

# Teacher Research at Gediz University

Kenan Dikilitaş

Academic and Professional Development Center

<http://resig.iatefl.org>

<http://www.actionresearchconference.info/>

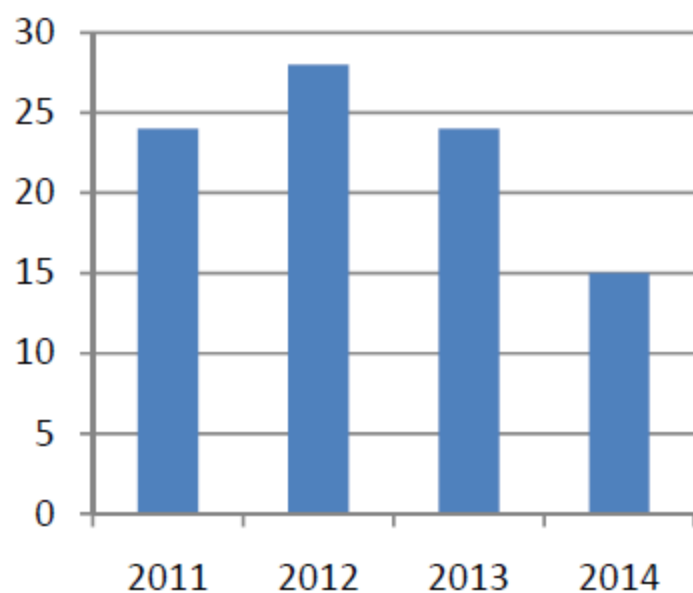
## Objectives of the projects

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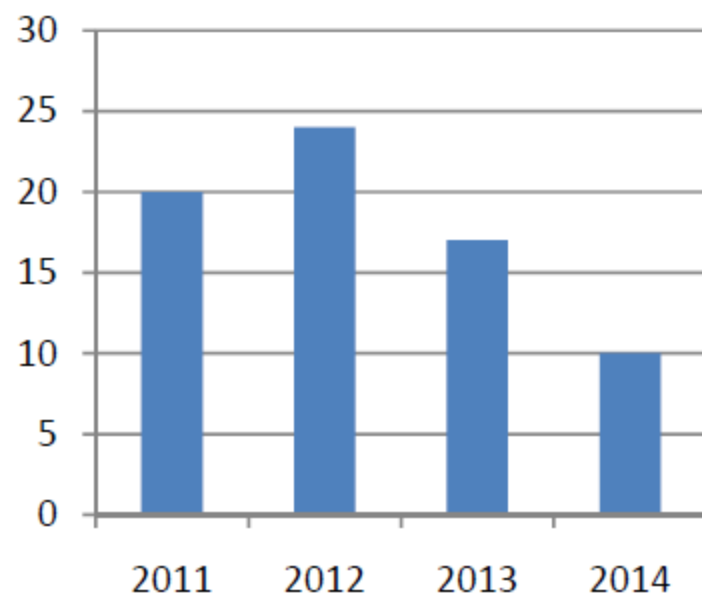
- To encourage teachers to critically reflect on teaching practices
  - To raise their awareness towards new practices
  - To help them revisit their beliefs
  - To help them gain further insight into teaching practices
  - To help teachers feel motivated or inspired to be more involved in teaching
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- Introducing TR as a PD tool
  - Sharing the objectives of the program
  - Doing attitude training to address the teachers' concerns
  - Sharing stages of TR
  - One-to-one meetings
  - Identifying problems
  - Asking research questions
  - Reading relevant literature
  - Selecting and developing research topics
  - Bringing together ideas
  - Collecting data
  - Analyzing data
  - Sharing a proposal with other teachers
  - Getting feedback from colleagues
  - Reflecting on the results
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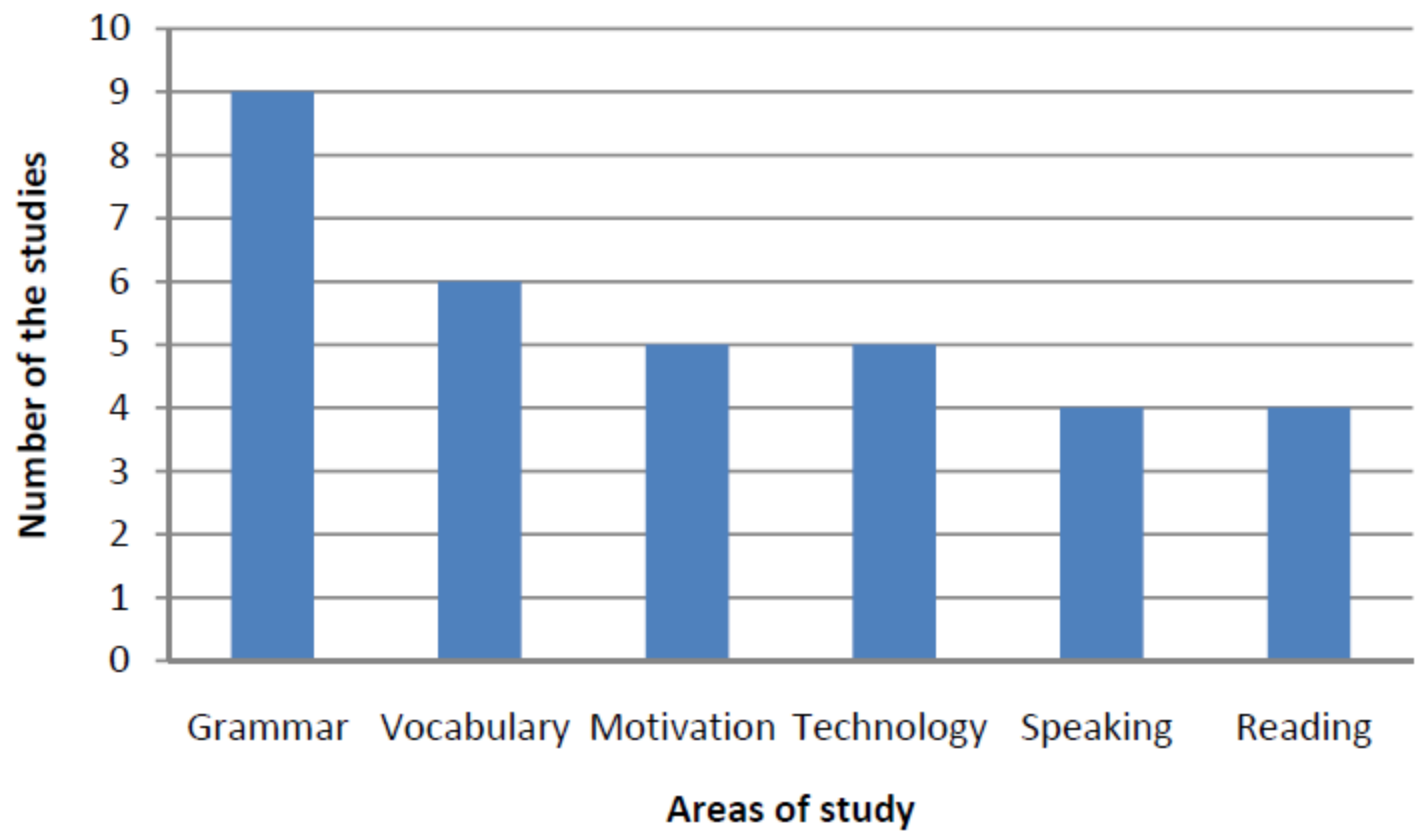
### Number of researchers by year



### Number of studies by year



Focus Areas in 2011	Focus Areas 2012	Focus Areas 2013	Focus Areas 2014
Reading (4)	Strategy (3)	Grammar (4)	Vocabulary (3)
Writing (2)	Grammar (3)	Vocabulary (3)	Speaking (2)
Motivation (2)	Pronunciation (2)	Technology (2)	Motivation (2)
Reading & Writing (1)	Error Correction (2)	Observation study (2)	Grammar (1)
Grammar (1)	Corpus for vocabulary (2)	Listening (1)	Presentation (1)
Vocabulary (1)	Reading & Writing (1)	Collaboration (1)	Learner
SLA (2)	Writing (1)	Speaking (1)	Autonomy (1)
Technology (2)	Speaking (1)	Main course (1)	Feedback (1)
Collaboration (1)	Motivation (1)		
Culture (1)	Technology (1)		
Beliefs (1)	Pragmatics (1)		
Pronunciation (1)	Discipline (1)		
Translation (1)	ESP (1)		
<b>Total: 13</b>	<b>20</b>	<b>15</b>	<b>1</b>



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## Teachers responses

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- giving freedom to teachers
- skills for questioning
- gaining in-depth insight
- flexibility in study plan
- thought-provoking
- critical stance
- developing confidence
- higher awareness

## Excerpts

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- allows for broadening perspectives and trying out new practices
  - leads to deeper questioning of current practices
  - shows how I can handle specific teaching problems
  - allows for a particular formal place and time to carry out research
  - helps us create innovative and creative thoughts
  - develops skills of thinking insightfully
  - leads particularly to pedagogical and instructional freedom
  - reveals weaknesses and strengths
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**Factors****Description**

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|----------------------------------|--|
| • lack of research skills        | • designing a research study can be challenging for a teacher    |
| • lack of motivation             | • having the basic motivation to do teacher research             |
| • lack of language skills        | • writing up process may hinder them from engagement in research |
| • lack of institutional support  | • realizing the neglect of the results and recommendations made  |
| • lack of time                   | • exhaustion due to the overload of working hours                |
| • lack of incentive              | • no promotion stemming from the research engagement             |
| • lack of curricular flexibility | • having limited chance of implementing new practices            |
| • lack of adequate reflection    | • no opportunities for reflecting critically on new practices    |
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