

Links and Resources

In the 'Resources' section of our website

(<http://resig.weebly.com/resources.html>)

you can find information and links to the following:

1. Three video-recorded Research SIG workshops on a selection of research methods and approaches, which were held between January and July 2012:

10/02/2012

'**Designing and analysing questionnaires**' with Professor Zoltán Dörnyei, Coventry University, UK.

The video covers:

- a) Multi-item scales
- b) Main types of questionnaire items
- c) Writing items that work
- d) The format of the questionnaire
- e) How large should the sample be?
- f) Processing questionnaire data

and the supporting materials available include the following pdfs:

- Constructing, administering and processing questionnaires
- Workshop materials

19/03/2012

'**Researching-as-Teaching**' with Dr Sarah Mercer, Dr Richard Smith and Dr Ema Ushioda, the SIG's Pre-Conference Event, IATEFL Glasgow, UK.

The video covers:

- a) Ema Ushioda & Richard Smith: Combining teaching and researching
- b) Richard Smith: Student feedback
- c) Sarah Mercer: Learner histories
- d) Ema Ushioda: Additional 'tools' for teacher research

and the supporting materials available include the following ppt slides:

- How to combine teaching and researching
- Student feedback
- Learner histories
- Additional tools for teacher research

12/05/2012

'**Qualitative Research in Language Education**' with Professor David Nunan, in Graz, Austria.

The video covers:

- a) Getting started with classroom research
- b) What is research and why do we do it?
- c) Classroom research, qualitative data and case studies
- d) Analysing qualitative data

and the supporting materials available include the following ppt slides:

- Getting started with classroom research
- Approaches to qualitative research
- Developing a project plan

2. Slides and handouts from the Research SIG Pre-Conference Event '**Researching Professional Talk**' by Steve Walsh and Steve Mann, which took place on the 8th April 2013 in Liverpool, UK.

The materials available include:

- Classroom Talk (2) (pdf from ppts)
- Session 2 (Word document - handout)
- SETT framework (Word document - handout)
- Changing Classrooms (Action Research) (pdf from ppts)
- Roles, Relationships and identity in Qualitative Interviews (pdf from ppts)
- Session 4 (Word document - handout)
- Shaping Reflective Tools to Context (ppts)

Apart from materials from our events, the website also contains information and links to other useful sources, such as:

- a) **The International Research Foundation for English Language Education (TIRF) Resources** - where you can find reference lists on 115 topics of current interest, information about journals and organisations in our field, access to training about protecting human subjects in research, information about grants and fellowships, and an annotated bibliography on language classroom research, teacher research, and research methodology.
- b) Sources of **freely available EFL research reports online** (pdf), compiled by Deborah Bullock, with additional work by Richard Smith and Catherine Thomas.

Finally, in the '**In the World**' section of our website, you can currently find a categorized bibliography, some useful resources and a Facebook group on ELT research in Chile.

**IATEFL RESEARCH SIG DAY - HARROGATE 2014,
CONFERENCE DAY 1 - WEDNESDAY 2ND APRIL,
Room: Harewood (in Holiday Inn Hotel)**

1.1	1040-1125	<p>Insights into Language Learning Psychology: Bringing in Teachers' Perspectives (workshop) 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	Break
1.2	1200-1305	<p>Forum on 'Supporting Teacher-Research: Challenges and Opportunities'</p> <p>1) Action Research for Teacher Learning: Opportunities and Challenges 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' 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 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	Break
1.3	1405-1450	<p>Watching our Words – Researching and Developing Language Counselling (workshop) 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	<p>Children and Teachers Becoming Researchers – A Project in India (talk) 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	<p>Research SIG Open Forum (meeting)</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	Break
1.6	1710-1740	<p>First Experience of Exploratory/Action Research: Improving Oral Presentations (talk) 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 with the aim of opening a dialogue with the audience.</i></p>
1.7	1755-1825	<p>The contribution of Exploratory Practice to professional development: research findings (talk) 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>



48th ANNUAL INTERNATIONAL IATEFL

CONFERENCE AND EXHIBITION 2nd - 5th April 2014

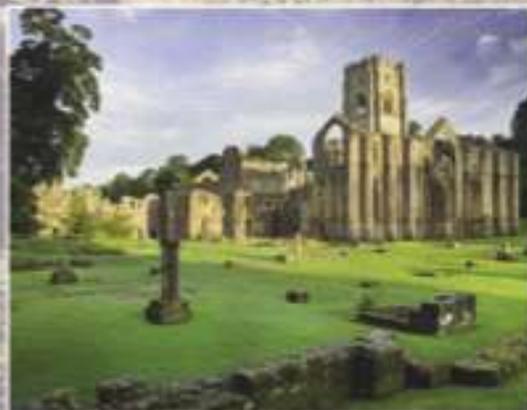


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Research SIG Events in 2014

TEC14 Conference Pre-Conference Event, 'Innovating in ELT Research'

20th February 2014, Hyderabad, India

This one-day workshop, facilitated by **Paul Gunashekar**, **Rama Mathew** and **Richard Smith** and organized by The British Council India, is for teachers and teacher educators interested in engaging in ELT research, maybe for the first time. The Research SIG will be contributing towards travel expenses within India and event registration for two participants. Further details: <http://resig.weebly.com/events>

IATEFL Conference ReSIG Pre-Conference Event, 'Teachers Research!'

1st April 2014, Harrogate, UK

If you are a teacher engaged or interested in researching your classroom practice or a mentor of such research, this event is for you! **Dick Allwright**, **Anne Burns** and **David Nunan** will all be with us to offer their insights and guidance. Further details are available on the Research SIG website: <http://resig.weebly.com/events.html>

'Teacher Researchers in Action' (Two-day Conference)

27-28th June 2014, Izmir, Turkey

organised by Gediz University, Izmir, Turkey, and supported by the Research SIG. **Anne Burns** and **Dick Allwright** are the guest speakers part-sponsored by the Research SIG, and the call for presentation (including poster) proposals is open for this event. Please see the conference website <http://www.actionresearchconference.info> for further information and do consider joining us!