RESEARCHING YOUR TEACHING

Jessica Mackay

IH ELT CONFERENCE 2014

7th February 2014

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Museum of Natural History, Ciutadella Park

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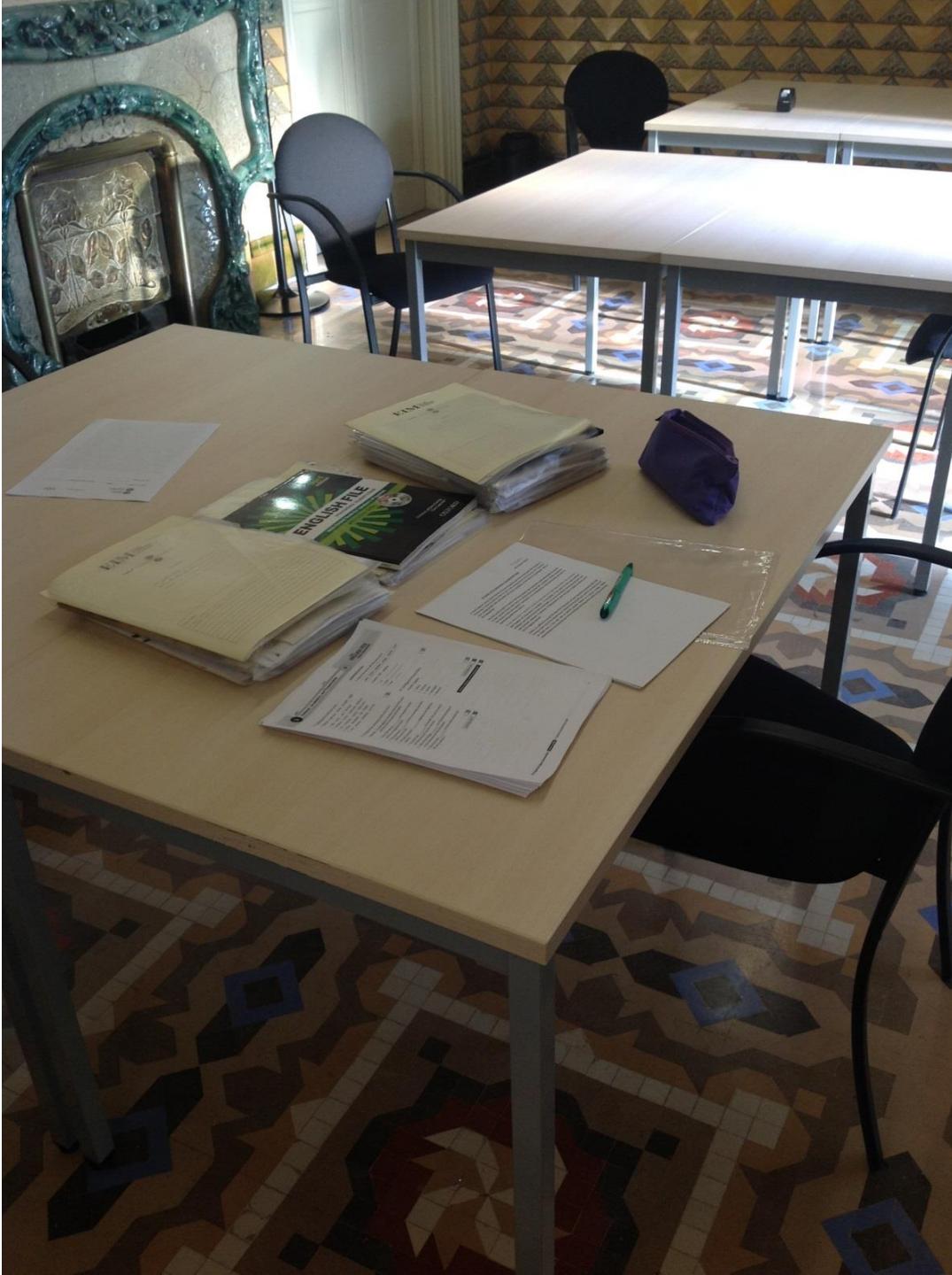
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Faculty of Pharmacy
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?

Motivation,
Language Identity
and the L2 Self

Edited by Zoltán Dörnyei and Ema Ushioda

ELSA 3/5/14

NVIVO

Next 11 am Fri 28 Feb

WHY?
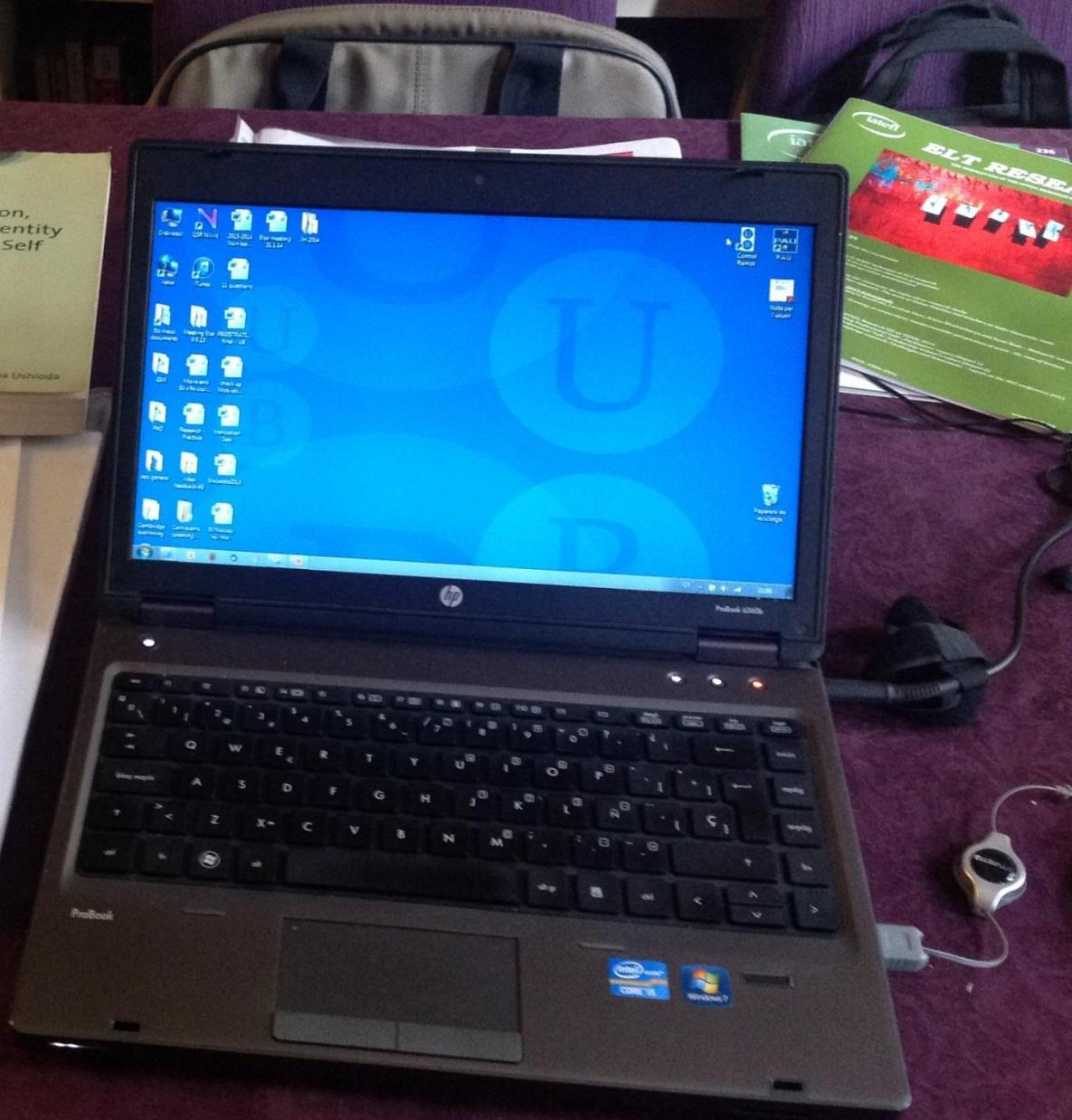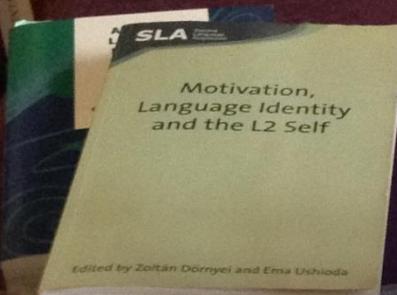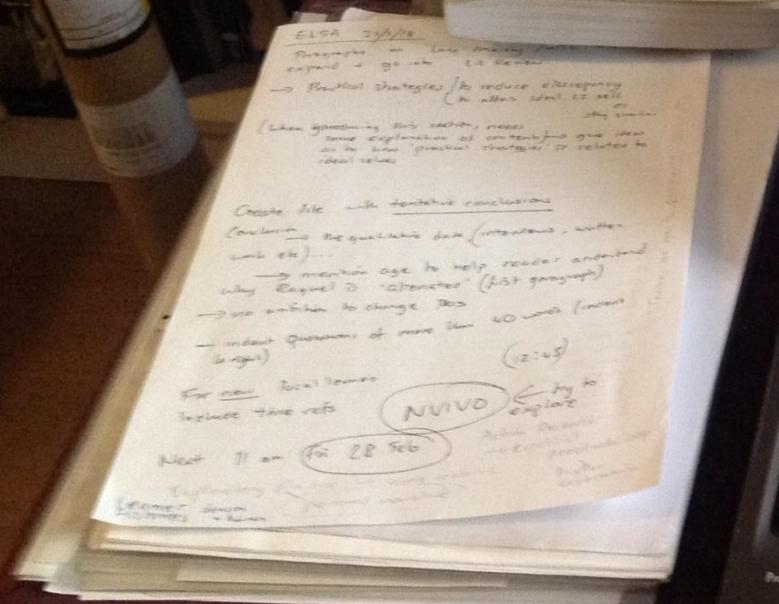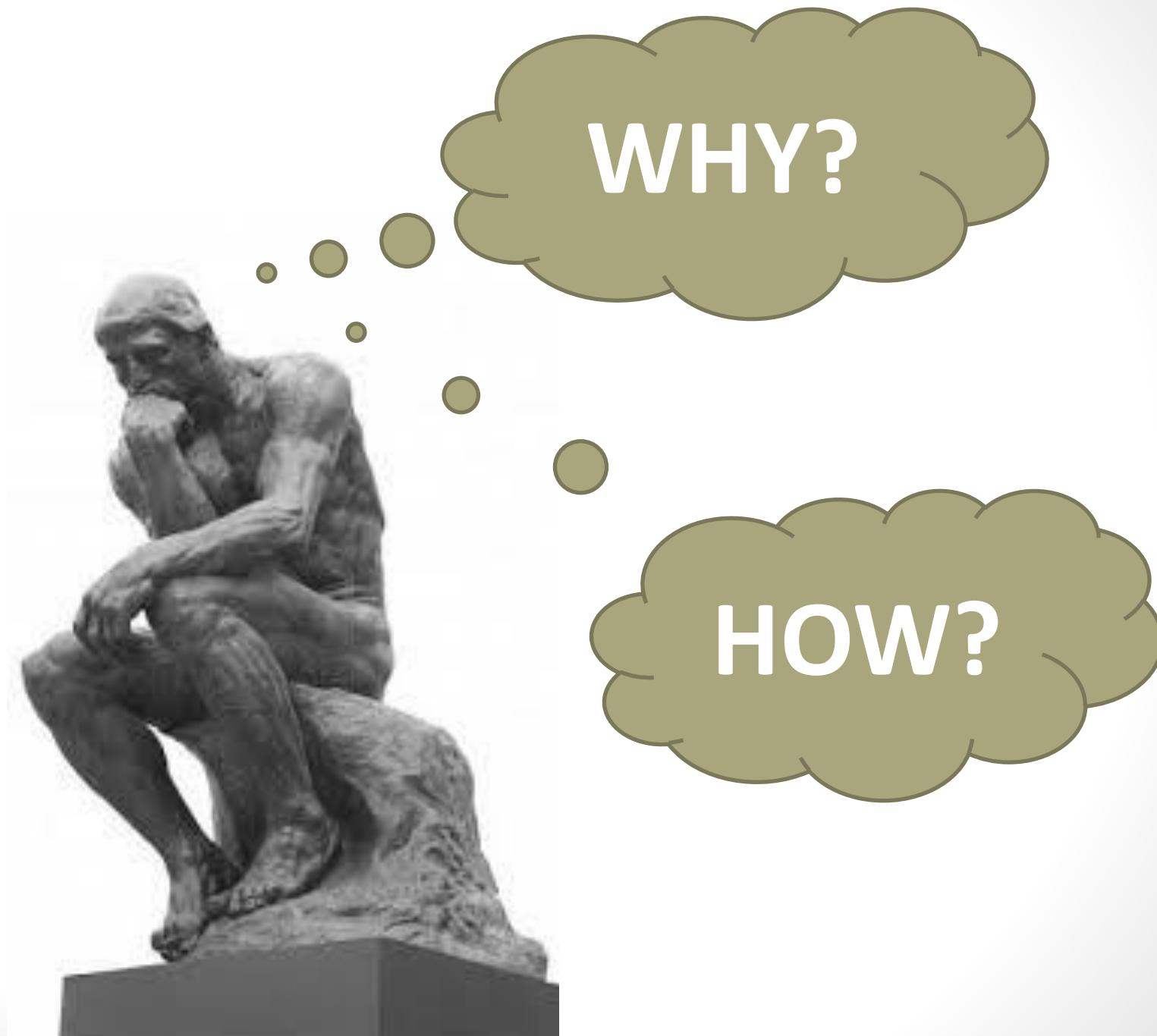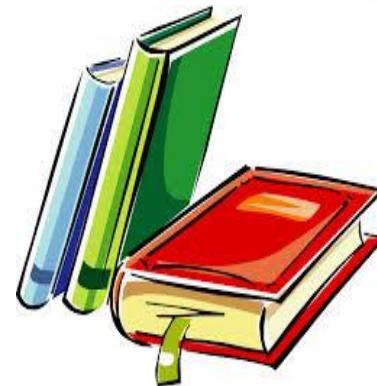
- I haven't got time.
- It's not relevant to my classes.
- I don't understand it.
- I don't know where to begin.

RESEARCH ARTICLE

- Abstract

- Introduction / Lit Review
- Method
    - Context, Participants, Instruments
- Analysis / Results
- Discussion
    - links results to previous research
- Conclusion
    - Limitations, Practical Applications, Implications for further research

JARGON

- Non-targetlike utterance
- Control for
- Operationalise
- Confounding variables
- Instruments
- Intervention

NON-NATIVE SPEAKER TEACHER

SECOND LANGUAGE ACQUISITION

TASK-BASED LEARNING (AND) TEACHING

UNIVERSAL GRAMMAR

AGE OF ONSET

LENGTH OF RESIDENCE

WORKING MEMORY

STATISTICAL PACKAGE (FOR) SOCIAL SCIENCES

WILLINGNESS TO COMMUNICATE

LANGUAGE ANXIETY

CROSS-LINGUISTIC INFLUENCE

GRAMMATICALITY JUDGMENT TEST

STATISTICS

"For scales 1, 3, 4, 5 & 7 a T-test was performed using PASW 18. For the treatment group (N = 26) only one significant result was detected. There was a significant increase in the scores for scale 7 WTC from Time 1 (M = 3.5, SD = 1.22) to Time 2 (M = 4.2, SD = 0.9), t (25) = -2.46, p = < 0.05. The eta squared statistic (0.05) indicated a small effect size."

Teachers as Researchers: Compelling reason nº 1

Teachers are adept at explaining complex ideas.

PRACTICAL IMPLICATIONS

We conclude, therefore that an important factor determining task effectiveness for vocabulary learning is the amount of word-related activity that the task induces.

(Hill, M & Laufer, B, 2003)

Teachers as Researchers: Compelling reason nº 2

Practising teachers can draw effective practical conclusions.

RESEARCH ARTICLE

- Abstract   ✓
- Introduction / Lit Review   ✓
- Method
    - Context, Participants, Instruments   ✗
- Analysis / Results   ✗
- Discussion
    - links results to previous research   ✓
- Conclusion
    - Limitations, Practical Applications, Implications for
      further research   ?

WHY?

- New insights
- TD
- Empowering
- Inspiration for DOING research

Teachers as Researchers: Compelling reason nº 3

Challenge and refresh your existing ideas.

HOW?
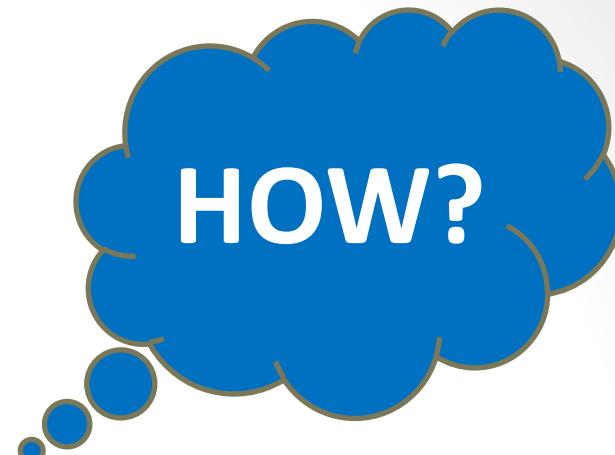
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🔼 **January 15, 2014**

☐ **Article:**
Chiou-lan Chern and Karen Dooley
Learning English by walking down the street
ELT J first published online January 15, 2014
doi:10.1093/elt/cct067
(11 pages)

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☐ **Article:**
Huahui Zhao
Investigating teacher-supported peer assessment for EFL writing
ELT J first published online January 15, 2014
doi:10.1093/elt/cct068
(14 pages)

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🔼 **December 13, 2013**

☐ **Forum Report:**
Chris Lima
Twenty-first century Shakespeare and ELT
ELT J first published online December 13, 2013

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Articles

Learning English by walking down the street

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ENGLISH LANGUAGE TEACHING JOURNAL (ELTJ)
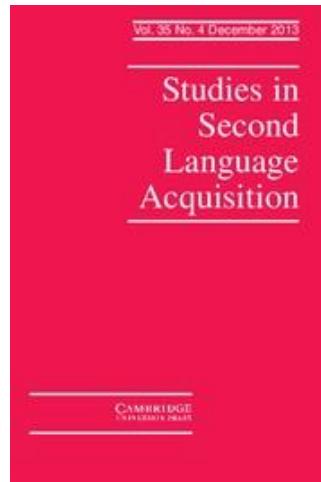
STUDIES IN SECOND LANGUAGE ACQUISITION (SSLA)

LANGUAGE TEACHING

LANGUAGE TEACHING RESEARCH
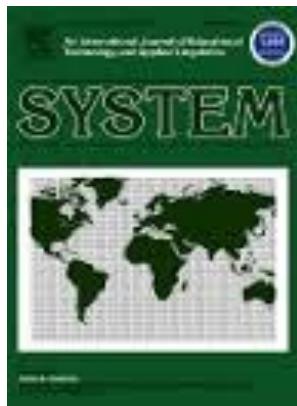
SYSTEM

LANGUAGE LEARNING
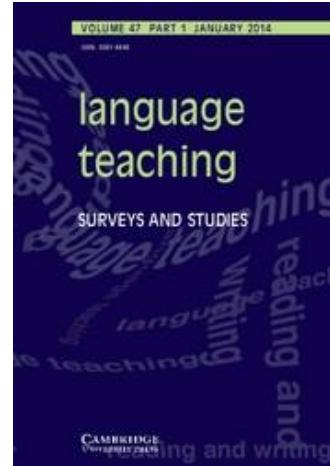
TESOL QUARTERLY

WHY?

What's in it for me?

WHY?
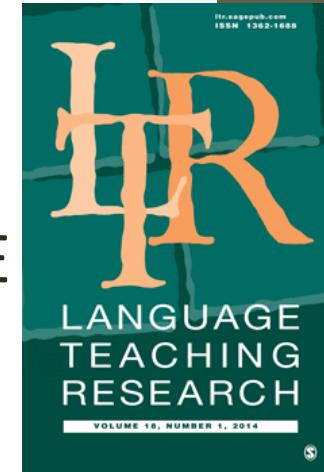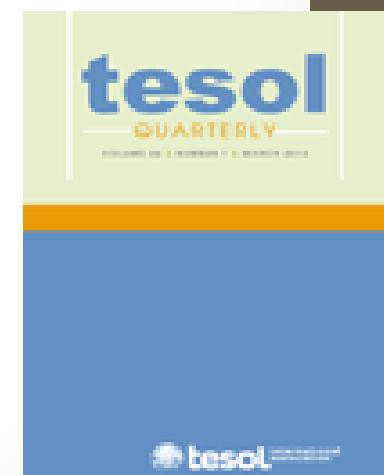
- TEACHERS:
  - PD / Research Project
  - Fresh perspectives /Objectivity
  - Materials development
  - Why not?

Teachers as Researchers: Compelling reason nº 4

Professional and personal curiosity.

WHY?

What's in it for my students?

ETHICS!

WHY?

- STUDENTS

  - Focus on learner

  - Positive group dynamics

  - Communication

  - Promotes autonomy

Teachers as Researchers: Compelling reason nº 5

An engaged and curious teacher is a better teacher.

Types of Teacher Research

Experimental research

IRIS

A digital repository of data collection instruments for research into second language learning and teaching

THE UNIVERSITY *of York*
GEORGETOWN UNIVERSITY

Welcome to IRIS

IRIS is a free and public resource. If you are submitting to IRIS, we recommend you **Login** first so that you can come back and edit your information at a later date.

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Types of Teacher Research

Action research

Reflect

Plan

Observe

Act

Types of Teacher Research

Exploratory practice

Exploratory Practice

Work to …..

improve	'quality of life'
understand	issues before acting
include	everybody
bring	people together
promote	mutual development
integrate	work into classroom practice
ensure	continuous enterprise

(Allwright, 2003)

Teachers as Researchers: Compelling reason nº 6

Need for research written by teachers for teachers.

Feedback

WHY?

Essentially, gathering feedback is a student-centred research activity (Gunn, 2005)

Feedback   WHY?

Feedback as *developmental* aid

- Enhances student input
- Metacognition; control over learning
- Engage & develop autonomy
- Teacher & course /materials development.

Feedback

HOW?

'Think Writing'
(Richard Smith, University of Warwick)

- 5-10 mins at end of lesson
- English or L1
- Focus questions
  - What did you learn today?
  - How did you feel about X (new techniques?)
  - What were the good points / points to develop / change?
- Delphi technique

Feedback

HOW?

Week 1. How do you feel about using the learner diaries?

Week 2. What kind of things do you write about in your diaries?
How can we make sure you remember to fill in the diary?

Week 3. Are you completing your learner diary more regularly now?
What are you learning about yourself as a learner?

Learner Histories

WHY?

Sarah Mercer (University of Graz)

For teachers
- Get to know & appreciate learners
- Identify needs
- Notice problems
- Learn names!

Learner Histories WHY?

For learners
- Authentic, motivating writing task
- Raise metacognitive awareness
- Highlights progress
- Establish future goals (ideal L2 self!)
- Learn about class beliefs, attitudes, strategies etc.

ENGLISH & ME

Experiences with English

1. In small groups discuss your experiences with English using the prompts below.

Easy?

Enjoyable?

ENGLISH AT SCHOOL

How many years?

Teachers?

Study periods abroad?

Extra classes

Why?

Different from school?

ENGLISH NOW

Friends who speak English fluently?

Outside class?

Famous people who speak English fluently?

Travel?

Homework?

Level?

Exams?

FUTURE ENGLISH

Things you want to be able to do?

How much time?

Someone you'd like to be like?
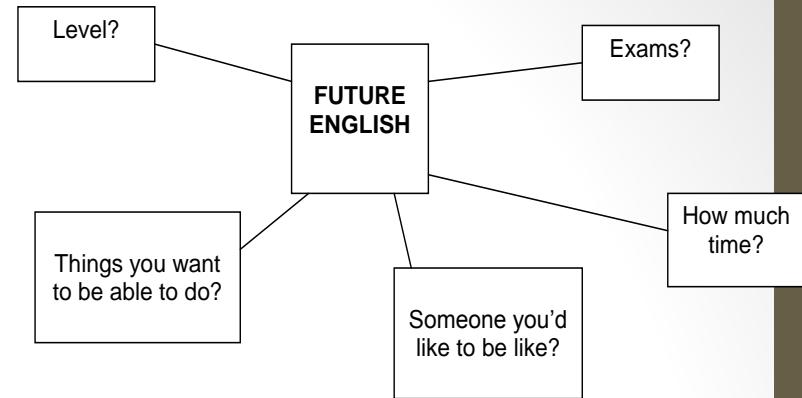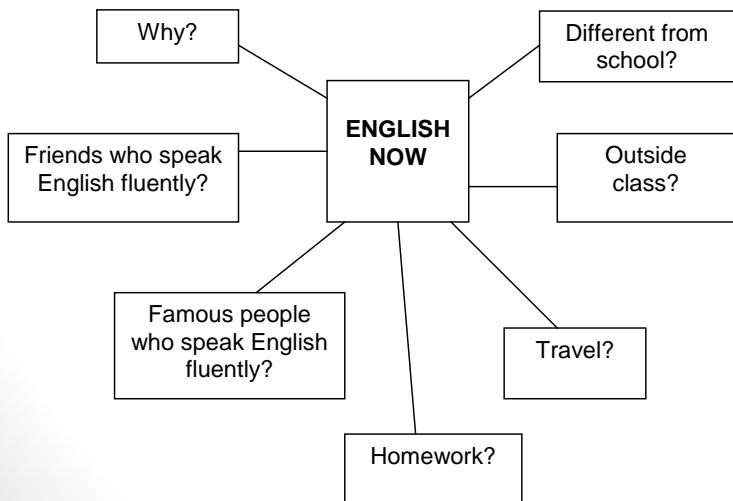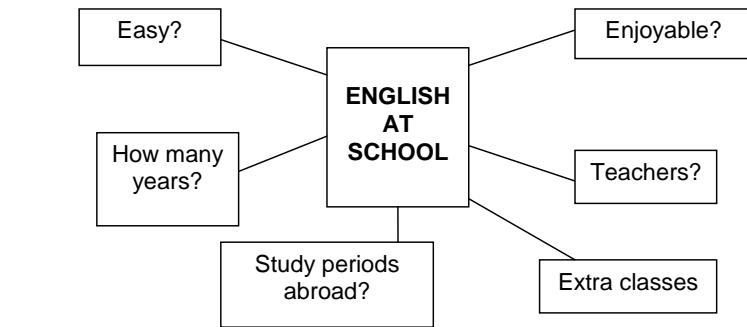
2. With your partners think of a list of six questions based on your discussion.

3. Use your questions to interview the other students in the class.

4. Now compare the answers that you have collected and summarise them using some of the phrases below.

None of the students in the group……………………………………………..

A few of the students in the group……………………………………………..

Some of the students in the group……………………………………………

(About) half of the students in the group……………………………………

Most of the students in the group……………………………………………

All of the students in the group………………………………………………

5. How do your experiences and your future aspirations compare with the rest of the class?

1. Reading is the best way to learn vocabulary. Laufer (2003)
2. British English is more 'correct' than American English.
3. The only way to learn a language properly is in the country where it is spoken.
4. There's no point speaking in English to my classmates. I'll just learn their mistakes.
5. The younger you start learning a language, the better. Muñoz (2006)

MY LEARNING HISTORY

WHY?

- Fresh perspectives, more energy
- New professional contacts, interests
- Confidence
- Opportunities

THANK YOU!

References / Links

IRIS (Instruments for Research into Second Languages) Digital Repository
http://www.iris-database.org/iris/app/home/index

Richard Smith on Feedback
https://www.youtube.com/watch?v=S4SBSeLR-6A&list=PL63CA3887ECD6FA91

Sarah Mercer on Learner Histories
https://www.youtube.com/watch?v=KEB2rue4wp8&list=PL63CA3887ECD6FA91

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