Tutorial 3

Using research to develop professionally

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Action Research

Why is research important?

"we want to know why we do what we do"
(Banegas 2013)

"an intention to enhance something that you value (e.g. learning, teaching, development, well-being or understanding)" (unigraz 2017)

Example I

"I want to investigate how middle school students at an international school acquire art-related vocabulary and apply in their discussions about art.

I want to investigate this topic because I am currently teaching art to middle school students at an international school, and I have noticed that, while my students seem to 'acquire' art-related vocabulary and apply it in structured situations with relative ease, they often do not use this vocabulary when discussing art outside of these focused sessions." (unigraz 2017)

Audio 1.1
Using research to develop as a language teacher

PLAN

ACT

Interactive 1.1 What is Teacher Action Research?

Teacher Action Research 2015

REFLECT

OBSERVE

How do we do research?

how to start your research

intercultural learning

cultural knowledge; intercultural competence; multiperspectivity; globalization; online collaboration; networking; lingua franca; bilingual education

the use of mobile technologies and innovative teaching methods

digital tools; interactive learning; self-reflection; new challenges; online collaboration; apps for language learning; ePortfolio; ethics and privacy; innovative assessment

professionalism in language teaching and learning

CPD; reflective practices; digital tools; Ofsted; self-reflection; raising awareness and agency; communities of practice; professional identity

others

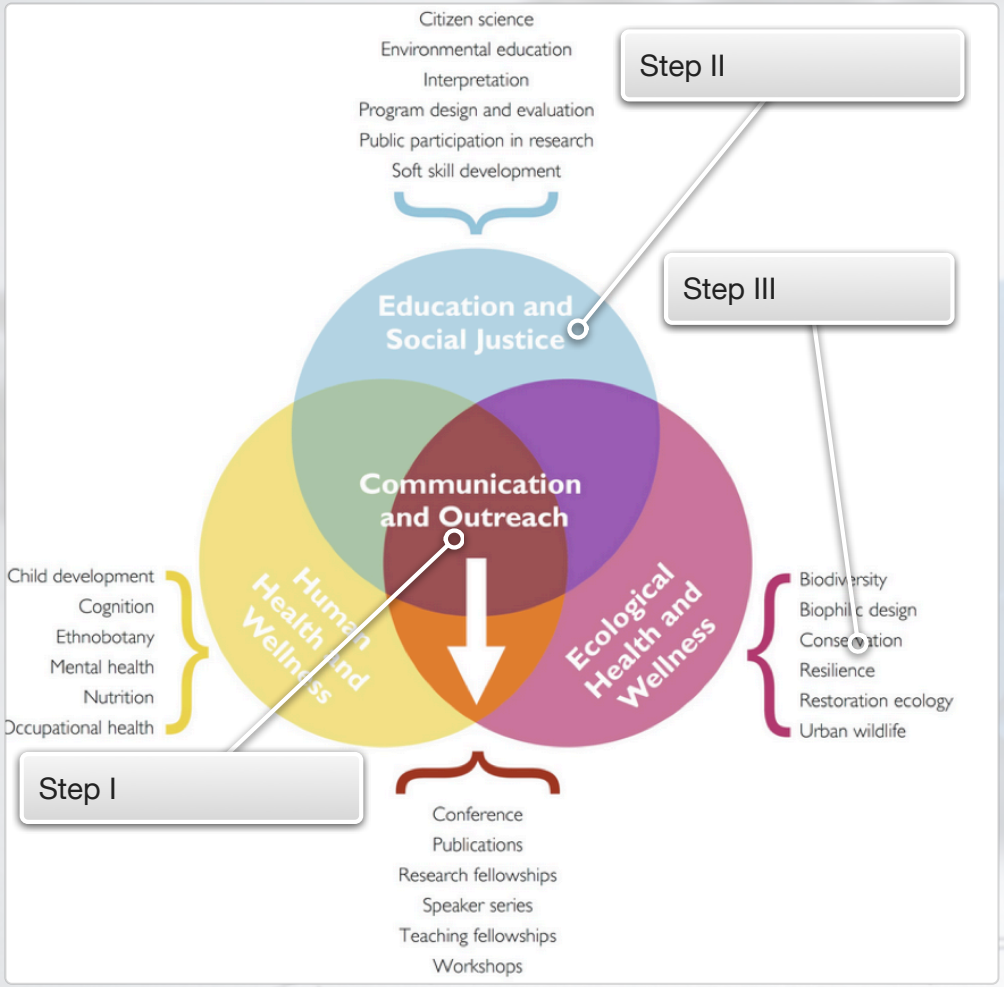
national differences regarding inclusion; the issue of space and mobile learning

any more ideas? ----> share here

our context: language teaching and learning

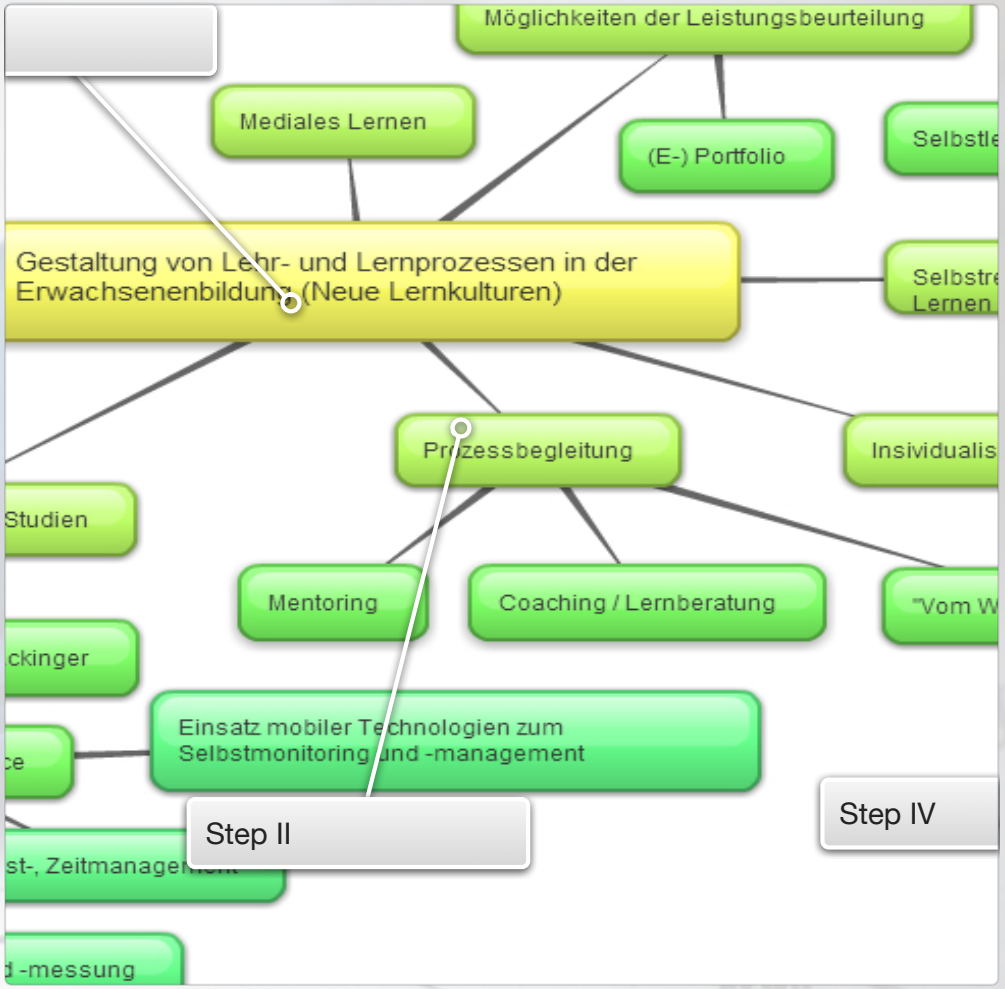
break down your topic

Interactive 2.1 Focusing circle



1 2 3

Interactive 2.2 Mind mapping

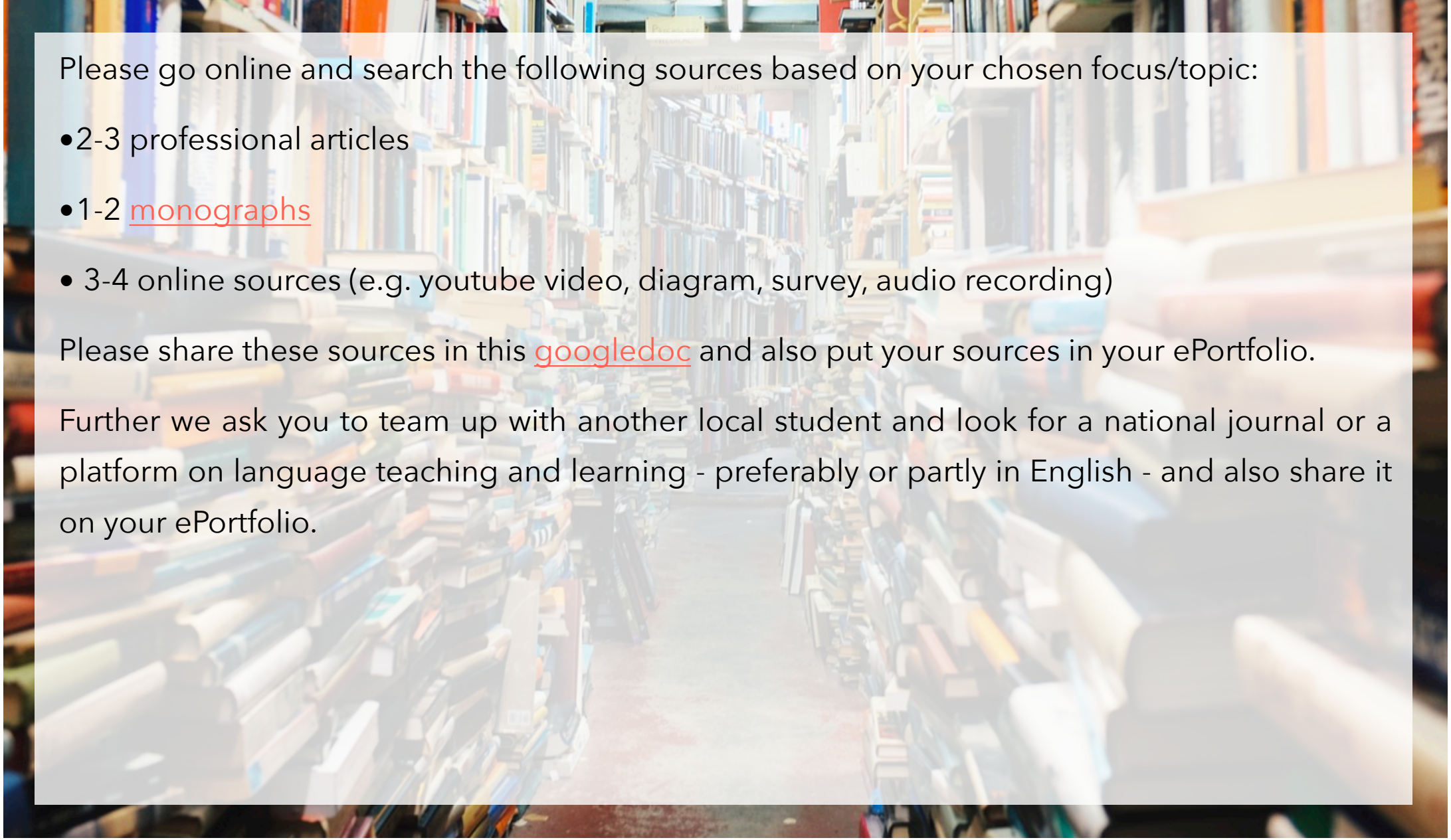


1 2 3 4

Based on pages 5 and 6, please create either a focusing circle or a mind map on a topic you find interesting or challenging. For a first draft you can choose whether you do it in an analogue or digital way, but we ask you to share an online version on your ePortfolio.

For your focusing circle, we suggest you use either word, powerpoint, pages or keynotes, but you are also welcome to use any other program that you find appropriate.

For creating a mind map we suggest that you either use the programs mentioned above or try an online program such as MindMup or Bubbl.us. Please also feel free to use any other suitable program. We ask you to upload your focusing circle or mind map into your ePortfolio.



Please go online and search the following sources based on your chosen focus/topic:

- 2-3 professional articles
- 1-2 monographs
- 3-4 online sources (e.g. youtube video, diagram, survey, audio recording)

Please share these sources in this googledoc and also put your sources in your ePortfolio.

Further we ask you to team up with another local student and look for a national journal or a platform on language teaching and learning - preferably or partly in English - and also share it on your ePortfolio.

get an overview: a first survey of the literature

Interactive 2.3 Specify your research topic

To specify your topic even further and to develop a research question, please click on this icon and answer the upcoming questions. Please do not forget to put the answers in your ePortfolio.

specify your research topic

Interactive 2.4 examples of research questions

1 2 3

a good research question...

should be a real question

is well-founded and literature based

has clear intentions

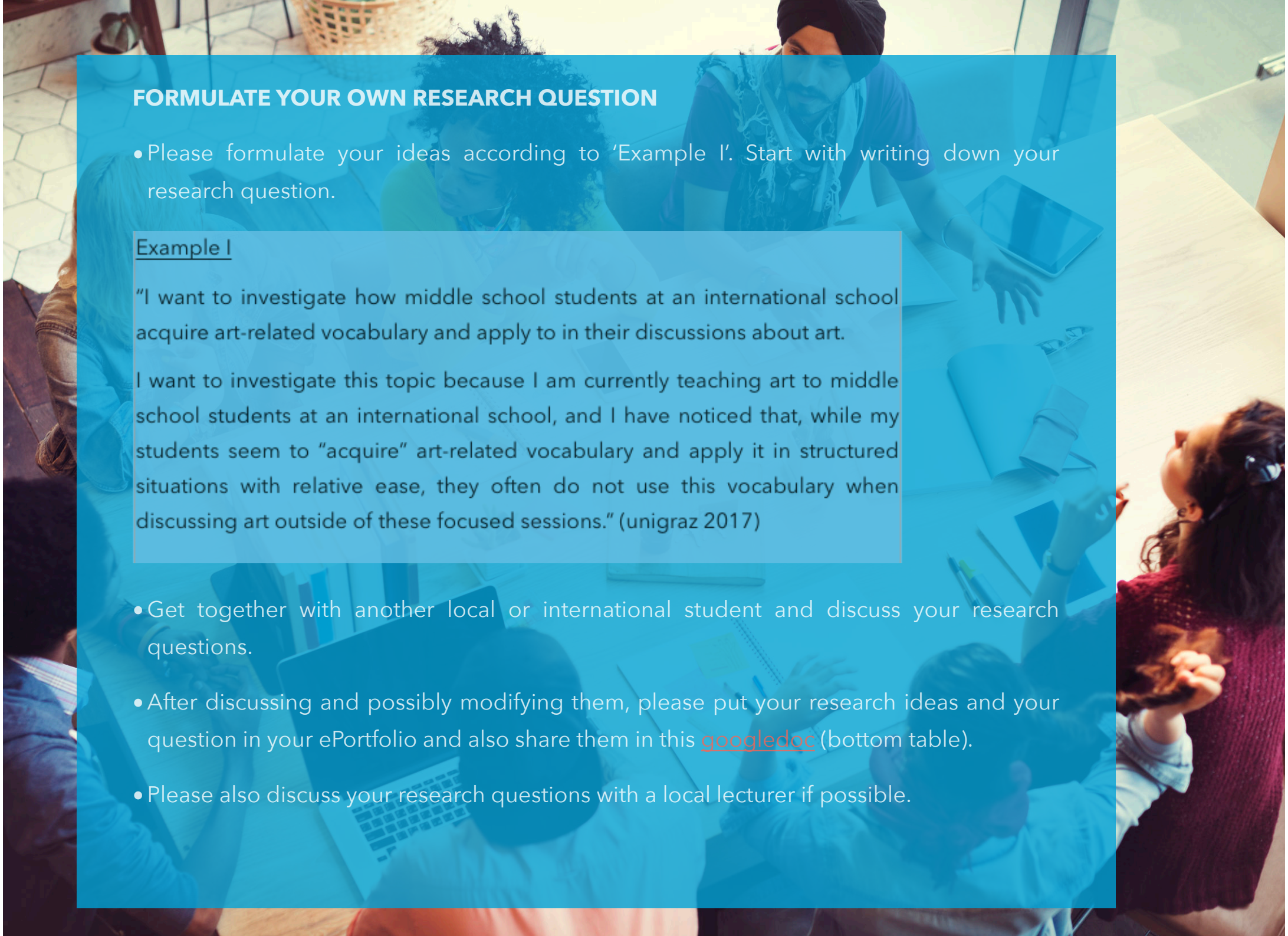
avoids being ambivalent

is realistic

is analysis-oriented and open

is innovative

is as short as possible and as long as necessary



FORMULATE YOUR OWN RESEARCH QUESTION

- Please formulate your ideas according to 'Example I'. Start with writing down your research question.

Example I

"I want to investigate how middle school students at an international school acquire art-related vocabulary and apply to in their discussions about art.

I want to investigate this topic because I am currently teaching art to middle school students at an international school, and I have noticed that, while my students seem to "acquire" art-related vocabulary and apply it in structured situations with relative ease, they often do not use this vocabulary when discussing art outside of these focused sessions." (unigraz 2017)

- Get together with another local or international student and discuss your research questions.
- After discussing and possibly modifying them, please put your research ideas and your question in your ePortfolio and also share them in this googledoc (bottom table).
- Please also discuss your research questions with a local lecturer if possible.

two research frameworks

research framework I

observation sheet (or VEO)

Why use observation for data collection?

Interactive 3.1 Observations

Burden 2018

Interactive 3.2 example I: Classroom observation in Australia: focusing on teaching strategies and lesson objectives

AITSL 2015

lesson structure

classroom management

use of language

classroom interaction

FOCUS?

teaching strategies

use of materials and digital tools

	Preparation	Q	W	And this is why .....
I.	Lesson plans according to number of students lind lanJ<lluJ<devel.			
2.	Clear and specific objectives for Jesson.			
3.	Selection of equipment and materials according to the obiecrivcs of thc lesson.			
4.	Time planning according to the objectives of the lesson and the activitv(s) presented.			
	Teaching			
5.	Use of teaching techniques according to the objectives (e.g. error correction, instructions, explanations. feedback and evaluation. etc.)			
6.	Use and ofomotion of meaningful communication			
7.	Learners activelv involved in the class.			
	Class Management			
8.	Student groupinlts according to activities.			
9.	Use of equipment needed for the class. (e.g. neat and organized use of the board).			
10.	Use of materials needed for the class.			
II.	Pace and time management thro\lgh the development of the class.			
12.	Ability to deal with occasional classroom manaltement problems.			
	Self ManlU!ement			
15.	Punctuality			
16.	Friendly and respectfu l 10 students			
17.	Use of body language. gestures and leaching space as needed			
	Language Use			
18.	According to student's level.			
19.	Tone and volume of voice as needed			

example II: lesson observation checklist (Richards 2011, 101)

Audio 3.1

The focus of the observation

(Richards 2011, 92)

Interactive 3.3

example III: Second Language Classroom Observation

PDF

collecting data using an observation sheet

collecting data using VEO

Interactive 3.4 Video Enhanced Observation - for further information on VEO, please have a look at the Interactive Tutorial 4

Video Enhanced Observation 2015

Now it's your turn: DEVELOP AN OBSERVATION SHEET

Please team up with a local or international student and think about your own experiences: e.g. Have you been observed as a teacher? Or have you observed someone teaching?

Think of a specific scenario. This can be a situation that you have talked about in one of your seminars or you have experienced during your internships.

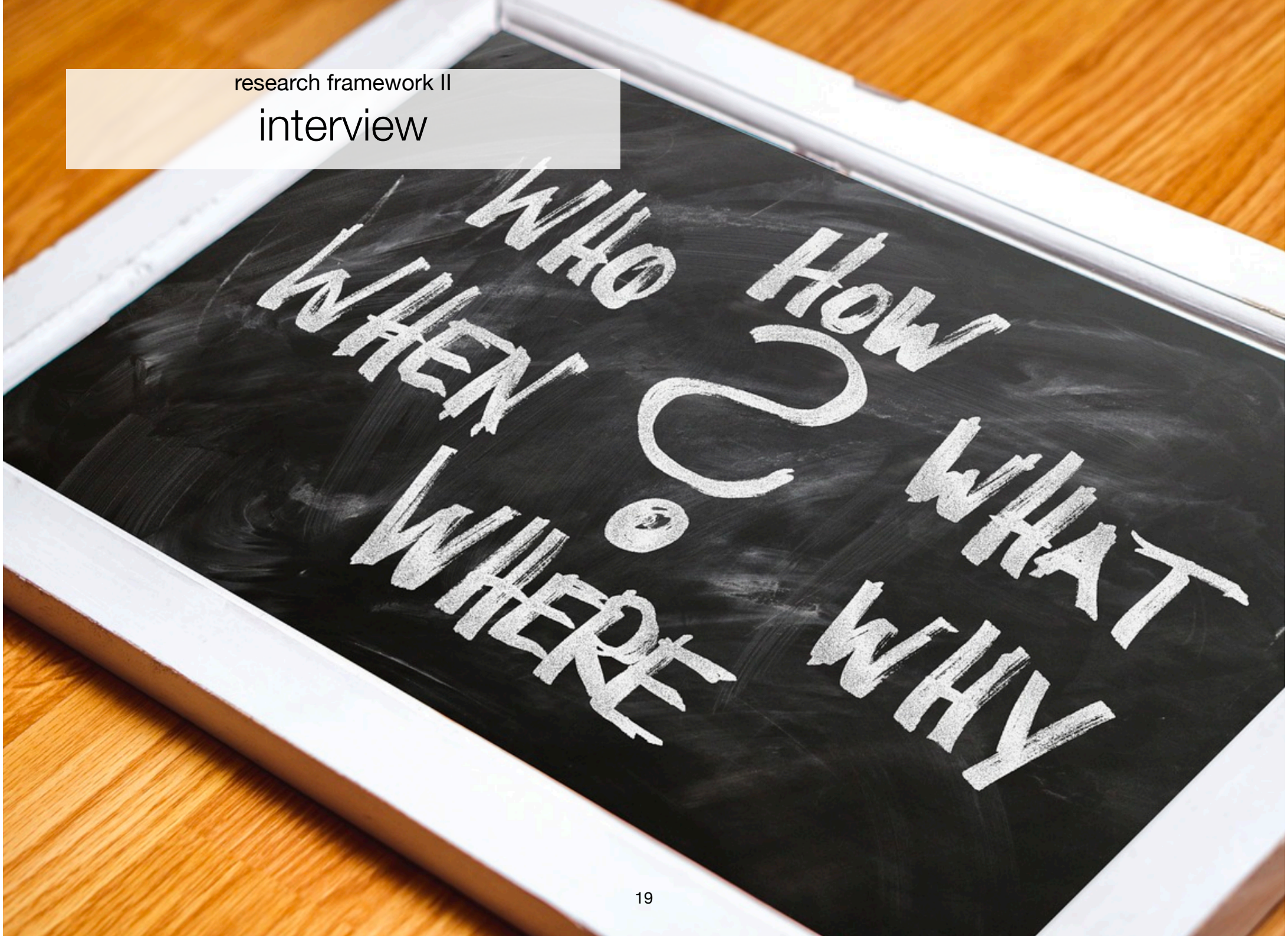
Try to identify a specific focus, problem or question that comes to your mind.

Based on this, please develop an observation sheet together with your partner.

Bear in mind the reason for why you are using this observation sheet. In this iBook, an observation sheet serves as a research instrument. This means it is a tool to collect data, which can be used for analysis in different scenarios.

Please share your observation sheet in your ePortfolio.

interview



interviews for action research

Interactive 3.5 Conducting a semi-structured interview

Eelderink 2016

Although this interview is from a different context, it can give you a good first idea of what a semi-structured interview can look like. Please have a look at it and try to make connections to the context of language learning and teaching.

the semi-structured in-depth interview

Audio 3.2
Semi-structured interviews

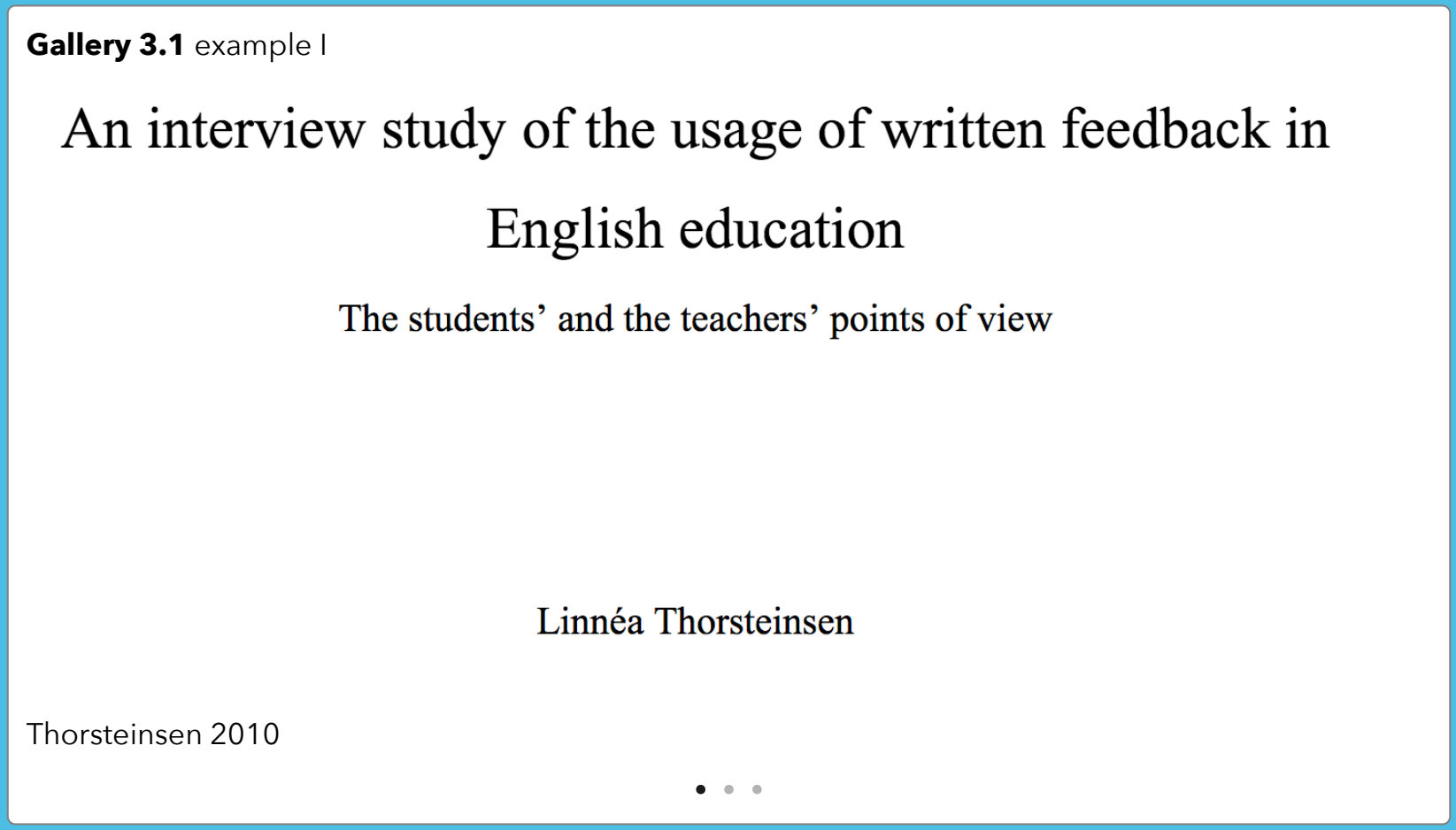
(DiCicco-Bloom & Crabtree 2006, 315)

SOME ADVIDE

- structure your interview (e.g. welcoming and appreciation, introductory questions, probing questions, etc.) and note exactly what you want to say

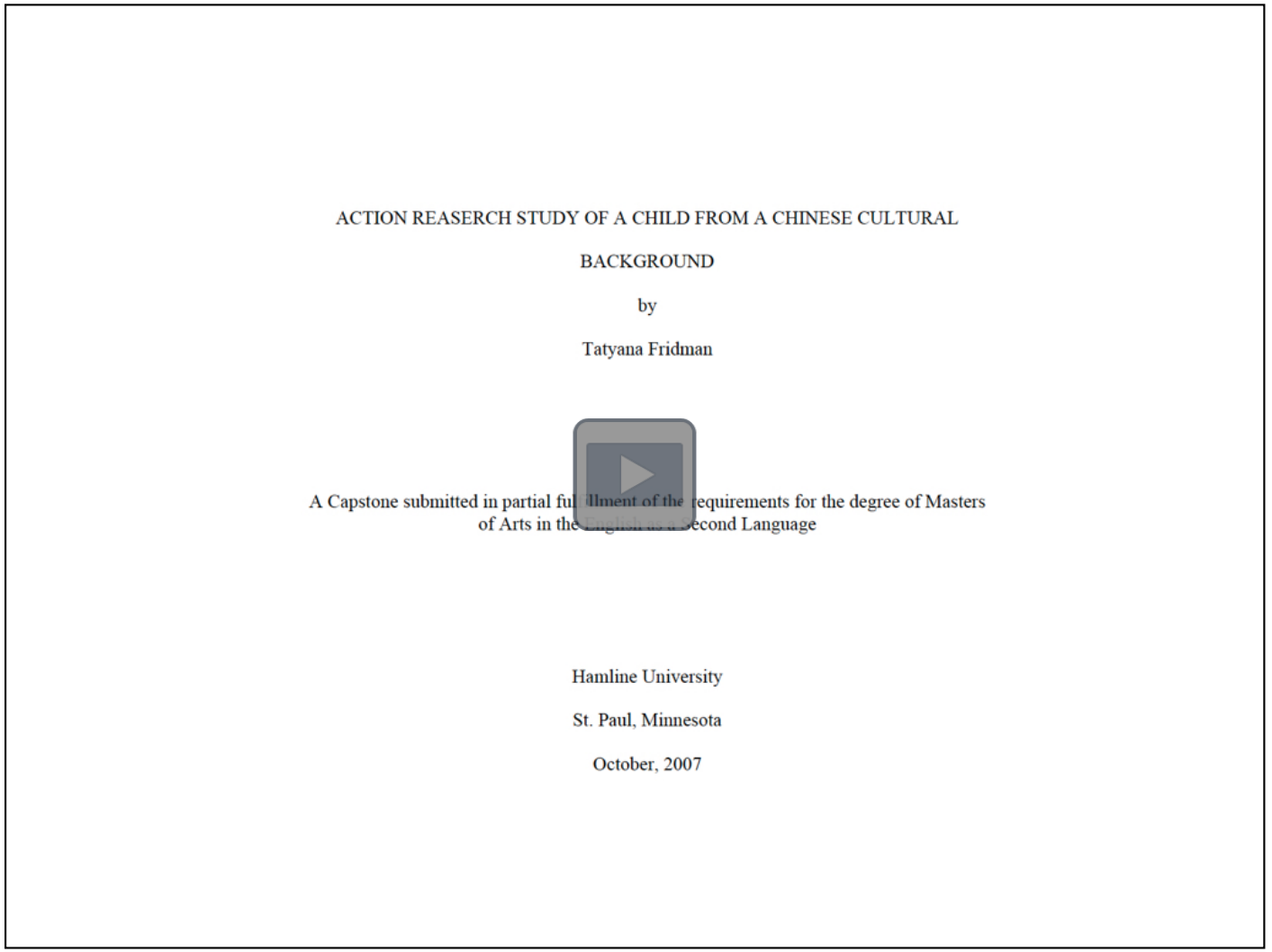
Because it is the most common format for Action Research, this Interactive Tutorial will only introduce the semi-structured interview to collect qualitative data

Gallery 3.1 example I



Thorsteinsen 2010

Interactive 3.6 Fridman 2007



ACTION REASERCH STUDY OF A CHILD FROM A CHINESE CULTURAL BACKGROUND

by

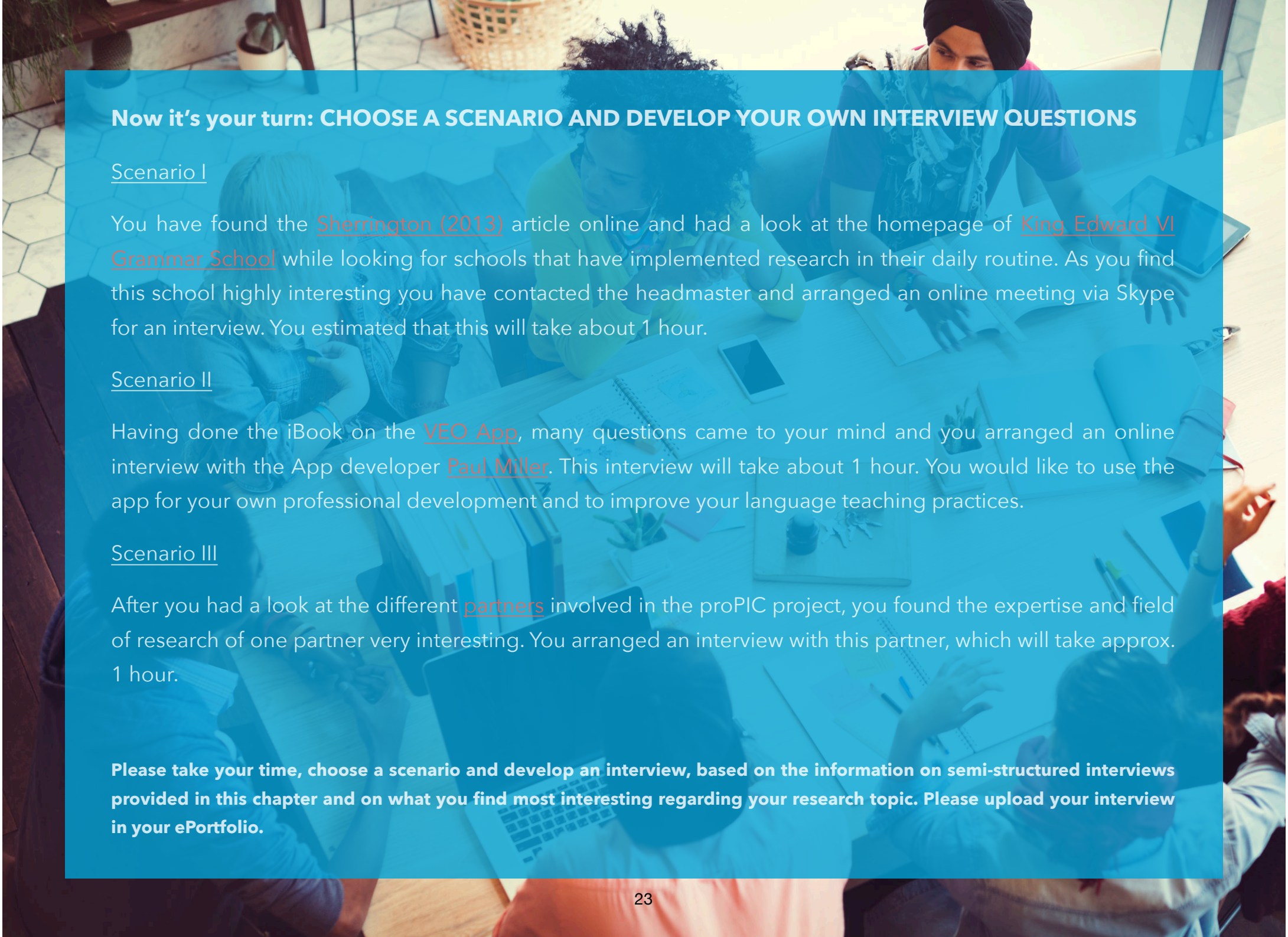
Tatyana Fridman

A Capstone submitted in partial fu[illegible]lment of the [illegible]equirements for the degree of Masters of Arts in the [illegible]econd Language

Hamline University

St. Paul, Minnesota

October, 2007



Now it's your turn: CHOOSE A SCENARIO AND DEVELOP YOUR OWN INTERVIEW QUESTIONS

Scenario I

You have found the Sherrington (2013) article online and had a look at the homepage of King Edward VI Grammar School while looking for schools that have implemented research in their daily routine. As you find this school highly interesting you have contacted the headmaster and arranged an online meeting via Skype for an interview. You estimated that this will take about 1 hour.

Scenario II

Having done the iBook on the VEO App, many questions came to your mind and you arranged an online interview with the App developer Paul Miller. This interview will take about 1 hour. You would like to use the app for your own professional development and to improve your language teaching practices.

Scenario III

After you had a look at the different partners involved in the proPIC project, you found the expertise and field of research of one partner very interesting. You arranged an interview with this partner, which will take approx. 1 hour.

Please take your time, choose a scenario and develop an interview, based on the information on semi-structured interviews provided in this chapter and on what you find most interesting regarding your research topic. Please upload your interview in your ePortfolio.

collecting and preparing the data

Data collection

- audio-record the interview (e.g. using a voice recorder, or a recording app on your smartphone)
- take notes (background information)

Data preparation

- transcribe your recorded interview or significant parts of it
- summarize your data

Having done this iBook and having had a look at different research frameworks, what is your opinion? How would you evaluate the different methods? Would you use them for your own professional development? Why or why not? Please discuss these questions with a partner and together or individually share your thoughts in a short video (max. 3-5 min). Please upload this video in your ePortfolio.

Interactive 5.1 Last but not least ... something to watch and think about

David Crystal - The Biggest Challenges for Teachers (British Council Serbia 2013)

references

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feedback

We are constantly improving our tutorials. It would be great if you could give us some brief feedback on it. Please click on the speaker below.