How to combine teaching and researching:
Focus on learners and classroom language learning

Sarah Mercer
Richard Smith
Ema Ushioda
## Forms of teacher inquiry

<table>
<thead>
<tr>
<th>Research Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Research</td>
<td>Bringing about change (practice, context, situation)</td>
</tr>
<tr>
<td></td>
<td>Problem-oriented</td>
</tr>
<tr>
<td>Exploratory Practice</td>
<td>Understanding and enhancing quality of classroom life</td>
</tr>
<tr>
<td></td>
<td>Puzzle-oriented</td>
</tr>
<tr>
<td>Reflective Practice</td>
<td>Developing and improving one’s practice</td>
</tr>
<tr>
<td></td>
<td>Learning-oriented (professional development)</td>
</tr>
</tbody>
</table>
Fuzzy boundaries

- Action Research
- Reflective Practice
- Exploratory Practice
Possible relationships between teaching and researching

Teaching and researching
- Parallel activities, various degrees of separation or integration

Researching one’s teaching (or learners)
- Teaching/learners/learning as object of inquiry, for whatever purpose

Researching as teaching (teaching-researching)
- Processes of inquiry for understanding learners function also as developmental processes for learners
# Tools for teaching-researching

- Teachers’ stories and narrative inquiry
- Learner stories and histories
- Reflective writing (teachers’ and learners’)
- Teacher/learner journals
- Video or audio recording of lessons
- Evaluation and feedback from learners (e.g. questionnaires, online forums)
- Interviews with learners (individual, group, focus group)
- Other tools ...?
Balancing teacher-researcher roles

- Researcher goals and priorities versus teacher goals and priorities
- Researcher objectivity versus teacher subjectivity – the value of having a dual perspective
- Researching one’s teaching versus researching as teaching
- Research tools versus pedagogical tools
- Research tools as pedagogical tools (awareness-raising tools for learners)
Researching as teaching / Research tools as pedagogical tools

Some intentions / outcomes:

• Developing teacher’s understanding of students and classroom life, aiding in the construction of appropriate methodology (Teacher development)

• Increasing students’ input into what goes on in the classroom (‘Engagement’ of their autonomy as learners)

• Developing students’ understanding of themselves as learners (‘Development’ of their autonomy as learners)
Research SIG PCE Glasgow, Monday 19th March, 2012: How to combine teaching and researching: Focus on learners and classroom language learning

Session 1 ('Teaching-and-Researching: Experiences and Issues')

Forms of teacher inquiry

<table>
<thead>
<tr>
<th>Action Research</th>
<th>bring about change (practice, context, situation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-oriented</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exploratory Practice</th>
<th>understanding and enhancing quality of classroom life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puzzle-oriented</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflective Practice</th>
<th>developing and improving one's practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning-oriented (professional development)</td>
<td></td>
</tr>
</tbody>
</table>

Fuzzy boundaries

Action Research

Reflective Practice

Exploratory Practice

Possible relationships between teaching and researching

Teaching and researching

- Parallel activities, various degrees of separation or integration

Researching and teaching (of learning)

- Teaching/learners/learning as object of inquiry, for whatever purpose

Researching as teaching (teaching-researching)

- Processes of inquiry for understanding learners function also as developmental processes for learners

Tools for teaching-researching

- Teachers' stories and narrative inquiry
- Learner stories and histories
- Reflective writing (teachers' and learners')
- Teacher/learner journals
- Video or audio recording of lessons
- Evaluation and feedback from learners [e.g. questionnaires, online forums]
- Interviews with learners (individual, group, focus group)
- Other tools...

Balancing teacher-researcher roles

Researcher goals and priorities versus teacher goals and priorities

Researcher objectivity versus teacher subjectivity – the value of having a dual perspective

Researching one's teaching versus researching as teaching

Research tools versus pedagogical tools

Research tools as pedagogical tools

Researching as teaching / Research tools as pedagogical tools

Some intentions / outcomes:

- Developing teacher's understanding of students and classroom life, aiding in the construction of appropriate methodology; (Teacher development)

- Increasing student input into what goes on in the classroom ('Engagement' of their autonomy as learners)

- Developing students' understanding of themselves as learners ('Development' of their autonomy as learners)
Session 1 ('Teaching-and-Researching: Experiences and Issues'): Some background reading

On Action Research

Educational Action Research Journal

On Exploratory Practice

Language Teacher Research 7(2), January 2003 (Special Issue on Exploratory Practice)
See also online information and resources at the Exploratory Practice Centre:
http://www.letras.puc-rio.br/epcentre/epcentre.htm

On Reflective Practice


On Autonomy