Looking Forward to IATEFL 2013, in Liverpool

Researching professional talk (8 April 2013 Research SIG Pre-Conference Event Preview)

Steve Walsh (Newcastle University, UK) and Steve Mann, University of Warwick, UK)

This workshop will examine a range of approaches to collecting and using spoken data as a means of improving professional practice. The focus will be on helping participants to become active reflective practitioners and researchers of their own contexts. There will be an emphasis on data-led approaches which highlight the importance of dialogue and collaboration, our main argument being that most professional activities (including teaching and teacher education) are accomplished through talk. By studying the ways in which we interact, we can gain closer insights into professional practices and professional development.

In the session, we'll be demonstrating how, by using appropriate tools, classroom data, introspection and some kind of dialogue, practitioners can both improve their practices and make their teaching more enjoyable. By using actual data as empirical evidence and by focusing on the interactions which take place in any professional setting, we suggest how we might create active, engaged learning environments.

Our main concern is how to make professional development more dialogic and evidence-based. We'll be presenting a range of data taken from different teaching contexts and demonstrating how participants might research specific issues or puzzles in their own classes by using tools such as stimulated recall, self-evaluation checklists, peer review, lesson transcripts, 'snapshot' recordings, video interaction and guidance. We are especially interested in helping participants develop more dialogic approaches to their professional development by examining the value of talk as a means of generating new insights. By 'research' we mean systematic investigation which is evidence-based, but which can be accomplished in the course of normal teaching practices, but which may involve another professional.

We will cover a variety of contexts, including both language teaching and teacher-training perspectives.

The session will cover:

- Classroom observation
- Stimulated recall
- Using specialist frameworks
- Analysing classroom data
- Professional dialogue
- Promoting reflection

The session will consider the difference between researching professional talk and professional talk in research. We see this as a meaningful distinction and will offer suggestions for developing sensitivity in both areas. Most of this workshop will concern researching professional talk (i.e. classroom discourse). However, in terms of professional talk in research, we'll use examples of interview data to show how sensitivity to the co-construction of talk enables a richer situated understanding of practice.

The session will end with suggestions for a range of research questions that need further attention and a discussion of research opportunities that exist. The approach will be very 'hands-on' and we'll be making extensive use of audio and videotaped materials in addition to a range of 'tools' specifically designed for class-based research.

Researching Professional Talk (Pre-conference Event)

Date: 8 April 2013
Presenters: Steve Walsh (Newcastle University) and Steve Mann (Warwick University)
Location: Liverpool, UK
Booking for this event is via the online conference booking form:
https://secure.iatefl.org/registration/conf_reg_login.php

Research SIG Day at the IATEFL Conference in Liverpool –
Thursday 11th April 2013

We have an excellent programme of speakers. Why not stay with us for the whole day?!

At least come to the Open Forum (the SIG's Annual Meeting), 14.45-15.30 in Hall 11a!

10.35-11.20 (Hall 11a) Introduction to Research SIG Day, followed by **Introducing IRIS: a free, online resource for language teaching research**

Emma Marsden (University of York, UK)

IRIS is a freely accessible, international database of materials that have been used to collect data for research into second language learning and teaching. We demonstrate the search and download facilities and review some of the content of IRIS, illustrating the kinds of research areas and data collection methods that could help teachers and students who are engaging in research.

11.20-11.55 Break

11.55-12.30 (Hall 11a) Mobigam: language on the move in Gujarat

Richard Badger (University of Leeds, UK)
James Simpson (University of Leeds, UK)
Atanu Bhattacharya (Central University of Gujarat, India)
Sunil Shah (H.M. Patel Institute of English Training & Research, India)

This presentation introduces the Mobigam project on the use of mobile technologies (e.g. mobile phones, tablets, game consoles) in language learning in Gujarat, India. The project involves a new partnership between a network of language teachers and researchers in India and the UK devoted to understanding how mobile technologies can be used in language learning.

12.30-13.00 (Hall 11a) Using Mixed Methods to Explore 'Ecologies of Schooling'

Margaret Hawkins (University of Wisconsin-Madison, USA)

Reporting on a mixed-methods study of schooling for immigrant students in non-gateway districts in the Midwestern United States, this paper delivers an analysis of circulating discourses and practices in educational settings, and reflects on ecologies of schooling through the lens of isolation. Discussion will include attention to study design and research approach and methods.

13.00-14.00 Lunch

14.00-14.30 (Hall 3a) Language Learning Histories in Teaching, Learning and Research

Sarah Mercer (University of Graz, Austria)
David Nunan (Anaheim University, USA)

Language learning histories provide rich data from the learner perspective and in learners' own voices. In this talk, we show how narratives can be useful for researchers, teachers and the learners themselves, and we discuss how using stories from and about learners places them where they should rightfully be - at the centre of the teaching and learning process.

14.45-15.30 (Hall 11a) Research SIG Open Forum
The annual meeting of SIG members and others interested in engaging with or in ELT research.

15.30-16.05 Break

16.05-16.50 (Hall 11a) Combining teaching, learning and research: an exploratory practice approach [Workshop]

Ana Inés Salvi (University of Warwick, UK)
Yasmin Dar (University of Leicester, UK)
Judith Hanks (University of Leeds, UK)

Practitioner research offers exciting opportunities for greater understanding of our classroom language learning lives. So why don't teachers and learners do more research? Using their experiences of Exploratory Practice in EAP contexts, the panel members will discuss ways in which both teachers and learners can integrate research with teaching and learning in their classrooms.

17.05-17.35 (Hall 11a) Growing as researchers: insider/outsider perspectives at work

Sara Hannam (Oxford Brookes International, Oxford Brookes University, UK)
Radmila Popovic (SIT Graduate Institute / World Learning, USA)

This interactive session engages audience members in discussion on the role of critical dialogic collaboration in research. We explore what it means to be an insider and outsider in a research process and in our understanding of a specific context (Serbia), and look at additional ways we enhanced each other's understanding in a partnership of practice and knowledge building.

17.50-18.20 (Hall 11a) Investigating the impact of action research: an Australian case study

Fiona Barker (Cambridge English, UK) and Katherine Brandon (English Australia, Australia)

Action research aims to enhance pedagogical practice and can be viewed as a type of professional development in which practitioners explore and address their own identified teaching challenges. This paper evaluates the impact of a national program in which teachers undertake investigations into their own classroom-based teaching within intensive English courses for overseas students.

CLASSROOM-ORIENTED RESEARCH: RECONCILING THEORY AND PRACTICE
Konin, October 14th-16th, 2013

CALL FOR PAPERS

THEME
The conference will be devoted to various aspects of classroom-oriented research, focusing in particular on the ways in which theory, research and classroom practice can be successfully reconciled. The event will provide a forum for disseminating latest research findings in this area, which is of pivotal importance to foreign and second language pedagogy, and it will be of relevance not only to academics, researchers, teacher educators or material writers, but also to language teachers wishing to enhance their instructional practices.

PLENARY SPEAKERS
The following scholars have agreed to participate in the conference and deliver plenary talks:

- **Anne Burns** (Aston University)
- **Jean-Marc Dewaele** (Birkbeck College, University of London)
- **Diane Larsen-Freeman** (University of Michigan)
- **David Nunan** (Anaheim University)
- **Norbert Schmitt (**University of Nottingham)
- **David Singleton** (Trinity College, Dublin)
- **Paul Meara** (Swansea University)

ABSTRACT SUBMISSION
We welcome contributions related to the theme of the conference in the form of papers (20 minutes + 10 minutes for discussion), workshops (60 minutes) and posters which could, among other things, focus on the following areas:

- theoretical foundations of classroom-oriented research;
- teaching language skills and subsystems;
- developing intercultural competence in the language classroom;
- individual differences and language learning and teaching;
- learner autonomy and language learning strategies;
- classroom interaction and management;
- teachers' knowledge and beliefs;
- teacher education;
- coursebooks and materials;
- syllabus design;
- assessing second language knowledge;
- methodology of classroom-oriented research;
- disseminating the findings of classroom-oriented research.

Abstracts of papers, workshops and posters in the range of 250-300 words should be submitted by e-mail to classroomresearch2013@gmail.com by **May 31st, 2013**. The proposals should include the title, name, affiliation, e-mail address and a short biographical note, about 60-80 words in length. Notifications of acceptance will be sent by **June 30th, 2013**.

FURTHER INFORMATION
Queries regarding the event can be sent to classroomresearch2013@gmail.com or to Professor Mirosław Pawlak, Head of the Organizing Committee (pawlakmi@amu.edu.pl).