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Teacher Engagement with Research

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@rebekahpdx: Please do not follow Simon Borg or listen to Simon Borg or talk about anything Simon Borg has to say ever. #kthxbye

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Teacher Engagement

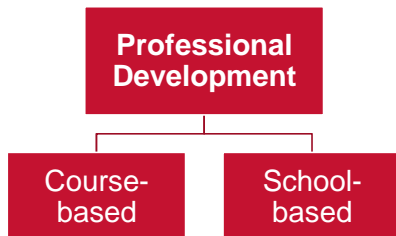
- **with** research – by reading
- **in** research – by doing

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Rankin & Becker 2006

Reading research on error correction enriched a teacher's reflections on his teaching by providing new ways of describing and analysing his own corrective feedback strategies in the classroom.



Engagement with Research in ELT



- ✗ NOT criticizing teachers
- ✗ NOT saying EwR should be priority
- ✗ NOT a deficit perspective
- ✗ NOT saying EwR determines practice

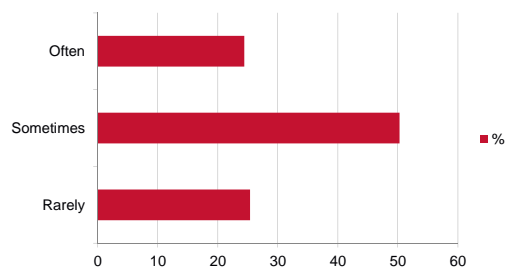


Key Questions

- What is the nature of teachers' engagement with research?
- What factors influence this engagement?



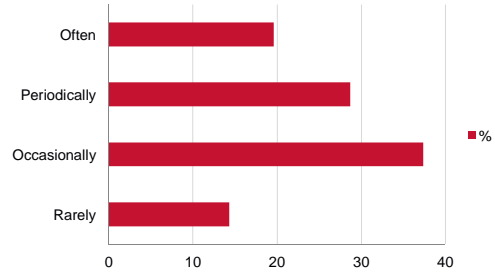
How often do you read research? (N=1351)



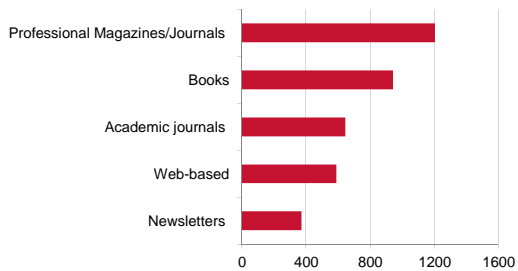
What Does 'Sometimes' Mean?

"It means once or twice a year". (Japan)
 "In the past at University". (Switzerland)
 "Not often". (Australia)
 "When I am away from teaching". (China)
 "When I have the time". (Turkey)
 "Maybe once a year". (Spain)

How often do you read research? (N=725, China)



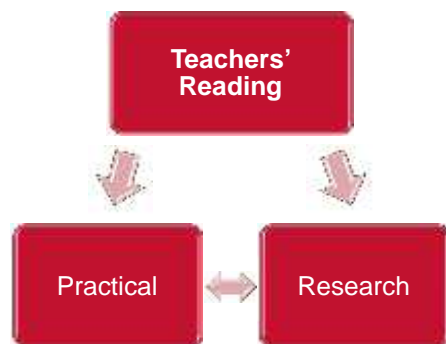
Sources of Research



Practical vs. Research-Based Reading

I sometimes try out things I've read about but these are usually practical tips from teachers ... (Switzerland)

I think what most of our teachers read is not necessarily research. They read a lot of stuff about teaching ideas ... but they're looking for practical ideas that are not necessarily based on research. (Manager, UK)



Reasons for Not Reading Research

N=343	N
I do not have time	236
Research does not give me practical advice	130
I do not have access to books and journals	104
I find research hard to understand	63
I am not interested in research	50

Lack of Practical Value

The research/articles are often (usually?) completely unengaging and of no practical value in the classroom. (Taiwan)

Does Not Work in my Context

We were once asked to promote multi-media teaching, and I read some papers advocating ... computer-aided instruction ... I followed their ways, tried twice, but the results were different from theirs. Finally, I gave up and lost interest. (China)



there will always be a skilled professional job to do in interpreting the relevance of and implications of evidence for a practitioner's own setting. (Cordingley 2004: 83)

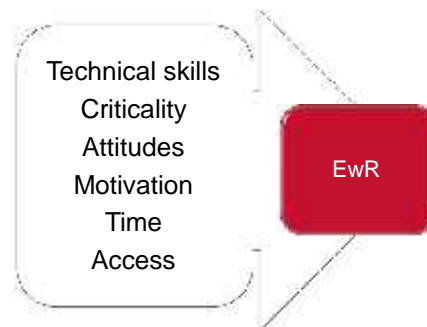
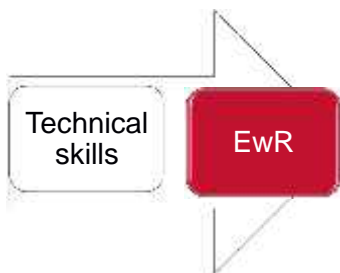


Summary

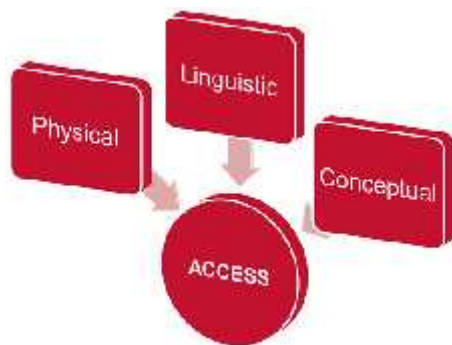
- Moderate levels of EwR
- Problematic expectations
- Various barriers

1: Consumer Training

educational research is for the benefit of the field as a whole, not just for a handful of specialists. That is why it is important for you to improve your skills as a consumer of research (Shank & Brown 2007:6)



2: Enhance Access

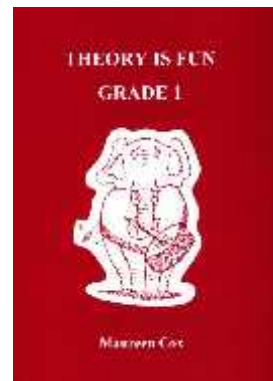


3: Focus on Attitudes

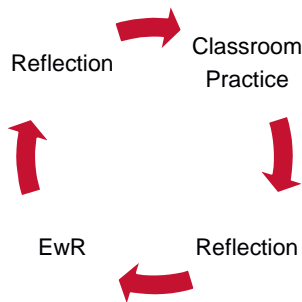
- Possibilities not solutions
- Enabling not deskilling
- Facilitative not determinative
- Criticality not biased rejection

Biased Rejection?

[research I read will influence me] if I agree with it. So I look at it critically first, cause a lot of the things that are published I won't quite agree with... but if I agree with it I'll take it further and I'll try it and see if it works with my own students.
(Spain)



4: Pedagogical Relevance



5: Collaborative EwR

Tired of reading theory on your own?

