

Becoming a Teacher-Researcher



Centre of
English Studies

Chris Farrell, Head of Teacher Development

www.ces-schools.com

1



2

Effective self reflection is the gateway to becoming an effective teacher-researcher

But we must give ourselves a clear structure within which to reflect.

www.ces-schools.com

3

Overview

Step 1

- Creating Learning Outcomes
- Establishing Success Criteria
- Deciding on Assessment Tools

Step 2

- Reflecting on the Lesson
- Framing a Question

www.ces-schools.com

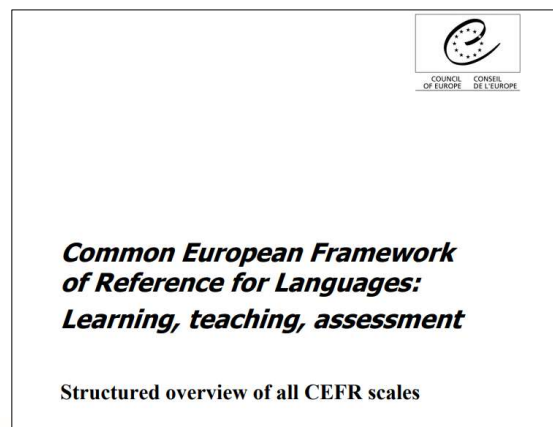
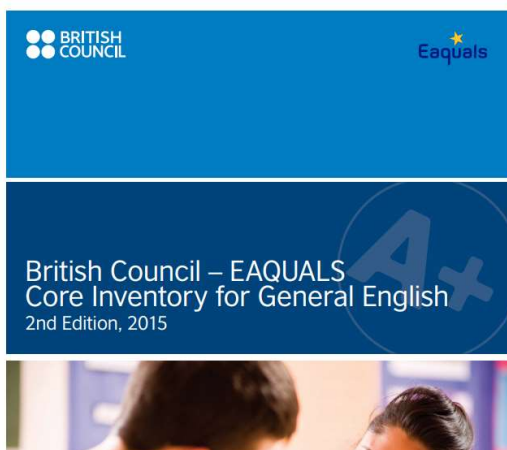
4

Creating Learning Outcomes

www.ces-schools.com

5

Where do LOs come from?



www.ces-schools.com

6

SCENARIO: ON HOLIDAY

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Personal Public	Places, airports, hotels, shops, restaurants, public transport, entertainment People officials, hotel/shop & other personnel, other travellers/holidaymakers	Getting information to book a trip Traveling Contracting and using services (e.g. hire & pick up car, check in at hotel) Finding your way Socializing	Listening to announcements & instructions Reading instructions for information & orientation Spoken Production Spoken Interaction Written Production	Sustained monologue: description Transactions, conversations Forms, postcards Notices, instructions, brochures

LEVEL	A1	COMPETENCES
CAN-DO*	Can understand questions and instructions addressed carefully and slowly to him/her, and follow short, simple directions. Can understand numbers, prices and times. Can ask for and give personal information (address, telephone number, nationality, age, family, and hobbies). Can handle numbers, quantities, cost and time. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	STRATEGIC Establish contact with people using simple words, phrases and gestures Ask someone to repeat what they said more slowly Invite help with gesture when you don't know the word PRAGMATIC Functional Understanding and using numbers Understanding and using prices Greetings Giving personal information Understanding simple directions and instructions Discourse Connecting words & phrases LINGUISTIC Grammatical Simple verb forms Questions Present simple Id like Prepositions and p phrases Lexical Nationalities and o Personal interests Things in the town Shopping
CRITERIA*		
Interaction	Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	
Coherence	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	
Range	Has a very basic repertoire of words and simple phrases related to	

Centre of English Studies

SCENARIO: RESEARCH

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Educational	Location: University / College Persons: Tutors/ Lecturers/ Researchers / Fellow students	Plan research Collect data Produce academic paper	Listening as a member of a live audience (lectures) Taking & making notes Reading for information and argument Writing an essay	Sustained monologue (Lectures) Articles, reports & other academic/scientific texts Notes, outline, essay

LEVEL	C1	COMPETENCES
CAN-DO*	Can follow most lectures with relative ease, even when not clearly structured and when relationships are only implied and not signalled explicitly. Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. Can understand in detail lengthy, complex texts likely to be encountered in academic life, identifying fine points of detail including attitudes and implied as well as stated content, provided he/she can read difficult sections. Can summarise long, demanding texts. Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, integrating sub-themes, developing particular points expanding and supporting points of view at some length with subsidiary points, research and relevant examples, and founding off with an appropriate conclusion.	SOCIO-CULTURAL Knowledge of scientific contents SOCIO-LINGUISTIC Conventions of format & style of academic genres. Register STRATEGIC Interpreting: Use contextual, grammatical and lexical cues to infer attitude and intentions in other authors. Planning: Prepare an outline, integrating points from different sources. Reuse own contributor ability to those of other authors. Editing, Drafting and redrafting PRAGMATIC Functional Defining & describing in detail Synthesizing, evaluating, glossing info Developing an argument systematically Exemplifying Speculating and hypothesising about causes, consequences, etc. Discourse Paraphrasing & summarising Formal logical markers Complex sentences Addition, sequence & contrast (moreover, consequently ...) LINGUISTIC Grammatical Mixed conditionals All passives Modals in the past Lexical Topic-related collocations
CRITERIA		
ACCURACY	Consistently maintains a high degree of grammatical accuracy. errors are rare and difficult to spot. Spelling is accurate, apart from occasional slips of the pen.	
COHESION	Can produce clear, well-structured texts showing controlled use of organisational patterns, connectors and cohesive devices. Layout, paragraphing and punctuation are consistent and helpful.	
RANGE	Can select an appropriate formulation from a broad range of	

www.ces-schools.com

7

LISTENING AS A MEMBER OF A LIVE AUDIENCE

C2	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.
C1	Can follow most lectures, discussions and debates with relative ease.
B2	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.
B1	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.
A2	No descriptor available
A1	No descriptor available

LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS

C2	No descriptor available
C1	Can extract specific information from poor quality, audibly distorted public announcements e.g. in a station, sports stadium etc. Can understand complex technical information, such as operating instructions, specifications for familiar products and services.
B2	Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.
B1	Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.
A2	Can catch the main point in short, clear, simple messages and announcement. Can understand simple directions relating to how to get from X to Y, by foot or public transport.
A1	Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.

Centre of English Studies

COHERENCE

C2	Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.
C1	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Can use a variety of linking words efficiently to mark clearly the relationships between ideas. Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. Can link groups of words with simple connectors like "and", "but" and "because".
A1	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

PROPOSITIONAL PRECISION

C2	Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). Can give emphasis, differentiate and eliminate ambiguity.
C1	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/ uncertainty, belief/doubt, likelihood etc.
B2	Can pass on detailed information reliably
B1	Can explain the main points in an idea or problem with reasonable precision. Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.
A2	Can express the main point he/she wants to make comprehensibly. Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.
A1	No descriptor available

SPOKEN FLUENCY

C2	Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation.
----	--

www.ces-schools.com

8

Take That and Parse-y



1. Can understand short simple greetings and messages, e.g. on birthday cards, party invitations or in SMS phone messages
2. Can ask and answer simple questions and respond to simple statements on very familiar topics, e.g. family, work, their city)
3. Have short conversations with friends (or their host family) and ask and answer simple questions about familiar topics, e.g. weather, work
4. Write well-structured texts which show a high degree of grammatical correctness and vary their vocabulary and style according to who they are addressing, the kind of text and the topic

www.ces-schools.com

9

Establishing Success Criteria

- *Students should know what success looks like in the lesson*
- *Teachers should know how to assess success in the lesson*

www.ces-schools.com

10

Considering Success Criteria (Hattie 2012)

1. Challenge
2. Commitment
3. Confidence
4. Student Expectations
5. Conceptual Understanding

www.ces-schools.com

11

Some practical issues


1. Nationality/Culture
2. Time at level
3. Student strengths/weaknesses
4. Comprehension of task
5. Time of day, week
6. Classmates, peer group
7. Class environment...

So success could be based on...


- Duration
- Content
- Fluency
- Accuracy
- Improvement in X

www.ces-schools.com

12




How would
you decide
upon
'Success'?



www.ces-schools.com

13



Deciding on Assessment Tools

www.ces-schools.com

14

Practicalities of Assessment

- *How were the success criteria of the learning outcome met by every learner in the room?*
 - *How were they not?*
 - *How will I react?*

- Monitoring as assessment
- Student self reflection as assessment
- Visible Learning as assessment
- Tasks as assessment

How would
you assess
success?



Reflecting on the Lesson

www.ces-schools.com

17

What will you look at?

How did your decisions affect learning in the classroom?

1. Classroom Management
2. Content Knowledge
3. Lesson Planning

www.ces-schools.com

18

Nunan and Lamb (1996)

"Reflective teachers are ones who are capable of monitoring, critiquing and defending their actions in planning, implementing and evaluating language programs" (pp. 120)

Teachers need competencies in:

- 1. Planning**
- 2. Implementation**
- 3. Evaluation**

www.ces-schools.com

19

Bowen and Marks, *Inside Teaching* (1994)

Teacher self evaluation

- Role based
- Persona based

- Mutually discussed Obs checklist
- Video/Audio
- Field notes
- Including the learners

www.ces-schools.com

20

*I also believe that **uncertainty in the reflective process is OK** and should be embraced rather than always trying to reach a specific solution to a perceived problem that many of the other approaches suggest. **Sometimes we cannot reach a clear solution and this is OK.***

Thomas Farrell (2017)

www.ces-schools.com

21

Framing a Question

www.ces-schools.com

22

Criteria for an effective research question

Is your question...

1. Useful/Usable
2. Answerable
3. Practical
4. Specific
5. Appropriate

Now it's your turn!

www.ces-schools.com

23

Next steps

- Timeframe
- Data collection
- Data collation
- Data interpretation
- Sharing? Revisiting question? Reacting?

www.ces-schools.com

24

