

IATEFL

SIGs

IATEFL Research SIG

Our 'mission' as recently defined – in particular, supporting novice / early career researchers & promoting teacher-research

Our website: [resig.iatefl.org](http://resig.iatefl.org)

The screenshot shows a web browser window with the URL [resig.iatefl.org](http://resig.iatefl.org). The page features the IATEFL logo and the title "IATEFL Research SIG". A navigation menu includes "Welcome!", "Newsletter", "Events", "Resources", and "more...". A search bar is located in the top right corner. The main content area has a header image of an open book and a cup of coffee. Below the image, the text reads:

**Welcome!**

Are you: a teacher investigating your own practice; a researcher involved in other kinds of ELT inquiry; a teacher educator engaging others in research? Or not a researcher but curious about what research is and how you can get involved with and in it? Then the Research SIG is the IATEFL special interest group for you!


*[Become a member] and/or [Join our Facebook group for free] [You can also keep an eye on our tweets]*

Research SIG is a unique forum for discussion of issues connected with research into ELT, bringing together teachers, teacher-researchers and researchers from around the world. In this active community, members share their experiences of and findings from research, and network face-to-face at regular events, online via our discussion list, and in print through our twice-yearly publication *ELT Research*. For further information on how to join ReSIG see [here!](#)

Joining the SIG / Open access resources


Newsletter

resig.weebly.com/uploads/... Newsletter - IATEFL Resear...  
resig.weebly.com/newsletter.html



# IATEFL Research SIG

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- Issue 23 - Assessment from
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- Issue 20
- Issue 19 - members.
- Guidelines for

*ELT Research* is published twice a year. It carries reports of research in English language around the world, news of research-related events, and links to web-resources which...

All SIG members receive *ELT Research* free of charge as it is issued. Non-members can... IATEFL Head Office. Back issues are freely available in their entirety online (below). Only... from the most recent issue.

Join the SIG to receive a copy of the latest issue and to receive further issues when pu...

NEW! Most recent issue: Issue 29 (January 2014) (Contents and selected articles) - T...

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# ELT RESEARCH

THE NEWSLETTER OF THE IATEFL RESEARCH SPECIAL INTEREST GROUP


January 2014 Issue 29

01 Richard Smith - *Message from the coordinator*

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## Supporting teacher-research: the work of Kenan Dikilitaş and teachers at Gediz University, Izmir<sup>1</sup>

**Richard Smith**

I first met Kenan Dikilitaş at an IATEFL Teacher Training and Education SIG symposium on 'Researching Teachers' in February 2012 in Istanbul, Turkey. In my own talk I had been arguing that teacher-research is valuable and viable as a means for in-service professional development, despite the difficulties involved, and I had suggested some ways practising teachers can be supported to engage with and in research. Kenan came up to me afterwards in a state of some excitement and talked to me about the approach he'd been adopting as professional development coordinator in the English Preparatory School at Gediz University in Izmir. Rather than providing conventional kinds of top-down teacher training input, which - we both agreed - can tend to deny teachers' autonomy, he had been encouraging his teachers to reflect on issues in their classrooms, read published research and do action research projects, thereby taking more control over their own development. This was the second year of the experiment, he explained, and the first time he'd really come across any external validation for his approach.

rather than expect to be 'fed' with it. In linguistics courses he had taken at university he was struck by the notion that 'children construct their own grammar' - reaffirming his emerging belief that we all construct our own knowledge. He had heard of action research and was attracted to it as it seemed consistent with this underlying philosophy, but he hadn't, he admitted, known a lot about it when he first proposed it as the approach to professional development he would like to engage in when he first started working at Gediz.

In his first sessions (in September 2010) with the 40-45 teachers he was responsible for, he talked to them about his beliefs about teacher-learning, saying he would not be prescribing to them how to teach but instead wanted them to engage in discussions. The initial reaction, as he recalls, was one of surprise that he would not be providing a more top-down form of training. Some reacted negatively, questioning this way of proceeding and referring to the way their friends teaching on preparatory programmes elsewhere were being trained.

But Kenan didn't give up. He continued with some discussions of advantages and disadvantages of teacher-research, stressing the value of collecting data to gain insights into your own classroom, and giving examples from books by Anne Burns and Michael Wallace. He had to struggle, though, due to some teachers' continuing perceptions that teacher training should be more fun and entertaining, based on their previous experience of CELTA-style sessions. Kenan told the teachers: "You don't have to do research. All you have to do is come to professional development sessions once a week and present at some point on something - this could just be a summary of something you've read and your opinions about it." He also led a session on determining an interest area or topic

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# Facebook group



[www.facebook.com/groups/iateflresig/](https://www.facebook.com/groups/iateflresig/)

# Twitter feed



@IATEFLResig

#TeRes

# Events



Teachers research! 1 April x New Tab x

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***Teachers Research!: Posters, Talks, Discussions***

"Teachers Research!"" was a special participant-centred day dedicated to research *by* teachers *for* teachers. The day was structured around short presentations by poster followed by informal discussion, in combination with commentary and discussion sessions involving Dick Allwright, Anne Burns and Donald Freeman as guest commentators (see [Programme for the day](#)). With the permission of all participants, we have made videos and photos of the day available below.

\* IATEFL Research SIG's PCE - Pre-Conference Event - in Harrogate, UK, on 1st April 2014.

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Teachers research! 1 April x New Tab x

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## Further background to 'Teachers Research!'



**First morning session**

Introduction to the Day (Richard Smith & Sarah Brewer)

Poster presentations:


- \* Christina Gkonou
- \* Katie Moran
- \* Becky Steven & Jessica Copley
- \* Esma Asuman Eray
- \* Jayne Pearson
- \* Bushra Ahmed Khurram
- \* Elena Oncevska

Commentary on these posters by Dick Allwright, Anne Burns and Donald Freeman (10 min.)

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**Second morning session**

Poster presentations

- \* Clare Fielder
- \* Yasmin Dar
- \* Angie (Akile) Nazim & Emily Mason
- \* Oriana Onate
- \* Martin Dutton & Arizio Sweeting
- \* Ana Inés Salvi
- \* Cynthia James



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# Resources

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## ELT Research Resources

**April 2014**

Arising from our Teachers Research! Pre-conference event in Harrogate, **Dick Allwright** suggested we share this list of regional contacts -- for those interested in engaging in Exploratory Practice in different places. Don't hesitate to get in touch with your Exploratory Practice Network regional contact if you are interested!

Brazil - inesmiller@hotmail.com

*Dick Allwright*  
Liverpool, England  
a.allwright@liverpool.ac.uk

**The Exploratory Practice Network**

For regional contacts see over

Brazil - inesmiller@hotmail.com  
Dick Allwright - dick.allwright@liverpool.ac.uk

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# Scholarships



Thanks to Gediz University and welcome to you all! 😊