



ELT RESEARCH

THE NEWSLETTER OF THE IATEFL RESEARCH SPECIAL INTEREST GROUP

Researching language teaching and learning in a classroom setting

Special Conference Issue, edited by Mirosław Pawlak and Sarah Mercer

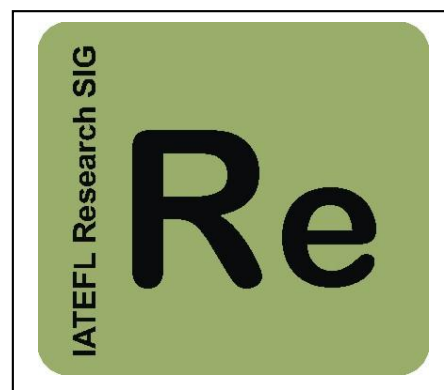


Summer 2012 Issue 27

- 01 Mirosław Pawlak and Sarah Mercer - *Introduction*
02 Reza Barzegar and Rana Azarizad - *Using dynamic assessment to improve L2 learners' knowledge of grammar: Evidence from the tenses.*
07 George Cremona - *Adopting a multimodal German as a foreign language (GFL) coursebook approach.*
10 Anna Czura - *Mixed methods research – An appropriate methodology for researching autonomy?*
14 Katarzyna Hryniuk - *The use of eye-tracking research methods in the exploration of the process of reading in a foreign language*
18 Sarah Mercer - *The challenges of researching the self as a complex dynamic system*
22 Anna Niżegorodcew - *MA and licentiate students' classroom-oriented research on EFL and culture teaching: A supervisor's perspective*
26 Mirosław Pawlak - *Evaluating the use of group work in the foreign language classroom*
30 Simone E. Pfenninger - *On the effectiveness of early implicit classroom learning – Evidence from morphology*
33 Jennifer Schumm Fauster - *Practitioner research: Giving voice to EFL learners through guided reflective papers*
37 Elżbieta Szymańska-Czaplak - *Raising students' cross-cultural awareness as a way of enhancing learning English as an international language (EIL)*
41 Olga Trendak - *Strategic intervention in a foreign language classroom*
47 Anna Turula - *Micro- and macro-perspectives on students' attitudes to online classes*
51 Aleksandra Wach - *Teachers as researchers: Benefits and challenges of action research*
54 Magdalena Witkowska - *Discovering teacher-trainees' understanding of TEFL theories: Results of research using think-aloud protocols*

About *ELT Research* and the IATEFL Research SIG

Submissions for *ELT Research*, published two to three times a year by the IATEFL Research Special Interest Group (ReSIG), should be sent to resig@iatefl.org. Please visit the SIG website for author guidelines (under 'Publications'): <http://resig.iatefl.org>



ReSIG is a unique forum for the discussion of issues connected with research into (or relating to) ELT, bringing together teachers, teacher-researchers, teacher educators and researchers from around the world. In this active community, members share their experiences of research, as well as findings from and interpretations of research, and network face-to-face at regular events, online via our discussion list, and in print via *ELT Research*.

If you are a teacher interested in 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 ReSIG is for you! Our members come from all around the world and we have a large and diverse committee, reflecting our desire to be open to members' initiatives as much as possible. For more information about ReSIG: <http://resig.iatefl.org>

Coordinator: **Richard Smith** (R.C.Smith@warwick.ac.uk)

You can renew your membership of IATEFL or become a new member of IATEFL (and of the Research SIG) online via www.iatefl.org or you can contact IATEFL Head Office at:

IATEFL
Darwin College, University of Kent, Canterbury, Kent CT2 7NY, UK.
Tel: +44 (0) 1227 824430 Fax: +44 (0) 1227 824431
Email: generalenquiries@iatefl.org

Copyright Notice

© Copyright for whole issue IATEFL 2012.

Copyright for individual contributions remains vested in the authors, to whom applications for rights to reproduce should be made.

Copyright for individual reports and papers for use outside IATEFL remains vested in the contributors, to whom applications for rights to reproduce should be made. *ELT Research* should always be acknowledged as the original source of publication.

IATEFL retains the right to republish any of the contributions in this issue in future IATEFL publications or to make them available in electronic form for the benefit of its members.

Editing and layout

This special conference issue was co-edited by **Mirosław Pawlak** and **Sarah Mercer**. Layout and formatting were undertaken by **Gosia Sky**, *ELT Research* co-editor.

Introduction

Mirosław Pawlak, Adam Mickiewicz University, Kalisz, Poland

e-mail: pawlakmi@amu.edu.pl

Sarah Mercer, University of Graz

e-mail: sarah.mercer@uni-graz.at

The papers included in this special issue of *ELT Research* all originate from the conference *Classroom-oriented research: Achievements and challenges* that took place in Kalisz, Poland, between October 14th and 16th, 2011. The conference was organized by the Department of English Studies, Faculty of Pedagogy and Fine Arts of Adam Mickiewicz University in Kalisz in cooperation with State School of Higher Professional Education in Konin, the University of Łódź, and IATEFL Research SIG, which supported the participation of three of the plenary speakers. The event brought together over a hundred teachers and researchers from Poland and abroad who delivered over eighty papers dealing with the researching of different aspects of foreign language learning and teaching in a classroom setting, some of which have served as a basis for the contributions contained in the present collection. Whilst their authors discuss these issues in respect to different foreign languages, all the papers share a common interest in ways of researching different dimensions of foreign languages which are of relevance across linguistic domains.

On account of the diversity of the topics covered and the methodological choices made, we have opted to adopt an alphabetical order rather than divide the papers into sections that would deal with similar issues. In the first contribution, Reza Barzegar and Rana Azarizad look at the effects of dynamic assessment, operationalized as explicit feedback on erroneously used language forms, on the acquisition of English tenses (i.e., simple present, simple past, present continuous, past continuous and present perfect). In the second paper, George Cremona analyzes textbooks used in teaching German as a foreign language in relation to the extent to which they satisfy the criterion of multimodality, or reliance on different units through which the message is presented and transmitted. In the following paper, Anna Czura sets out to explore the use of mixed methods research in empirical investigations of learner autonomy, focusing in particular on the role of different forms of self-assessment, the effects of which are explored by means of a combination of quantitative and qualitative research procedures. Methodological issues are also the focus of the next two papers, with Katarzyna Hryniuk considering

the application of eye-tracking research in gaining insights into the processes of reading in a second language, and Sarah Mercer exploring the ways in which the concept of the self in second language acquisition can be investigated from a complexity perspective. In the next paper, Anna Niżegorodcew concentrates on the criteria for evaluating BA and MA research projects focusing on the incorporation of cultural elements into foreign language instruction, placing particular emphasis on the need for student writers' autonomy and creativity. The paper by Mirosław Pawlak shifts attention to the nature of classroom interaction by investigating the degree to which the quantitative and qualitative aspects of pair and group work can contribute the creation of conditions conducive to language development. Next, Simone E. Pfenninger examines the value of an early start in language learning on the acquisition of English morphology. Jennifer Schumm Fauster then reports the findings of a pilot study which drew on the principles of exploratory practice to determine the utility of young adult literature in raising intercultural competence and which also explicitly investigated the participants' attitudes towards the use of this technique. The paper by Elżbieta Szymańska-Czaplak describes an international project conducted with Polish and Spanish learners with the help of an e-learning platform and its contribution to raising their cultural awareness. Then, Olga Trendak presents the results of a study which investigated the effects of training in cognitive and memory strategies on the frequency of use of these strategies as well as the acquisition of English emphasis. In the following paper, Anna Turula examines the attitudes of students towards an online TEFL course, adopting both a macro and micro perspective. In the last two contributions to this special issue, Aleksandra Wach provides data on teachers' experience in conducting action research as part of their MA seminar program, and Magdalena Witkowska uses think-aloud protocols to tap novice teachers' knowledge and understanding of language teaching methodology.

We hope that thanks to the breadth of topics covered, concrete guidelines on how methodological choices can be made, as well as illustrations of how classroom-based research can be carried out in practice, the papers included in this issue will encourage more research into the teaching and learning of foreign and second languages as it happens in real classrooms. Such well-designed, context-sensitive studies are indispensable if our goal is to enhance the effectiveness of language instruction in a range of specific local contexts. We would also like to take this opportunity to thank all of the contributors for having invested the time in writing up their experiences and sharing them with us in this way. We hope you enjoy reading this special issue.

