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

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Forms of teacher inquiry

Action Research Bringing about change (practice, context, situation)

Problem-oriented

Exploratory Practice Understanding and enhancing quality of classroom life

Puzzle-oriented

Reflective Practice Developing and improving one's practice

Learning-oriented (professional development)

Fuzzy boundaries



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

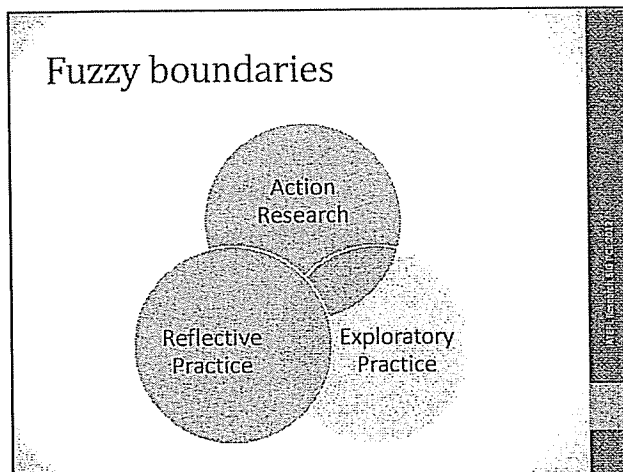
Some intentions / outcomes:

- 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)

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

Forms of teacher inquiry

Action Research	Bringing about change (practice, context, situation)
	Problem-oriented
Exploratory Practice	Understanding and enhancing quality of classroom life
	Puzzle-oriented
Reflective Practice	Developing and improving one's practice
	Learning-oriented (professional development)



Possible relationships between teaching and researching

Teaching and researching	<ul style="list-style-type: none"> Parallel activities, various degrees of separation or integration
Researching one's teaching (or learners)	<ul style="list-style-type: none"> Teaching/learners/learning as object of inquiry, for whatever purpose
Researching as teaching (teaching; researching)	<ul style="list-style-type: none"> 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 <u>as</u> teaching
Research tools versus pedagogical tools
Research tools <u>as</u> 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);

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

On Action Research

Educational Action Research journal

Burns, A. 1999. *Collaborative Action Research for Language Teachers*. Cambridge: Cambridge University Press.

Burns, A. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York: Routledge.

Carr, W. and Kemmis, S. 1986. *Becoming Critical: Education, Knowledge and Action Research*. London: Falmer Press.

Edge, J. (ed.). 2001. *Action Research*. Alexandria, VA: TESOL.

Elliott, J. 1991. *Action Research for Educational Change*. Buckingham: Open University Press.

McNiff, J. 1993. *Teaching as Learning: An Action Research Approach*. London: Routledge.

Reason, P. and Bradbury, H. (eds). 2001. *Handbook of Action Research: Participative Inquiry and Practice*. London: Sage.

Wallace, M. J. 1998. *Action Research for Language Teachers*. Cambridge: Cambridge University Press.

On Exploratory Practice

Language Teacher Research 7(2), January 2003 (Special Issue on Exploratory Practice)

Allwright, D. 2003. Exploratory Practice: Rethinking practitioner research in language teaching. *Language Teacher Research* 7(2): 113–141.

Allwright, D. and Hanks, J. 2009. *The Developing Language Learner: An Introduction to Exploratory Practice*. Basingstoke: Palgrave Macmillan.

Gieve, S. and Miller, I.K. (eds) 2006. *Understanding the Language Classroom*. Basingstoke: Palgrave Macmillan.

Li, N. 2006. Researching and experiencing motivation: A plea for balanced research. *Language Teaching Research* 10(4): 437–456.

See also online information and resources at the Exploratory Practice Centre:

<http://www.lettras.puc-rio.br/epcentre/epcentre.htm>

On Reflective Practice

Boud, D., R. Keogh and D. Walker (eds) 1985. *Reflection: Turning Experience into Learning*. London: Kogan Page.

Edge, J. 2010. *The Reflexive Teacher Educator in TESOL: Roots and Wings*. London: Routledge.

Farrell, T.S.C. 2008. *Reflective Language Teaching: From Research to Practice*. London: Continuum.

Schön, D. 1983. *The Reflective Practitioner: How Professionals Think in Action*. London: Maurice Temple Smith.

Wallace, M. 1991. *Training Foreign Language Teachers: A Reflective Approach*. Cambridge: Cambridge University Press.

On Autonomy

Smith, R. 2008. 'Learner autonomy' (Key concepts). *ELT Journal* 62/4: 395-397.

Smith R. and Ushioda, E. 2009. "Autonomy: Under whose control?" in Pemberton, R., Toogood, S. and Barfield, A. 2009. *Maintaining Control: Autonomy and Language Learning*. Hong Kong: Hong Kong University Press.