

PLENARY TALKS

RENEWING CLASSROOM PRACTICES THROUGH COLLABORATIVE ACTION RESEARCH

Anne Burns

Aston University

Peer collaboration is an important aspect of practitioner classroom enquiry. It contrasts with an individual approach, often taken in action research, by enabling groups of teachers to generate new ideas for developing student learning and improving their own practices collectively. It also helps to break down the cycle of isolation many teachers may feel in their classrooms. In this talk I will describe a series of steps and strategies that can be adopted in a collaborative approach. My talk will be illustrated with examples from collaborative action research programmes conducted with English language teachers in Australia and modern language teachers in the UK. I will argue that the kind of collective sharing and collegiality that can emerge from a collaborative approach takes action researchers much further than what is usually experienced in an individual approach.

PUTTING ‘UNDERSTANDING’ FIRST IN PRACTITIONER RESEARCH

Dick Allwright

Lancaster, UK

I hope to persuade you to agree with me on two sets of ideas that I believe have big implications for teacher research:

1. That ‘research’ and ‘development’ are both essentially about getting understanding, so teacher research needs to be centred on working to understand, rather than to find immediate solutions to practical classroom problems.
2. That learners need (and want) to understand at least as much as teachers do. That they do not think they get much help from

teachers in this. And that our learners deserve all the help we can provide for them to develop their understandings.

I hope also to persuade you that we can, by using a form of practitioner research called Exploratory Practice, both help learners develop their own understandings, and develop our own at the same time. In this way we can serve the twin aims of bringing together both teacher and learner development.

PRACTICAL PRINCIPLES FOR EXPLORATORY ACTION RESEARCH

Richard Smith

Warwick University

In this talk I refer to my recent experiences supporting teachers' research in Chile, Cameroon and Nepal, and I explain and illustrate some practical principles which have emerged from these experiences, as well as from the writings of Dick Allwright, Anne Burns and others. My account of these principles will include highlighting the value of:

- Teachers sharing success stories
- Seeking initial answers through discussion
- Explicitly countering positivistic preconceptions
- Taking time for exploration before new action
- Peer-to-peer and near-peer support
- Informal reporting – speaking before writing

The specific relevance of these principles to teachers working in difficult circumstances (large-class, low-resource contexts, etc.) will be discussed, but I will argue that most of the principles are also relevant to teachers working in more 'favourable' situations.

Teacher Researchers in Action 2014

Conference Program

The sessions will be run in three or four rooms concurrently, each lasting 30 minutes including follow-up discussion and questions. Please do not exceed your 30-minute limit.

Friday 27th, June

9:00 - 9:45 Registration

9:45 – 10:00 Opening speech

Conference Hall: Richard Smith & Kenan Dikilitaş

10:00 - 10:45 Plenary Speaker 1

Conference Hall: Anne Burns

10:45 - 11:00 Coffee break

11:00 - 12:00 Concurrent Sessions 1

Room 304:

1. Altering achievement attributions in L2 classes: prospects for action research

İsmail Hakkı Erten

Hacettepe University, Ankara

Room 401:

1. What happens when Pre-service English language teachers are in action and researchers are in recording?

Hatice Sezgi Saraç

Akdeniz University, Antalya

Mehmet Galip Zorba

Akdeniz University, Antalya

Arda Arıkan

Akdeniz University, Antalya

2. Language of Teacher Research: Writing-up process

Simon Edward Mumford

University of Economics, İzmir

Room 403:

1. A Collaborative Action Research Teacher Development Programme

Yasemin Kırkgöz

Çukurova University, Adana

Room 404:

1. Helping first year undergraduate students engage in language research

Carmen Pasamar Marquez

University of Portsmouth, England

Mark Wyatt

University of Portsmouth, England

2. Facebook as a Community of Practice Tool for Professional Development

Yeşim Keşli Dollar

Bahçeşehir University, İstanbul

Aylin Tekiner Tolu

Bahçeşehir University, İstanbul

Enisa Mede

Bahçeşehir University, İstanbul

12:00 - 13:00

Lunch

13:00 – 13: 45

Plenary Speaker 2

Conference Hall: Dick Allwright

13.45– 14.00

Coffee Break

14. 00 – 15.00

Concurrent Sessions 2

Room 304:

1. Reflective Peer Observations: what do they reveal?

Wayne Trotman

Katip Çelebi University, İzmir

2. Paving the way for Change through peer observation

Koray Akyazı

Gediz University, İzmir

Savaş Geylanioglu

Gediz University, İzmir

Room 401:

1. From TEFL to ELF-aware pedagogy: lessons learned from a case study in Greece

Stefania Kordia

Hellenic Open University, Patra

2. Team-Teaching for Teacher Training

Nicholas Velde

Melikşah University, Kayseri

Room 401:

1. Using Videos Games to foster strategy development and learner autonomy
Alexandros Palaigiannis Hellenic Open University, Patra
2. Hey Teacher! Leave Those Kids Alone!: The Beliefs and Conceptions of Gediz University Students and Instructors on Learner Autonomy
Merve Güzel Gediz University, İzmir
3. Pair&Group Work Activities: Keep them or leave them?
Vildan Sakarkaya Katip Çelebi University, İzmir

Room 403:

1. Perceiving CLIL through novel theoretical lenses: An action research in Italy
Renata Agolli Liceo" I. Newton"
2. Is Using the Mother Tongue in ELT classrooms a Sin?
Sevil Gülbahar Katip Çelebi University, İzmir
3. How to make classroom resources from nothing
Fatima Farheen Nisha Chowdhury

Room 404

1. Let's bring words to life
Gülây Tuna Gediz University, İzmir
2. Effectiveness of culture teaching in ELT
Duygu Işık Katip Çelebi University, İzmir
3. Peer observation in an EAP program: reflections on a professional development initiative".
Ian Collins Yaşar University, İzmir
Hande Çalık Yaşar University, İzmir

Sat 28th, June

9:45 – 10:00	Opening speech
10:00 - 10:45	Plenary Speaker 3 Conference Hall: Richard Smith
10:45 - 11:00	Coffee break
11:00 - 12:30	Concurrent Sessions 4

Room 304:

1. Peer evaluation as a way of developing presenting skills
Sedef Fenik Gediz University, İzmir
2. Creating a student-centered classroom environment
Çiler İnan Katip Çelebi University, İzmir
3. Developing Error-correction in teaching pronunciation
Ezgi Çetin Katip Çelebi University, İzmir

Room 401:

1. Researching reflective and non-reflective teachers for professional development
Evrım Eveyik-Aydın Yeditepe University, İstanbul
2. Finding a happy medium between implicit and explicit vocabulary teaching:
Esin Yüksel Gediz University, İzmir
3. Students' Perceptions of Vocabulary Learning Strategies at Intermediate Level in an EAP Context
Aysen Arslankurt Bilkent University

Room 403:

1. Enhancing student motivation through reflection on motivation
Zeynep Aksel Gediz University, İzmir
Pelin Özmen Gediz University, İzmir
2. Enhancing a learning-centered classroom
Kevser Özdemir Katip Çelebi University, İzmir
3. Does Keeping 'Learning Diaries' Increase Students' Use of Learning Strategies and Academic Success in the Classroom"
Huriye Jale Güneş Coşardemir Yaşar University, İzmir

Room 404:

1. Speaking at Low Levels: Problems and Solutions by Students
Gülizar Aydemir Gediz University, İzmir
Elif Başak Günbay Gediz University, İzmir
2. 'This old ghost of fear': Reasons why students don't like to speak in Turkish classrooms.
Franziska Russ Gediz University, İzmir
3. Exploring students' speaking anxiety in my classroom
Şehnaz Erkahraman Yusufoviç Yaşar University, İzmir

12:30 - 13:30 Lunch

13.30 – 15.30 Concurrent Sessions 5

Room 304:

1. Can Tracking and Error Identification Inform Better Teaching Methods and Build Better Writers?

Levent Balcıoğlu

Şehir University, İstanbul

David Albachten

Şehir University, İstanbul

2. On Using Literature to Teach the Illocutionary Force of Exclamatory Sentences

Samira Chaibeddra

University of Constantine 1

Room 401:

1. Crosschecked problems in undergraduate academic writing

Salim Razi

Onsekiz Mart University, Çanakkale

2. Self-reflection for Professional Development

Gözde Deniz

Gediz University, İzmir

Room 403

1. Learning Objectives in Translation through the Concept of Competence for ELT

Oktay ESER

Amasya University, Amasya

2. Encouraging Medical Students' Participation in Academia: A Longitudinal Action Research in Bologna Process

Neslihan Önder

Uludağ University, Bursa

14.30– 15.00 Closing Remarks

Anne Burns - Dick Allwright - Richard Smith - Kenan Dikilitaş