler (2001), Freeman (1998) Nunan, (1993), van Lier (1994). In short the benefit lies in the fact that teachers become "more autonomous, responsible and answerable through action research" (Day, 1987 quoted in Sadeghi, 2012: 73).

c) Action Research throughout the World

Action research seems to have flourished well in the BANA countries (see Perrett, 2003). But the condition of action research in the rest of the world is still to be properly researched. Burns quotes Borg's comment in this issue that "action research has taken root only in places where teachers are well supported and teach in instructional contexts" (Burns, 2005: 69). Despite the limitations action research seems to have gained popularity outside BANA countries as well.

Action research separately conducted by Gow, Kember and McKay (1996) and Curtis (2001) in Hong Kong promotes positive result (Ferrell, 2007: 94). In China, "most trainees are willing to try action research … trainee teacher-researchers find themselves more aware of the teaching and learning processes, more capable of improving their own practice, and more confident in their future professional development" (Thorne and Qiang, 1996: 261).

The best way to learn about the global condition of action research is perhaps through Rainey's (2000) research. Because, though done in a relatively small scale, it is one of the few international researches to be found on action research. Her findings after surveying 10 countries with 240 questionnaires and follow up interviews, bring about both, hope and despair. Despair, due to the fact that, "three-quarters of the teacher surveyed had not heard of action research" (Rainey, 2000: 79). Hope, because "the responses to action research among those who have (heard of action research) are in general very positive" (ibid).

d) Action Research in Bangladesh

To think of a well supported teaching context in Bangladesh seems to be a far cry still (see Hamid and Baldauf, 2008). Thus not many reports of action research are to be found. Even after all the limitations cases of action research evolve no matter how less frequent.

The establishment of Bangladesh Reading Association's (BRA) Journal for Classroom Teaching can be seen as a milestone in classroom based research aka action research.

In the April 2013 issue of the quarterly journal, an individual teacher's action research has been presented as a case study. After identifying a problem following the Kemmis model of action research the researcher comes to a solution and concludes that "a teacher can solve classroom problem using action research" (Salahuddin and Khatun, 2013: 19).

A small scale survey conducted by Harun and Amin (2013), shows that majority of the teachers are not familiar with the term action research. But almost 90% of them basically reflect on their classes without knowing the implication of it. Hopefully, after learning about

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action research and reflective teaching "all the interviewed teachers opined that both reflective teaching and action research would be really helpful for promoting teachers' professionalism and make classroom practice effective and enjoyable" (Harun and Amin, 2013: 74).

Khan (2008), keeping in mind the initial difficulty, showed "collaborative, institutional and participatory approaches to action research" as important for professional development of teachers in Bangladesh.

III. Research Design

In order to conduct the research a mixed-method has been followed, as "this approach helps construct a more complete picture of human behavior and experience" (Morse, 2003).

The study was conducted using two data instruments. It includes: a survey questionnaire and in-depth unstructured interview.

a) Survey Questionnaire

Creswell (2008) suggests survey design for measuring attitudes, beliefs and opinions in educational research, as it is the best popular form of collecting information from a large population. Thus a survey questionnaire with 13 statements and a number of options was designed in order to elicit data.

b) Unstructured Interview

Unstructured interview was used as another primary research tool. It is because "such interviews are more in touch with the social world, being able to tap into everyday reality" (McDonough and McDonough, 1997: 184)

c) Participants and Setting

The research was conducted in seven different schools based in Chittagong and Dhaka. Twenty three primary and secondary level school teachers participated in answering the survey questionnaire. Principals of four schools out of seven as the representatives of school authorities were interviewed.

IV. Data Analysis

a) Questionnaire Analysis

25 questionnaires were distributed among 25 teachers of 7 different schools based in Dhaka and Chittagong. 23 of them were filled and returned. The teaching experience of the teachers ranged from a year to 13 years.

Systematic order was followed in placing the statements in the questionnaire. They were not put randomly. The statements consisted of a number of options and also occasionally, spaces for writing.

The response of the teachers has been summed up in the table below

Statements	Response 1	Response 2	Response 3	
1. Diary Keeping	Always 72%	Sometimes 2.27%	Never 0%	
2. Reading self-study books	Yes 54.54%	No 45.45%		
3. Observes one's own classroom	Keenly 81.81%	Doesn't consider as important 4.54%	Others 13.63%	
4. Allows colleagues to observe classroom	Always 36.36%	Sometimes 45.45%	Never 22.27%	
5. Observes colleagues' classrooms	Always 13.63%	Sometimes 45.45%	Never 22.72%	
6. Discussing classroom situations with colleagues	Always 45.45%	Sometimes 54.54%	Never 0%	
7. Implementing new techniques in classroom	Very enthusiastic 59. 09%	Institution's syllabus is sufficient 36.36%	No response 4.54%	
8. Familiarity with the term action research	Yes 13.63%	No 81.81%		
9. View regarding research	Should be Carried out by experts 13.63%	A good number of educational degrees needed 13.63%	Even teachers can be researchers 63.63%	No Comment 9.09%
10. The desire of expressing opinion as a	Always 31.82%	Sometimes 63.63%	Never	Not Sure 4,54%

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teacher to the world				
11. Involvement in decision making	Always 31.82%	Sometimes 54.54%	Never	Not Sure 4.54%
12. Describing one's classroom situation best	Always 40.91%	Sometimes 40.91%	Never	Not Sure 18.18%
13. Opinion regarding teacher-researcher	Heard for the first time 9.09%	A teacher should be teacher only 0%	Sound interesting, would like to become one. But don't know how 72.72%	Others 18.18%

Figure 1 : Response of Teacher Questionnaire

From the table we can see that a good number of teachers record their classroom experiences in the form of diary keeping. It is also visible that more than half of the teachers read self-study books for their development. A good number of teachers keenly observe their classroom activities. They often allow their colleagues to observe their classrooms, and frequently observe their colleagues' classrooms. They discuss their classroom situations with their colleagues pretty often. More than half of the teachers are found to be very enthusiastic in trying new techniques inside the classroom. Even after all these, unfortunately an overwhelming number of teachers are found to be unfamiliar with the term 'action research'. Hopefully a good number of them think that teachers can simultaneously play the role of a researcher and research as an activity should not be confined to experts only. More than half of them are found eager to express their opinions as teachers, to the world and would like to involve themselves in decision making besides the policy makers. They think that they are the ones who are able to describe their own classroom situation best. To them the term 'teacher-researcher' "sounds interesting". The only obstacle on the way for them to become teacher-researcher is their lack of knowledge and exposure.

b) Interview Analysis

School Principals, as the representatives of the school authorities, from four out of seven schools were interviewed. A short summary of all the four interviews have been presented below.

P1 has been running the school for almost a decade now. Through the interview the researcher got an implication that he finds the extended roles of teachers as absolutely unnecessary. Form him teachers should only focus on textbooks. He does not believe that teachers might have anything to say. The entire notion of classroom research is nothing but 'meaningless' to him.

P2 claimed to have a good collection of teacher resources on campus. What she meant by "resources" is not clear to the researcher. She showed much interest regarding teacher activities. She claimed her teachers to be very "involved" in classroom activities. On further questioning it became clear that she holds a very narrow view of teachers' classroom activities. For her the teachers are not qualified enough to carry out classroom research. Despite her enthusiasm her outlook towards teacher-research seemed to act as a hindrance towards the institutions involvement in activities like action research.

P3 seemed to hold rigid views regarding teachers' involvement in research, policy making, curriculum development etc. Not unlike that of P1, P3 thinks teachers are supposed to 'teach' only. "That's the reason they are paid for", he commented. Increasing their roles and activities will call for a raise in their salary he confided. He is not willing to 'spoil' the teachers by instilling the idea of 'research' into their heads.

P4 seemed pretty enthusiastic regarding the interview. She demonstrated a zeal regarding teacher education and their continuing professional development. The idea of teacher-researcher amazes her greatly. She said, English is something she really wants to focus on. And for that purpose she has even hired an ELT expert, who works as a coordinator and provides teachers with a safe ground regarding new approaches and methodologies.

V. Findings

- Though the teachers are not formally acquainted with the term action research, they perform a lot of activities similar to action research.
- Most of the teachers want to share their experiences as teachers with the world.
- They are not familiar with the self-study books which can help them become better teachers. Some of them referred to grammar books, novels, text books as self-study books. Some of them found internet much more helpful than books.
- A large number of teachers claimed that they keenly observe their classrooms but they seemed to have little knowledge regarding the actual observation procedure.
- A good number of teachers said that they let their colleagues observe their own classrooms and vice versa. Even in this case they seemed to have little

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idea regarding the procedure. One of the teachers said, "I overhear" (that is how she observes her colleague's class); while another commented "I usually ask them to come and sit at the back, but they never did".

- Most of the teachers are interested in implementing new techniques in their classrooms but quoting the words of one of them "rarely the authority supports".
- Most of them believe that, "even teachers can be researchers".
- They said that the authority seldom asks for their opinion regarding issues like syllabus and curriculum design.
- To most of them, the term teacher-researcher "sounds interesting. I would like to become one, but don't know how."

Interview with the authority revealed that:

- While some of them are interested in involving the teachers, some of them hold very rigid view.
- Internet, text-books, guide-books are the resources they provide the teachers with. "Guide-books are prohibited but essential", said one of them.
- For some, giving class, setting question-paper etc. are the only things teachers should remain busy with.
- While one school claimed to have a separate library for teachers with sufficient resources. On visit, it became clear that it does not contain any book meant for teacher improvement or research involvement.
- One of the schools seemed to stand with some ray of hope, with insufficient but proper knowledge regarding action research.

VI. Recommendations

- Teachers can be made familiar with the term Action Research and its procedures, so that they may tell their stories in their own words. In this regard teacher-educators should come forward.
- The authorities of the respective schools should give-up their rigid viewpoints.
- Schools can create a section in their libraries for teacher resources.
- This is an age of technological advancement. Therefore, the teachers should be facilitated in a way that enables them to connect with other teachers from home and abroad.
- Different journals should come forward in order to publish the articles written by school teachers, sharing their experiences. As Freeman asserts, "when pursued in a disciplined manner, teaching itself becomes a form of research" (Freeman, 1996: 112).

VII. Conclusion

Surprisingly, most of the school based researches are done by outsiders. Hence we miss out the inside stories. It is like hearing the story from some pseudo storytellers, who are not even part of the story! Freeman comments "you have to know the story in order to tell the story" (1996: 89). From the present paper, it is clear that the storytellers need some guidelines in order to develop their elocution. With the support of the school authorities and the help of teacher educators, we can hope that, soon we will hear the stories from the actual storytellers. And the actual firsthand stories will pave a new way towards effective English language teaching in Bangladesh.

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Appendix I

Questionnaire for Teachers

Please respond to the following questions. Your identity will be kept anonymous. Your response will be highly regarded.
Age: ……
Teaching Experience (in years): ……..
Educational Qualification: ……

1. Do you keep a diary in order to keep track of your teaching and students' progress?

   a. Always b. sometimes c. never

2. Do you read any self-study book in order to improve your teaching?

   a. Yes b. No

If yes, mention the name of the book that helped you the most: ……

3. How do you observe your own classroom?

   a. Don't find anything to observe b. Keenly c. Don't consider my observation important d. Others, please specify ……

If your answer is 'b', where do you record your observation? ……

4. Do you allow your colleagues to observe you classroom?

   a. Always b. sometimes c. never

5. Do you observe your colleagues' classrooms?

   a. Always b. sometimes c. never

6. How often do you discuss your classroom situations with your colleagues?

   a. Always b. sometimes c. never

7. How are you at implementing new techniques in your classroom?

   a. Very enthusiastic b. don't consider that as important c. my institution's syllabus is sufficient

8. Are you familiar with the term, Action Research?

   a. Yes b. No
   If Yes, please define the term in your own words : ……
   ……
   ……

9. What is your view regarding research?

   a. It is very scientific and should be carried out by experts only
   b. You need to have a lot of educational degrees in order to carry a research
   c. It is something carried out by externals only

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d. Even teachers can be researchers
How? Please specify:
……
……
……

10. Do you want to express your opinions as a teacher to the world?

a. Always b. sometimes c. never d. not sure

11. Does your school authority ask for your opinion while taking any decision (syllabus design, curriculum implementation etc.)?

a. Always b. sometimes c. never

12. Do you think you can describe you classroom situation best, other than anyone else?

a. Always b. sometimes c. never d. not sure

13. What is your opinion regarding teacher-researcher?

a. Heard the term for the first time
b. A teacher should be a teacher only; not a researcher at the same time
c. Sounds interesting. I would like to become one, but don't know how
d. Others; please specify ……

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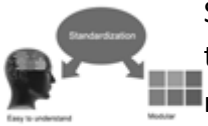

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27. Refresh your mind after intervals: Try to give rest to your mind by listening to soft music or by sleeping in intervals. This will also improve your memory.

28. Make colleagues: Always try to make colleagues. No matter how sharper or intelligent you are, if you make colleagues you can have several ideas, which will be helpful for your research.

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· Use present tense to report well accepted

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- Significant conclusions or questions that track from the research(es)

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- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
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- To be succinct, present methods under headings dedicated to specific dealings or groups of measures
- Simplify - details how procedures were completed not how they were exclusively performed on a particular day.
- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

Approach:

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- Use standard style in this and in every other part of the paper - avoid familiar lists, and use full sentences.

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The principle of a results segment is to present and demonstrate your conclusion. Create this part a entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently.You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.

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Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation an exacting study.
- Explain results of control experiments and comprise remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or in manuscript form.

What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- Not at all, take in raw data or intermediate calculations in a research manuscript.
- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

Approach

- As forever, use past tense when you submit to your results, and put the whole thing in a reasonable order.
- Put figures and tables, appropriately numbered, in order at the end of the report
- If you desire, you may place your figures and tables properly within the text of your results part.

Figures and tables

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Discussion:

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- Make a decision if each premise is supported, discarded, or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."
- Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work
- You may propose future guidelines, such as how the experiment might be personalized to accomplish a new idea.
- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One research will not counter an overall question, so maintain the large picture in mind, where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

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References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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