

IATEFL RESEARCH SIG DAY - HARROGATE 2014
CONFERENCE DAY 1 – WEDNESDAY 2ND APRIL
ROOM: Harewood

COORDINATOR: Richard Smith

EMAIL: resig@iatefl.org

1.1	1040-1125	45 Workshop	<p>Insights into Language Learning Psychology: Bringing in Teachers' Perspectives</p> <p>Christina Gkonou (University of Essex, UK) and Mark Daubney (Polytechnic Institute of Leiria, Portugal)</p> <p><i>This workshop centres on ongoing research with teachers in Austria, Greece and Portugal, on the importance of language learning psychology (LLP). Workshop participants will discuss and explore which aspects of LLP they - and the teachers of our study - consider to be priorities in their settings. Further discussion will focus on 'participant benefits' built into the research design.</i></p>
	1125-1200	35 Break	
1.2	1200-1305	65 Forum	<p>Forum on 'Supporting Teacher-Research: Challenges and Opportunities'</p> <p>1) Action Research for Teacher Learning: Opportunities and Challenges</p> <p>Fauzia Shamim (Taibah University, Saudia Arabia)</p> <p><i>What opportunities and challenges does action research present for teachers' individuated learning in their everyday life and work contexts? This session addresses this question with illustrative examples from educational settings in Pakistan and Saudi Arabia. An important question is raised for follow-up discussion: Can action research be institutionalized as a teacher development strategy in teachers' everyday life and work contexts?</i></p> <p>2) 'Helping Teachers Become Action Researchers through (despite?) Teacher Education'</p> <p>Mark Wyatt (University of Portsmouth, UK)</p> <p><i>Although some teachers focus on instrumental goals during teacher education, others are highly intrinsically motivated, conscious of practical benefits, including growing capacity to support and research learning. Drawing on examples from Oman, this talk highlights how transformative growth can occur in intrinsically motivated teachers: if teacher education is situated in local contexts, incorporates mentoring, and promotes reflection and action research.</i></p> <p>3) Managing Teacher-research -- A Project with Chilean Secondary School Teachers</p>

			<p>Richard Smith (University of Warwick, UK) and Paula Rebolledo (British Council, Chile)</p> <p><i>Teacher engagement in research can be a particularly empowering form of continuing professional development, but how to support it effectively is a major issue. In this talk we share lessons learned from an innovative project, co-sponsored by the British Council Chile and the Chilean Ministry of Education, which placed teacher-research at centre stage within an in-service CPD [Continuing Professional Development] intervention.</i></p>
	1305-1405	60 Break	
1.3	1405-1450	45 Workshop	<p>Watching our Words – Researching and Developing Language Counselling</p> <p>Felicity Kjisik and Leena Karlsson (Helsinki University Language Centre, Finland)</p> <p><i>In this workshop we will describe the research and development of language counselling as practised in autonomous language learning modules (ALMS) at Helsinki University Language Centre. Showing video extracts of counselling sessions, we invite workshop participants to experience for themselves the process of exploratory practice and the development of counselling skills.</i></p>
1.4	1505-1535	30 Talk	<p>Children and Teachers Becoming Researchers – A Project in India</p> <p>Annamaria Pinter (University of Warwick, UK) and Rama Mathew (Delhi University, India)</p> <p><i>Research in ELT classrooms worldwide has been completely adult-dominated and children’s potential as active contributors has been ignored. A radical change of perspective, we suggest, is that children can be involved as active research participants or even as co-researchers alongside their teachers. We report on an ongoing project conducted in Indian primary schools where children are enabled to become researchers.</i></p>
1.5	1550-1635	45 Meeting	<p>Research SIG Open Forum</p> <p><i>This is the SIG’s main networking opportunity. Come along (even if you’re not – yet! – a member of the SIG) and take part in discussions to help inform the SIG’s activities over the coming year!</i></p>
	1635-1710	35 Break	
1.6	1710-1740	30 Talk	<p>First Experience of Exploratory/Action Research: Improving Oral Presentations</p> <p>Katie Moran (EFREI, France)</p> <p><i>This presentation, given by a newcomer to exploratory/action research, is about a project aimed at improving university students’ oral presentations. The eye-opening, motivating experience of exploring the students’ perceptions and treating them as critical, creative actors in the learning process will be shared</i></p>

			<i>with the aim of opening a dialogue with the audience.</i>
1.7	1755-1825	30 Talk	<p>The contribution of Exploratory Practice to professional development: research findings</p> <p>Susan Dawson (University of Manchester / INTO Manchester, UK)</p> <p><i>How can teachers take charge of their own professional development and maintain the momentum throughout their teaching lives? This talk looks at how one form of practitioner research, Exploratory Practice, is helping teachers to do that. Using data from a narrative research project I highlight how the principles of EP contribute to the continuing professional development of six EFL practitioners.</i></p>

Research in ELT classrooms worldwide has been completely adult-dominated and children's potential as active contributors has been ignored. A radical change of perspective, we suggest, is that children can be involved as active research participants or even as co-researchers alongside their teachers. We report on an ongoing project conducted in Indian primary schools where children are enabled to become researchers.