



Sensations *monthly* Webinars
E N G L I S H for teachers

February 2022



Adam Scott

ELT Specialist
Sensations English

**Classroom research,
personalised CPD and ELT**









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**Classroom research,
personalised CPD and ELT**

We will explore:

- focusing on our CPD needs
- using simple classroom research tools
- collecting and analysing data
- sharing classroom research insights

24th February • 2pm UK time



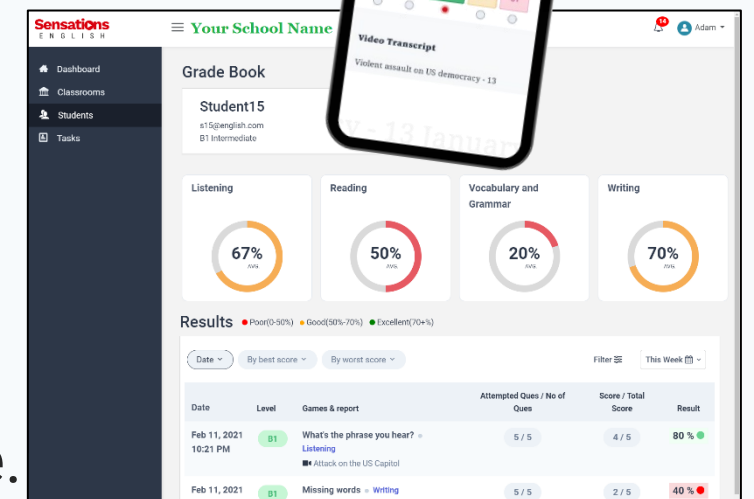
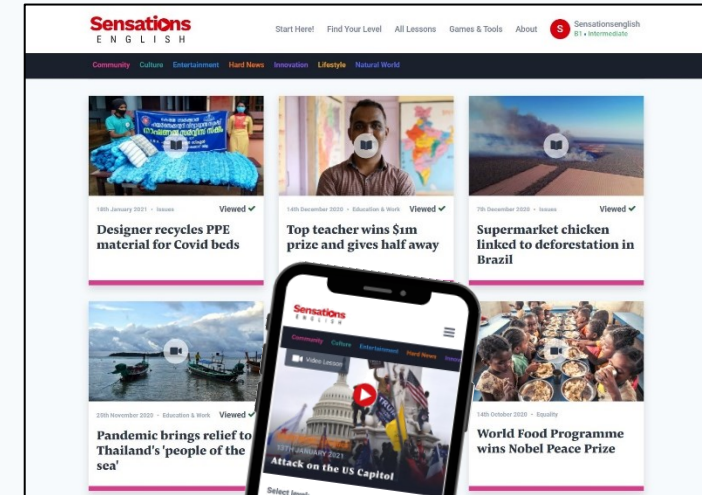
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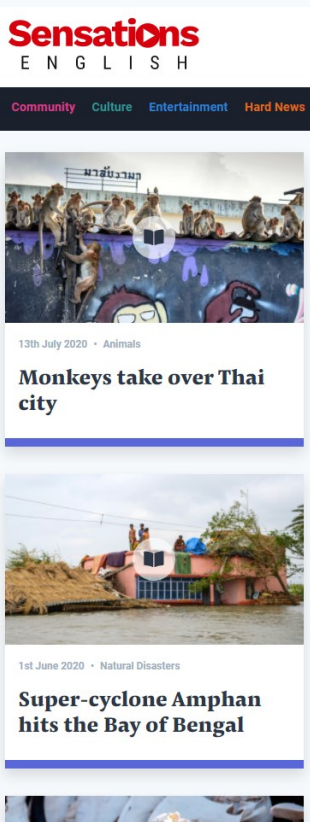


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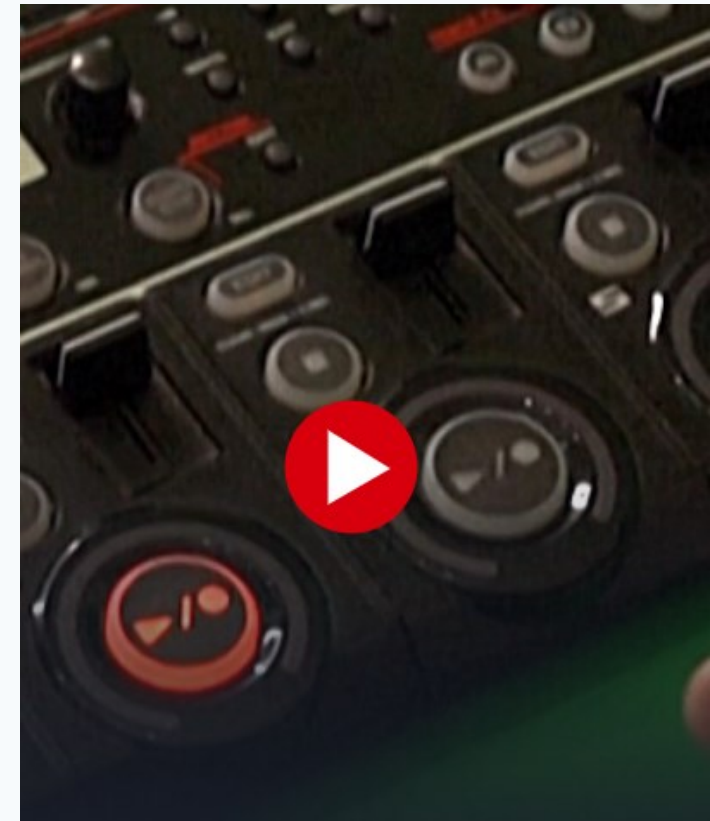
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**Classroom research,
personalised CPD and ELT**

Overview



- Types of “easy” research
- Why personalised CPD?
- How to do the research
- Data gathering
- Conclusions





Benefits of classroom research

**Data vs
intuition**

**Focus our
observations**

**Analyse and
reflect**

**Qualify and
check our
assumptions**

**Discover and
develop our
practice**

**Enhance our
intuitions**



An example from collocation



Words which collocate with “plant”

house

pot

soil

leaves

stem

tree

flower

grow

look after

water

feed

buy



An example from collocation

“plant” + NOUN collocations

1	ANIMAL	108
---	--------	-----

2	MACHINERY	95
---	-----------	----

3	GROWTH	81
---	--------	----

4	LIFE	78
---	------	----

5	MATERIAL	74
---	----------	----

6	SPECIES	72
---	---------	----

7	EQUIPMENT	63
---	-----------	----

8	TREES	37
---	-------	----

9	COMMUNITIES	28
---	-------------	----

10	POT	28
----	-----	----

11	RECORDS	27
----	---------	----

12	LEVEL	26
----	-------	----

13	EXTRACTS	25
----	----------	----

14	CLOSURES	23
----	----------	----

15	HIRE	23
----	------	----

16	CELLS	22
----	-------	----

17	FOOD	22
----	------	----

18	FOODS	22
----	-------	----

19	ROOTS	21
----	-------	----

20	MANAGER	19
----	---------	----



An example from collocation

VERB + “plant” collocations

1	BUILD	13
---	-------	----

2	CLOSE	10
---	-------	----

3	BUILDING	10
---	----------	----

4	MAKE	9
---	------	---

5	PUT	9
---	-----	---

6	HELP	8
---	------	---

7	KEEP	8
---	------	---

8	WANT	8
---	------	---

9	ALLOW	7
---	-------	---

10	PLANS	7
----	-------	---

11	SUPPORT	7
----	---------	---

12	USING	7
----	-------	---

13	DECIDED	6
----	---------	---

14	LIKE	6
----	------	---

15	MADE	6
----	------	---

16	PROCESSING	6
----	------------	---

17	WORKING	6
----	---------	---

18	BUY	5
----	-----	---

19	FOUND	5
----	-------	---

20	IMPROVE	5
----	---------	---



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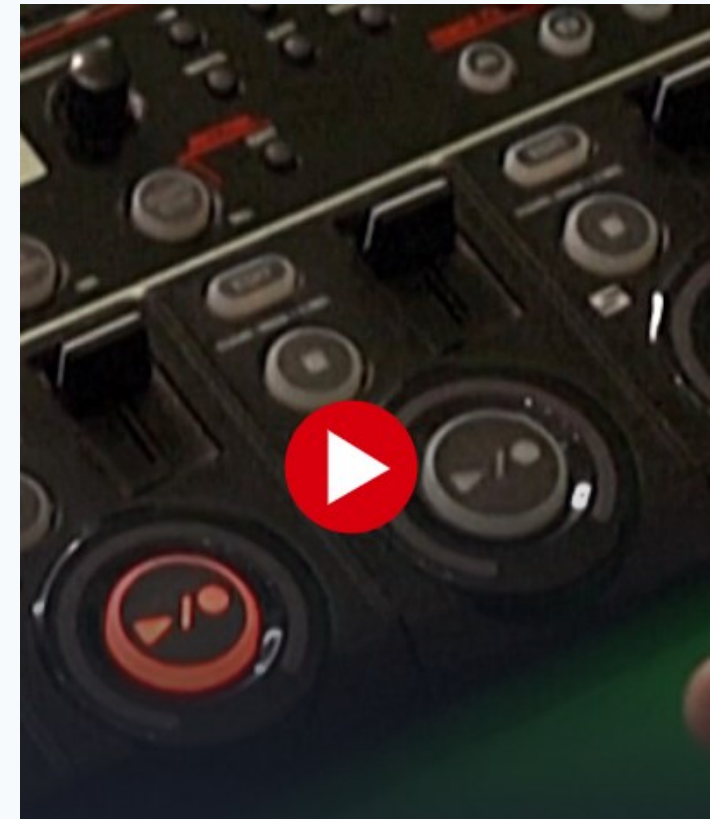
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Types of “easy” research



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3 types of “easy” research

Video self-observation

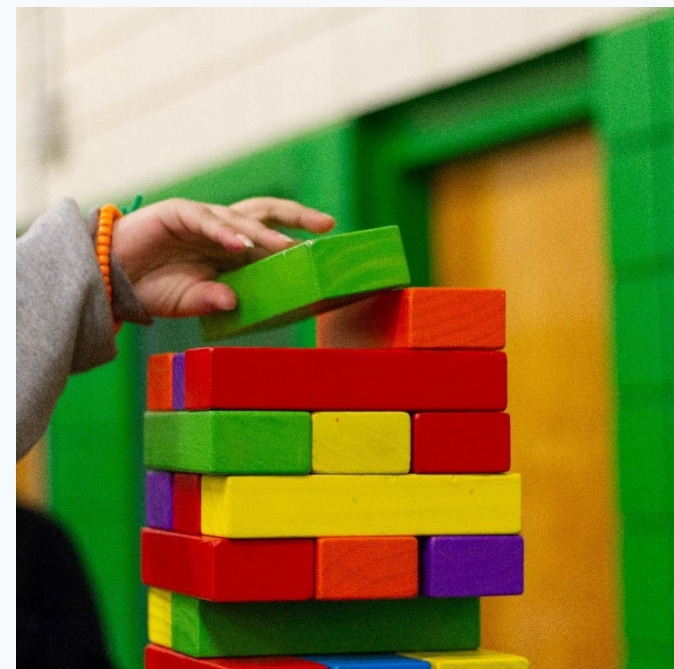
- Recording and watching yourself teaching

Supported experiments

- Short, single step changes to your practice

Action research

- Short, two-step investigations into practice





Video self-observations

What

Recording and watching yourself teaching

- Find out about a particular thing you do (or maybe how students react to this?)

Why

Purpose

- To reflect on your presence, your actions and your effect on learners

How

Decide on your aim

- Record a lesson
- Watch back and analyse – **be kind to yourself** – it can be uncomfortable!
- Decide if/what you need to change





Supported experiments

What

Short, single step changes to your practice

- Find out about the effect of a single change in your classroom practice (e.g. how you collect learner answers during feedback)

Why

Purpose

- To explore something that you would like to improve on in your teaching

How

Decide on your focus

- Gather ideas and decide what you will change
- Use the new approach in class and collect data on its impact
- Reflect on the experience, analyse the data and decide what you learned





Action research

What

Short, two-step investigations into practice

- Investigate an activity or practice you want to change through two cycles of research

Why

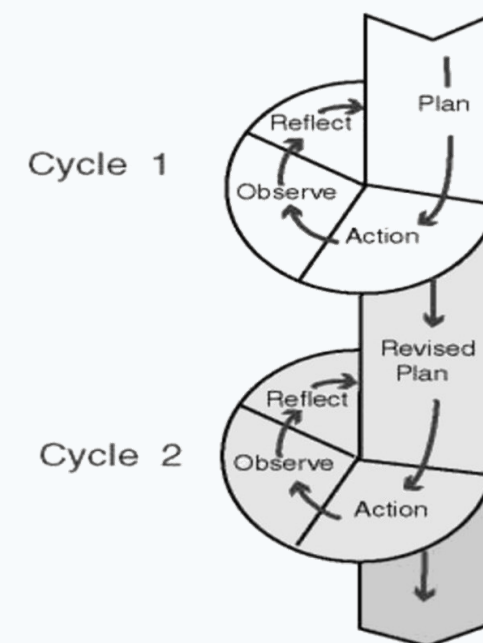
Purpose

- To investigate if a procedure, activity or approach you want to try is effective.
- To refine this approach to find out what elements affect your learners more positively/negatively

How

Decide on your aim

- Decide what to focus on and plan the process of your investigation
- Use the new approach in class and collect data on its impact
- Reflect, analyse data, decide on an adjustment and repeat the process




Kemmis & McTaggart - Cycle of Action Research, 1990




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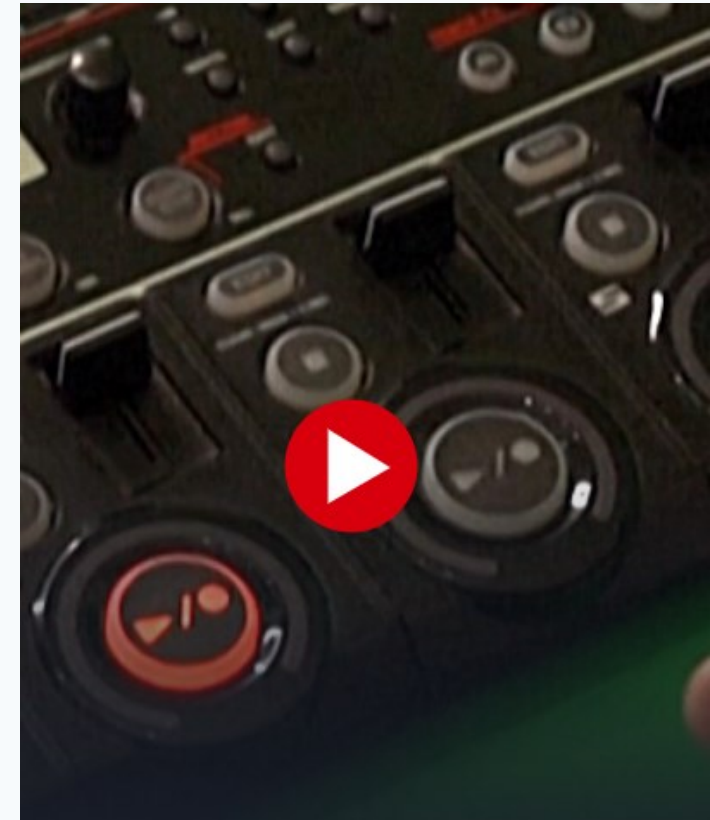


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Why personalised CPD?





Different types of CPD

'Other'-directed CPD

Courses

- Set syllabus
- General relevance

INSETT training

- One off events
- General relevance

Webinars

- One off events
- Able to choose

Conferences

- One off events
- Selection of sessions

'Self'-directed CPD

Reading

- Wide variety
- Passive activity

Video self-observations

- Your own experience
- Personal development

Supported experiments

- Your classroom context
- Your choice of focus

Action research

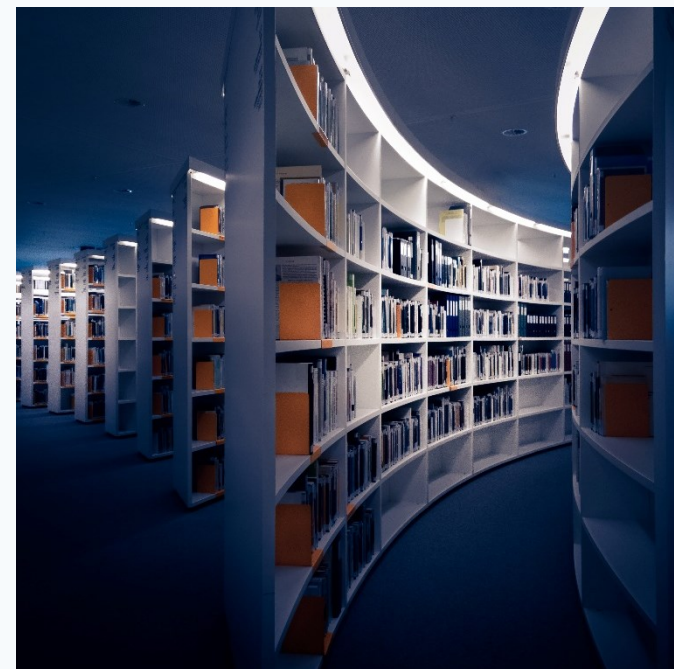
- Your context and choice
- Opportunity to evolve



Directing your own development

Classroom research allows you to ...

- **Focus on your own developmental needs**
- **Give a structured opportunity for reflective practice**
- **Address the emerging needs of your learners**





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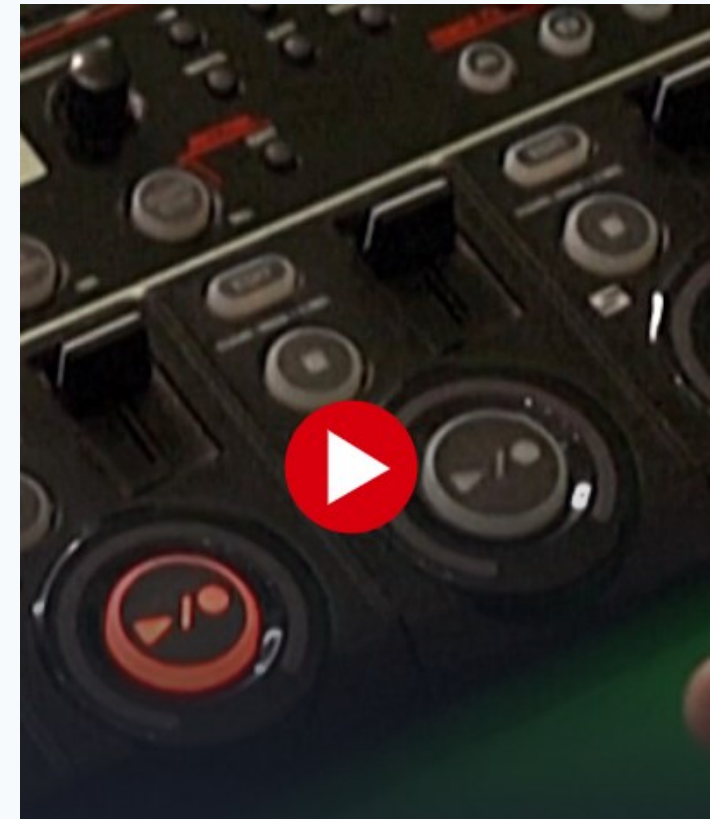
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How to do the research

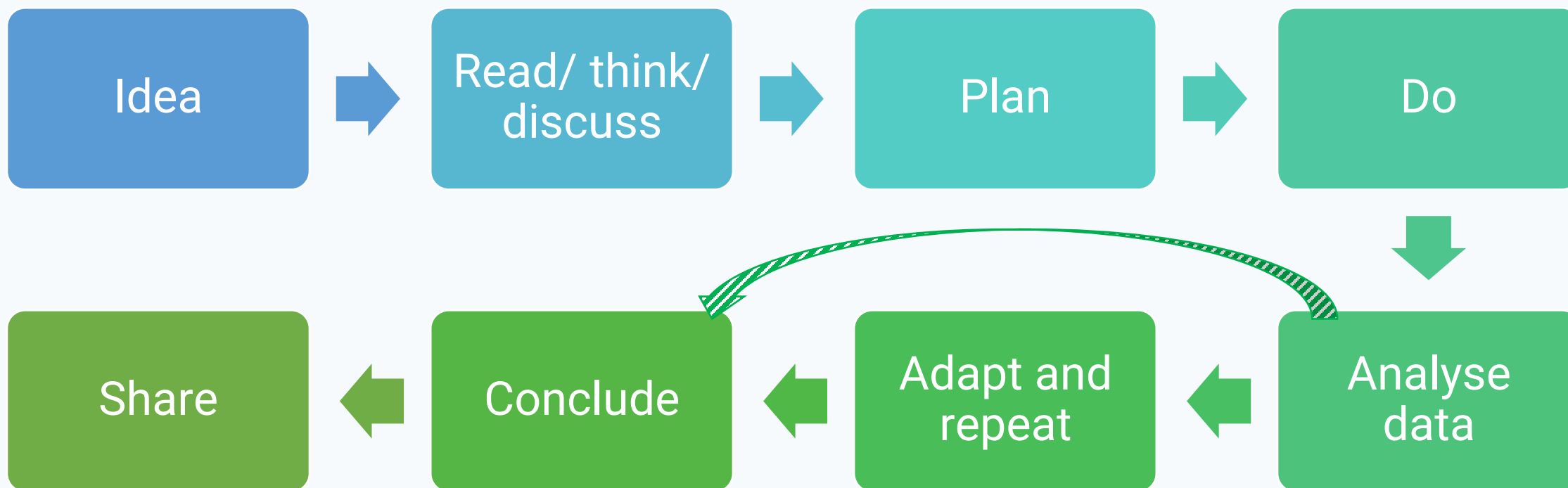


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How to do classroom research

Step-by-step simple classroom research





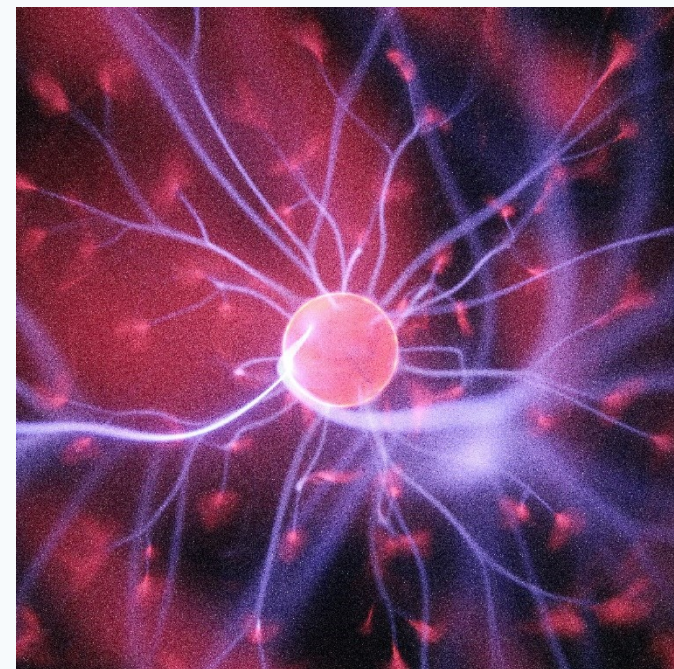
Step 1 – finding a topic

Ideas

- What do I want to know?
- What do I want to improve?

Justification

- Why is this important





Step 2 – Read, think, discuss

Gather information

- From reading and webinars
- From discussing with colleagues
- From your past experiences

Reflect on this information

- Refine your idea to a focus





Step 3 – Plan

Plan your classroom research

- Finalise your question
- Ensure the process is small scale
- Plan each step and your data gathering

Get permission

- Always ask your students for permission





Step 4 – Do the research

Run the activities you've planned

- Take it step by step
- Allow time for issues with tasks or tech
- Keep notes of your experiences

Collect data

- Use your data gathering tools
- Keep this information organised





Step 5 – Analyse your data

Process your data

- Make your data useable
- Present it in simple graphs or charts
- Keep it simple – don't overcomplicate it!

Reflect on this information

- What trends can you see?
- What was expected or surprising?





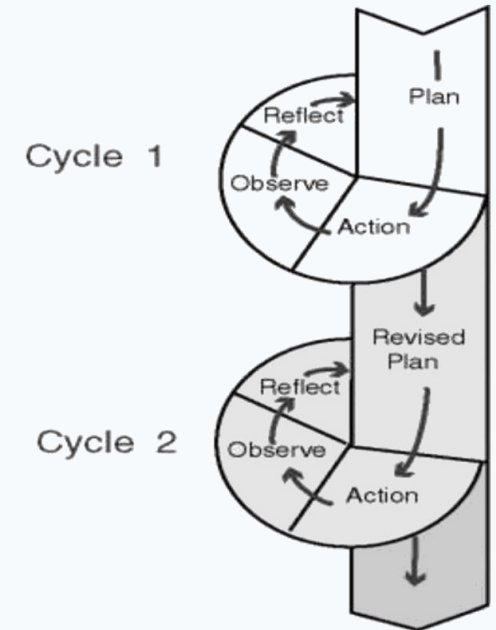
Step 6 – *Action research only

Adapt research cycle

- Identify something you could improve
- Decide on a small change to attempt this
- Adapt data collection tools to cover this

Repeat the research elsewhere

- Do this with another group of students
- Or with another subject focus



Kemmis & McTaggart - Cycle of Action Research, 1990



Step 7 – Conclude

Draw conclusions from your data

- Identify what was useful for your practice
- Identify what you learned about students
- Decide what information has wider relevance

Apply these conclusions

- Decide how to incorporate this understanding into your classroom practice





Step 8 – Share your findings

Research is shared findings

- Talk to other teachers (in school/online)
- Present a CPD session to colleagues
- Write a blog post

Go further

- Speak at a conference
- Write a journal article





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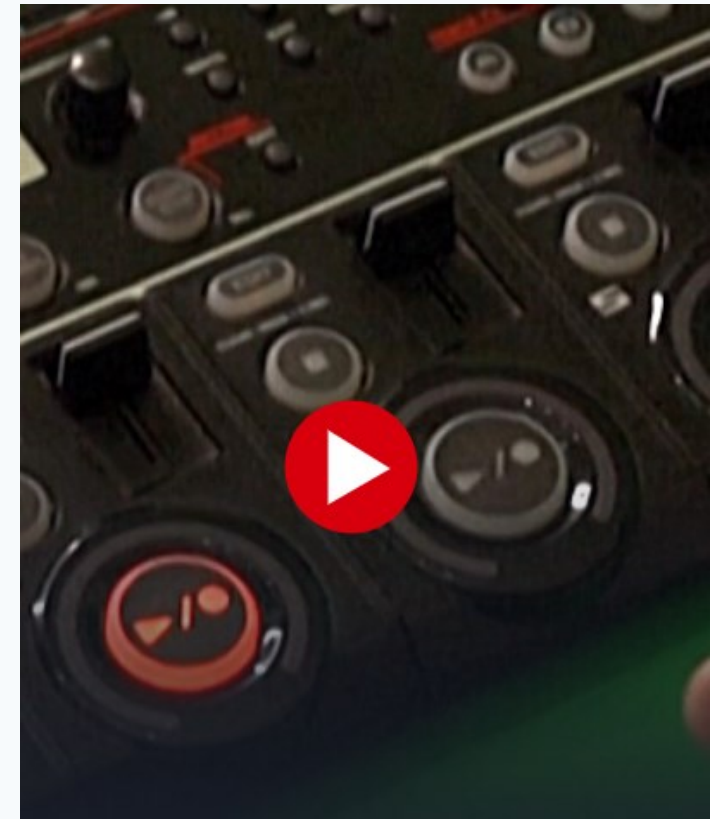
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Data gathering



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Different types of data gathering

Quantitative (numbers/facts)

Scores and grades

- Marks from tests
- Scores in activities

Progression

- Change to scores over time

Scientific measures

- Time taken
- Quantity completed

Qualitative (ideas/opinions)

Closed question questionnaires

- Use 5-point scales
- 1=the worst 5=the best

Open question questionnaires

- Use google forms
- Avoid leading questions

Interviews and focus groups

- Script your questions
- Don't "lead" students

Videos

- Observe class activity
- Set themes to study



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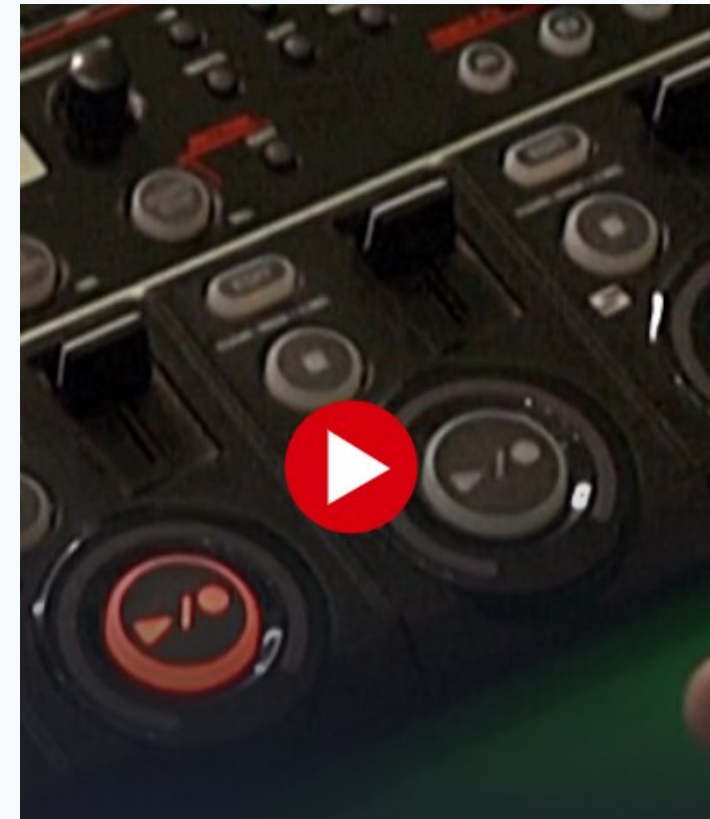
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Conclusions



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Conclusions

- **Makes sense of issues in your practice**
- **Teachers direct professional development**
- **Uses small-scale, achievable tasks**
- **Starts small and goes step by step**
- **Provides structured reflection**
- **Addresses your developmental needs**
- **Develops simple data analysis tools**











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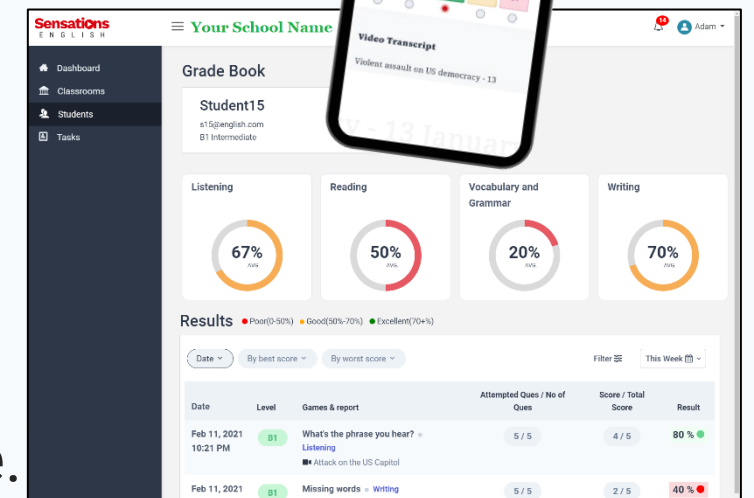
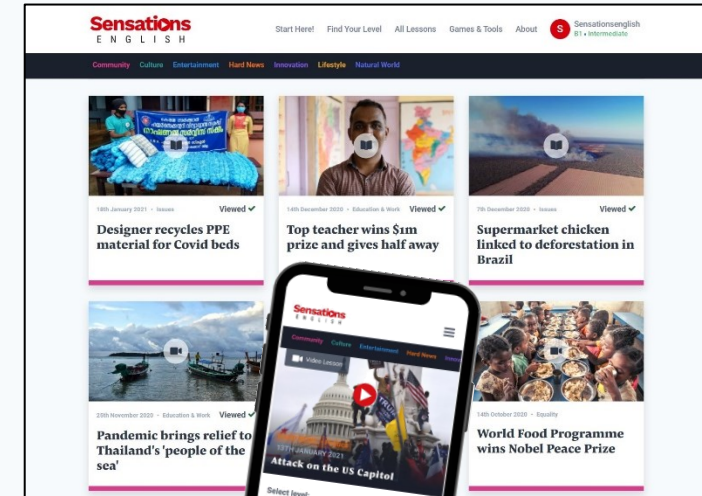
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