

TEACHING AS RESEARCH: A CASE IN PRACTICE

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ABSTRACT

- Whilst a great deal of research within the teaching research nexus is done on or with teachers, clearly some of the most emic insights into classrooms come in the form of practitioner research. The need to present research as something polished and finished that meets the requirements of academic journals can lead to a 'distancing effect' (Ushioda, 2021), and may create a divide between the two activities where the nexus meets. Furthermore, there is a tendency for published research to further distance itself from reality by presenting only the sanitized and 'ideal' version of the process and findings (Rose & McKinley, 2017).
- In this presentation, I reflect upon my own journey to becoming a practising researcher by discussing one of the projects I have undertaken which was every bit as much part of my teaching as it was part of my research. I will discuss how conducting this research helped me broaden my horizons and develop as a practitioner. I will discuss the types of data and evidence that I collected in order to question any assumptions about my practice, thus allowing me to arrive at more solid and evidence-based conclusions (Walsh & Mann, 2015).
- During this short talk, I will explain what I do in my classes and how I make my research a part of my teaching practice by employing an approach that utilises elements of autoethnography, exploratory practice and evidence-based reflective practice. I will mainly describe some of the methods I employ in day-to-day classes and how data is generated as a natural by-product of the type of teaching I do. I will also comment briefly on why I feel this is also an ethical approach and why it can benefit my students and my own practice as both a teacher and a researcher.

KEY WORDS

Autoethnography

Exploratory
practice

Evidence-based
reflective practice

Potentially
Exploitable
Pedagogical
Activities

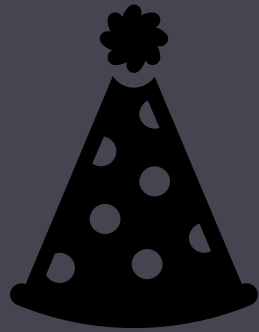
Metacognitive
strategies

Ethics



WEARING TWO
(OR MORE)
HATS

MANY HATS?



Concordances for [word="research"] [word="and"] [word="practice"]		
left	match	right
the operative implications for	research and practice	. The first section will review
information support of environmental	research and practice	notes that with perestroika and
possible that the boundary between	research and practice	may be blurred and solve the age-c
practitioners. Yet an alliance between	research and practice	is essential to the development
example of the alliance " between	research and practice	" at its best). He demonstrates
alliance for the future " between	research and practice	and the need for a constructive
importance of the relationships between	research and practice	was the focus of a joint CCETSW
integral relationship between	research and practice	was also the subject of discussion
. Parallels exist between both	research and practice	as activities. Both are problem
commendation that the relation between	research and practice	should be reciprocal should not



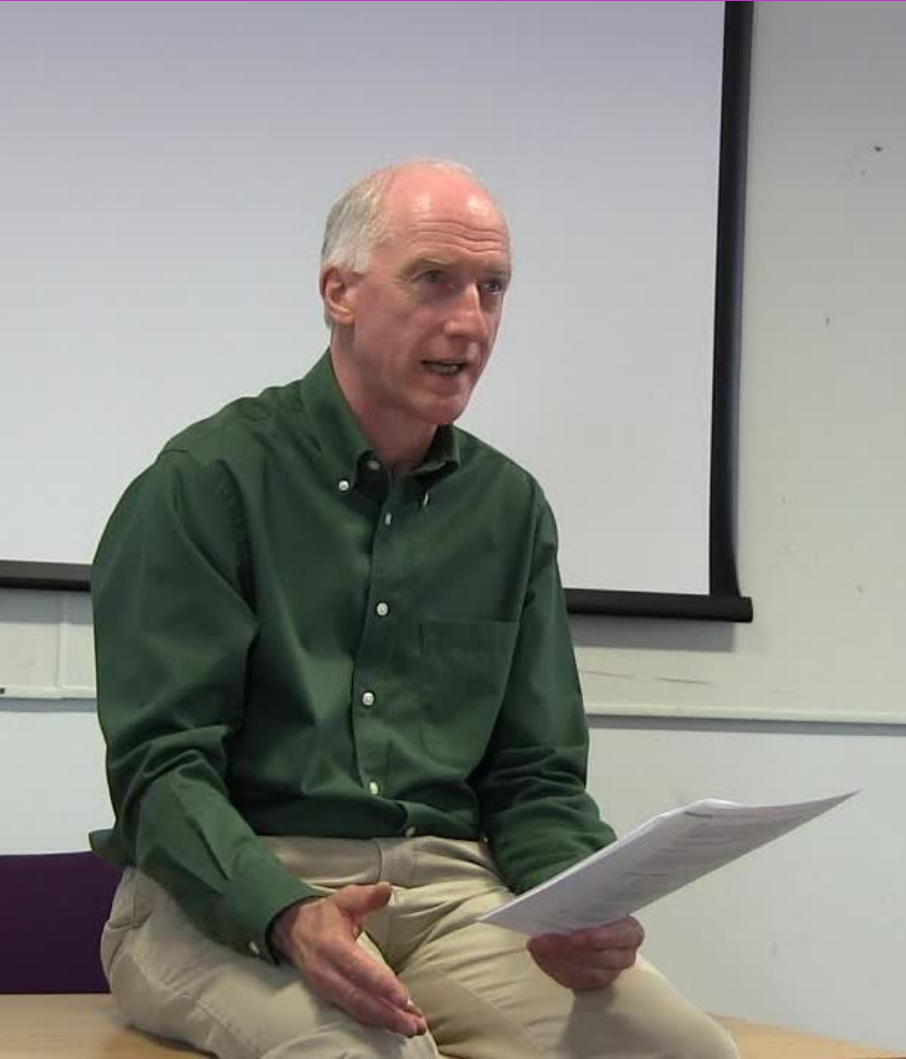
DICHOTOMOUS VIEW OF RESEARCH & PRACTICE

ONE BIG HAT

■ Praxis

A dark, grayscale background image of a person's face, looking upwards, with their hand near their forehead. The image is out of focus and serves as a backdrop for the text.

NATURAL RESEARCHERS



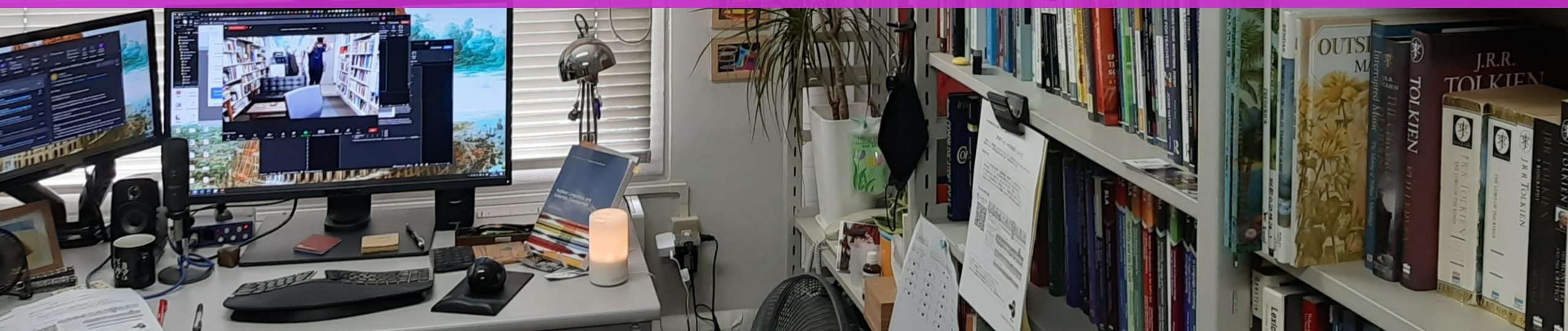
Most ESOL teachers are **natural researchers**. We're used to working out the needs of our students, evaluating the effects of particular approaches, spotting things that work or don't work and adjusting our teaching accordingly. Very few teachers approach their work mechanically and nearly all of us reflect on what we do in the classroom.

K. Richards (2003, p. 232)

Qualitative inquiry in TESOL. Basingstoke: Palgrave Macmillan.

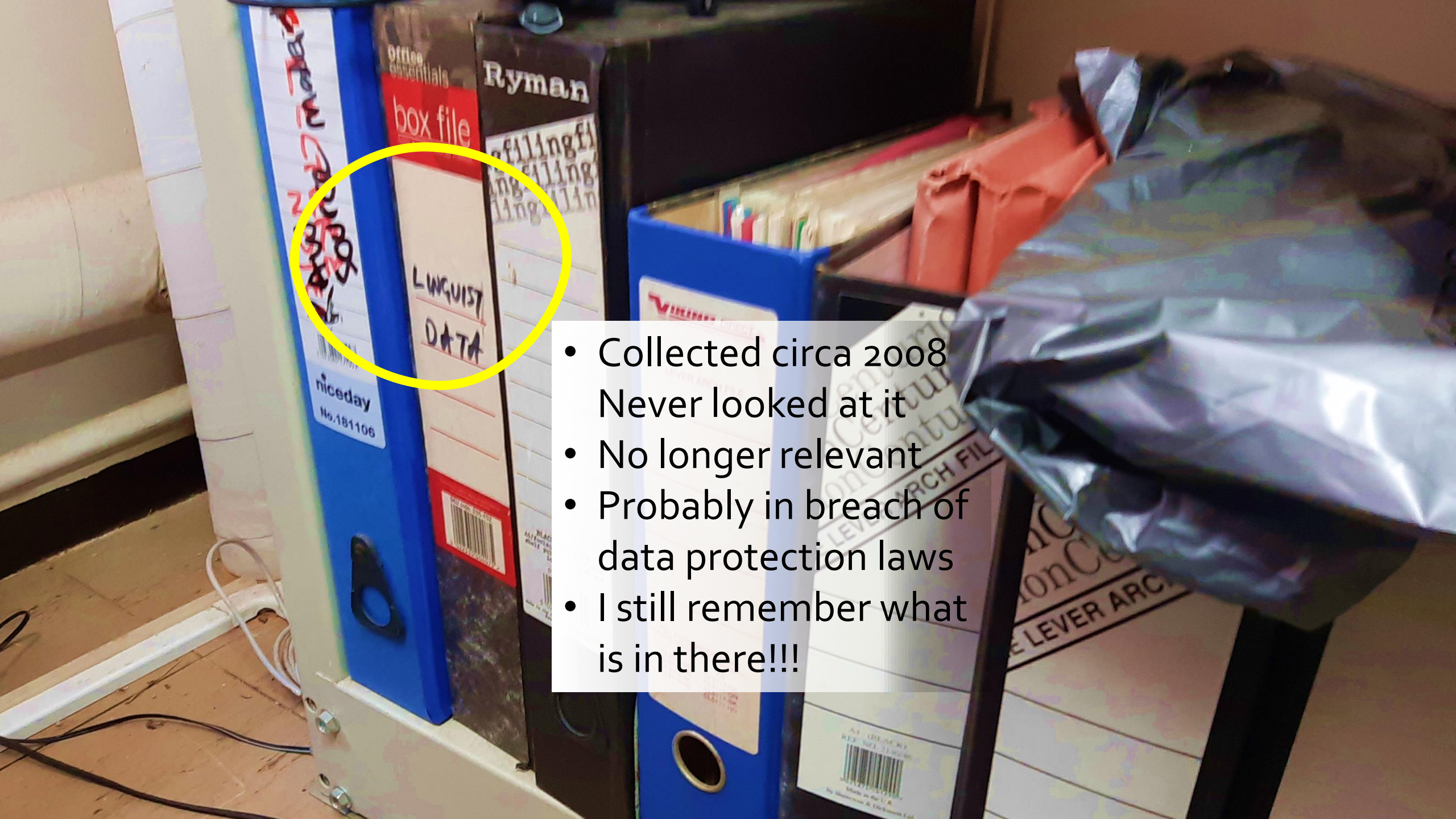


MY OFFICE









- Collected circa 2008
- Never looked at it
- No longer relevant
- Probably in breach of data protection laws
- I still remember what is in there!!!

AUTOETHNOGRAPHY & “BALANCED RESEARCH”



SUBJECTIVITY NOT A
BAD THING



REVERSE THE
OBSERVERS PARADOX



AUTO IS MORE THAN
JUST SELF

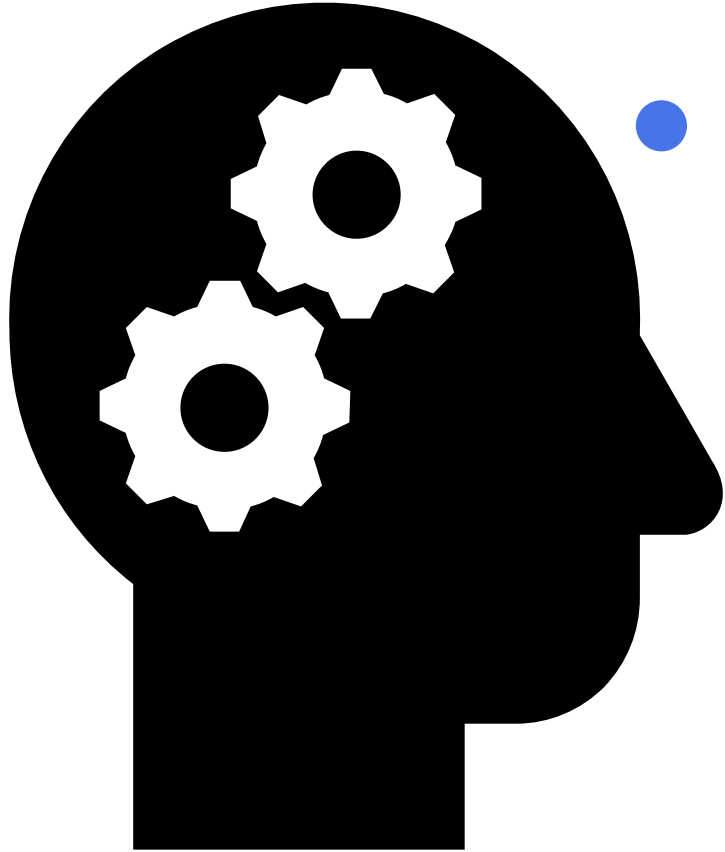
Li, N. (2006). Researching and experiencing motivation: a plea for 'balanced research'. *Language Teaching Research*, 10(4), 437-456.



Pinner, R. S., & Ushioda, E. (2019). Personalisation and Professionalism: managing the relationship between teachers and learners as people. In R. Lowe & L. Lawrence (Eds.), *Duoethnography in English language teaching: Research, reflection, and classroom application*. Bristol: Multilingual Matters.

PERSONAL VS PROFESSIONAL

INTROSPECTIVE TECHNIQUES ALL ROUND



- Metacognition
 - Built into coursework and assignments
- A 'small lens approach'
 - Ushioda, E. (2016). Language learning motivation through a small lens: A research agenda. *Language Teaching*, 49(4), 564-577.



MULTIMODAL DATA
TYPES



REFLECTIONS AND
PREDICTIONS
(METACOGNITION)



SELF-ASSESSMENTS &
VIGNETTES



ESSAYS, REACTION
PAPERS AND
COURSEWORK



AUDIO DATA AND
TRANSCRIPTS FOR
CLASSROOM DISCOURSE

EXAMPLES OF DATA

EMIC INSIGHTS



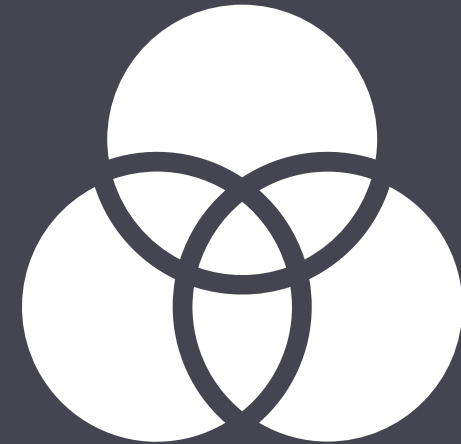
Communities of practitioner-
researchers



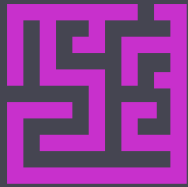
Broaden Horizons

SUMMARY AND DISCUSSION

- The teaching **IS** the research
- Both the researcher and students benefit from projects like this
- Time to DO the research is integrated, minimal impediments on teaching time
- Sharing findings, writing up and disseminating research?



DISCUSSION



How can we encourage the dissemination of research projects like this?



Community of researchers in practice



Other Questions?!

A close-up photograph of a dog's face, focusing on its large, black, textured nose. The dog has light-colored fur, possibly white or cream, and its eyes are partially visible in the background. The lighting is warm and soft.

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www.uniliterate.com

Thank you