

Increasing Instructor Engagement with SLA Research

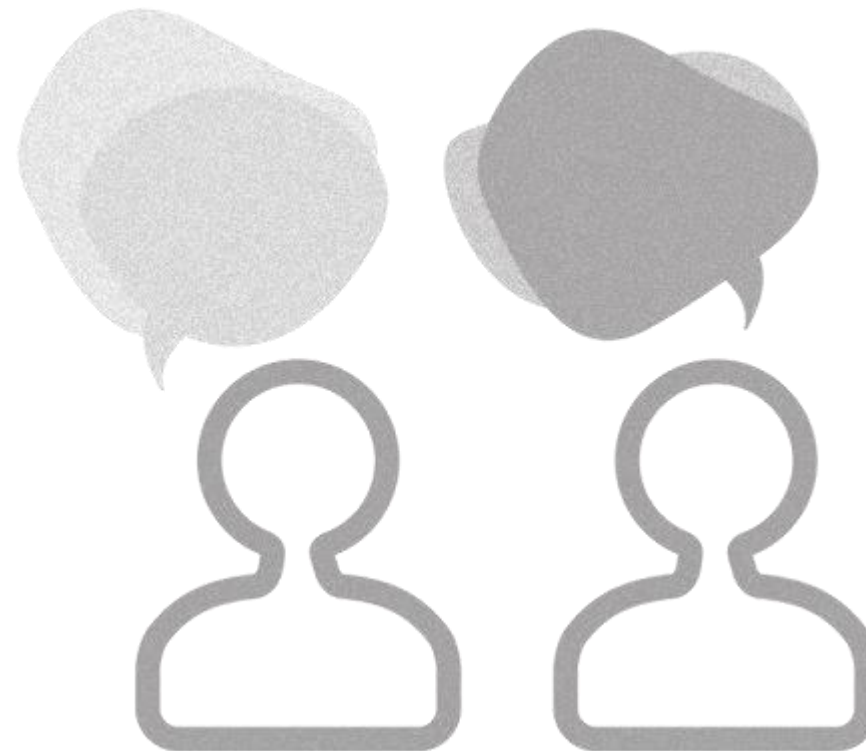
A Peer-led Approach



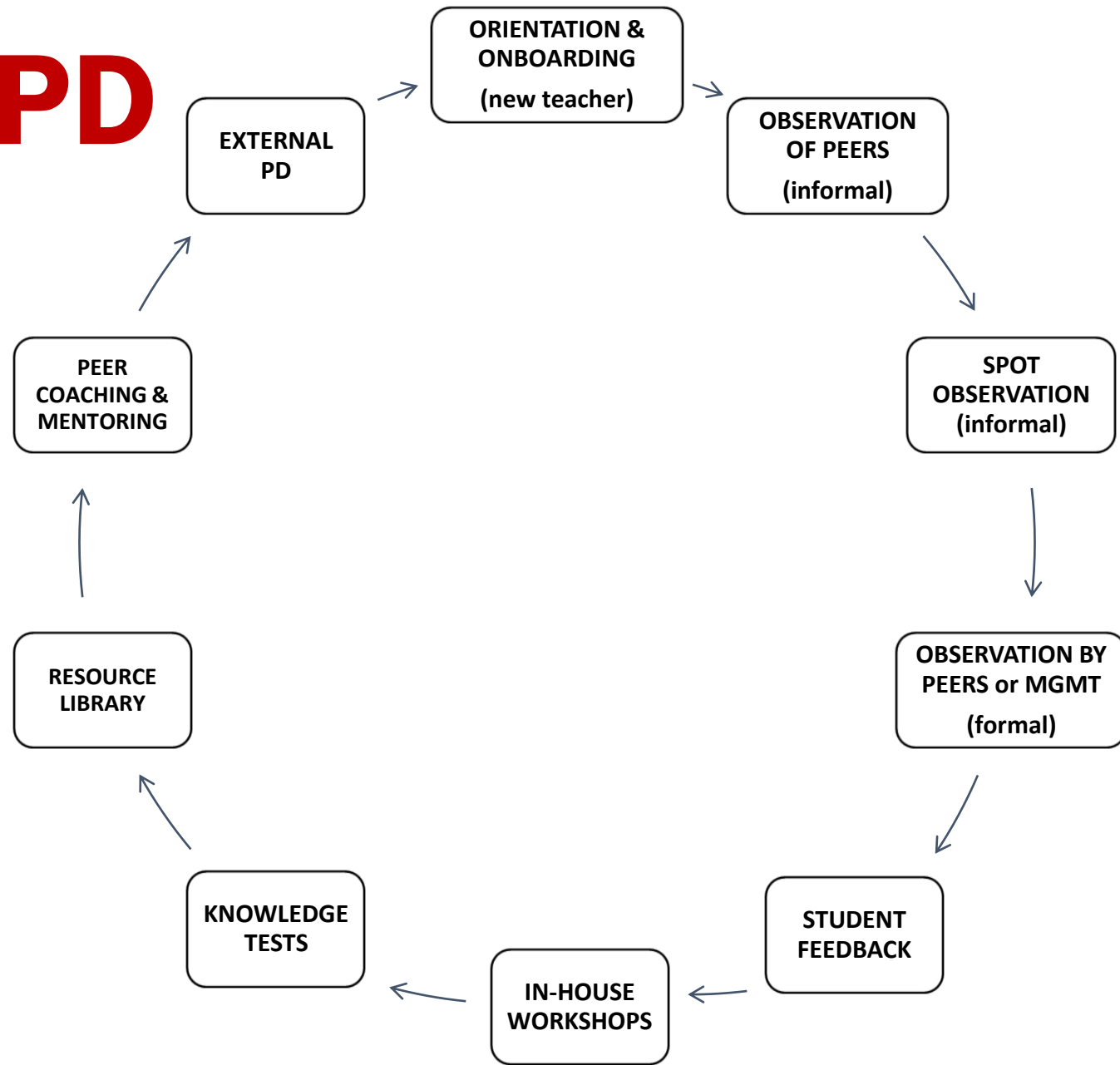
Introductions

Table Discussion

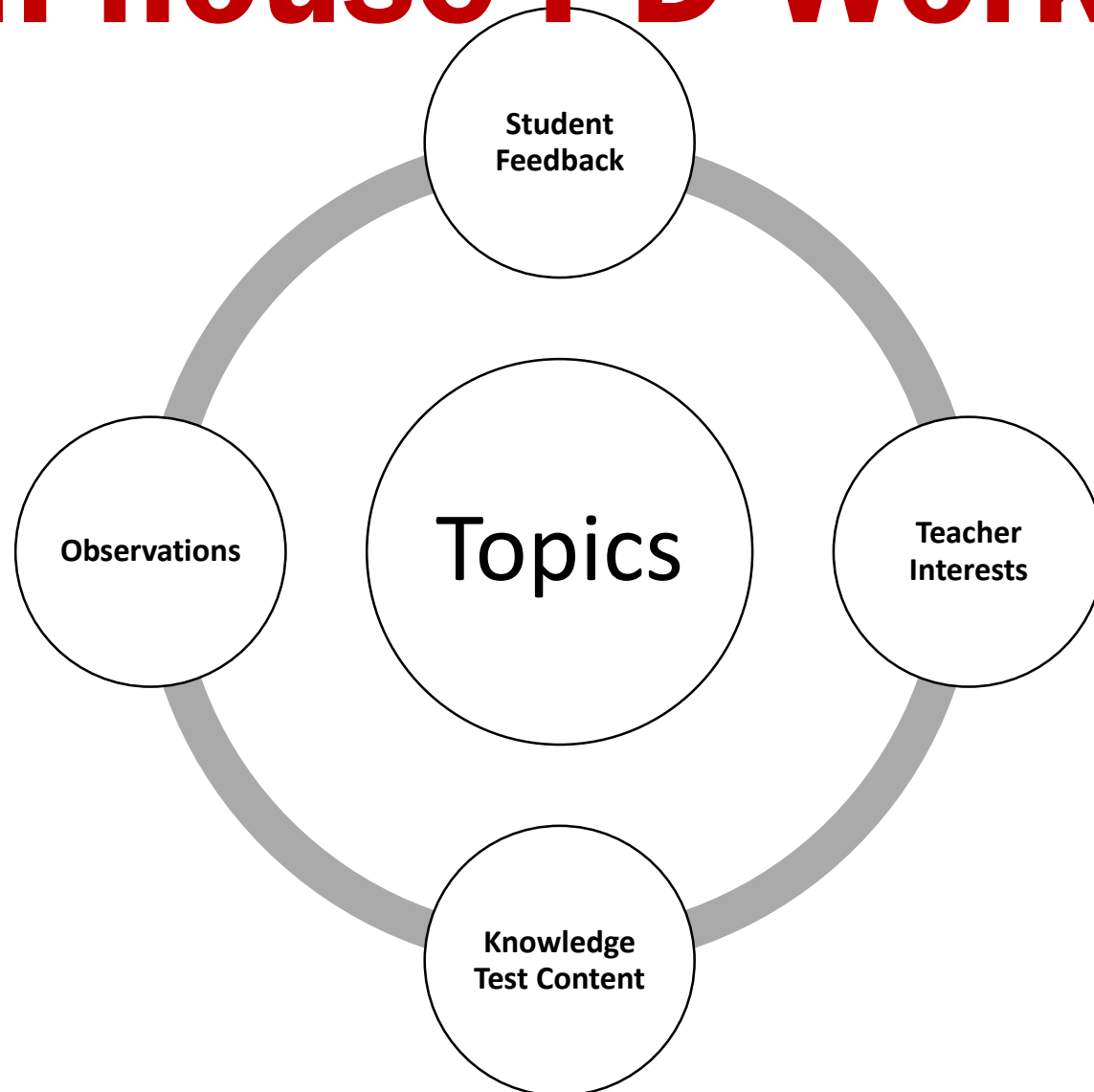
- Name/position/institution
- PD available to instructors in your institution
- How often you/your teachers attend PD



In-house PD

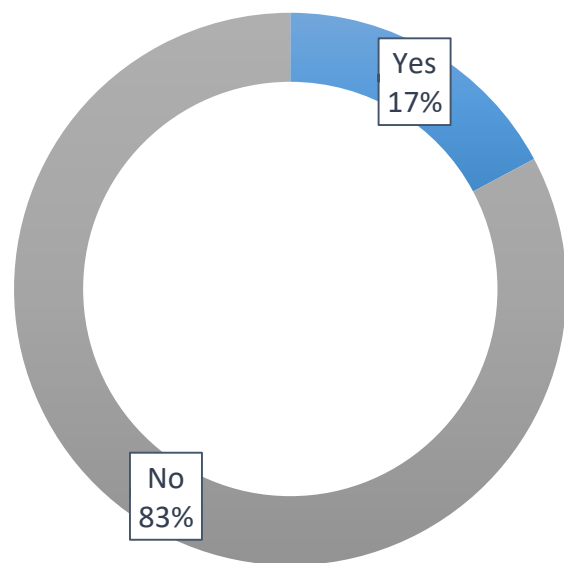


In-house PD Workshops

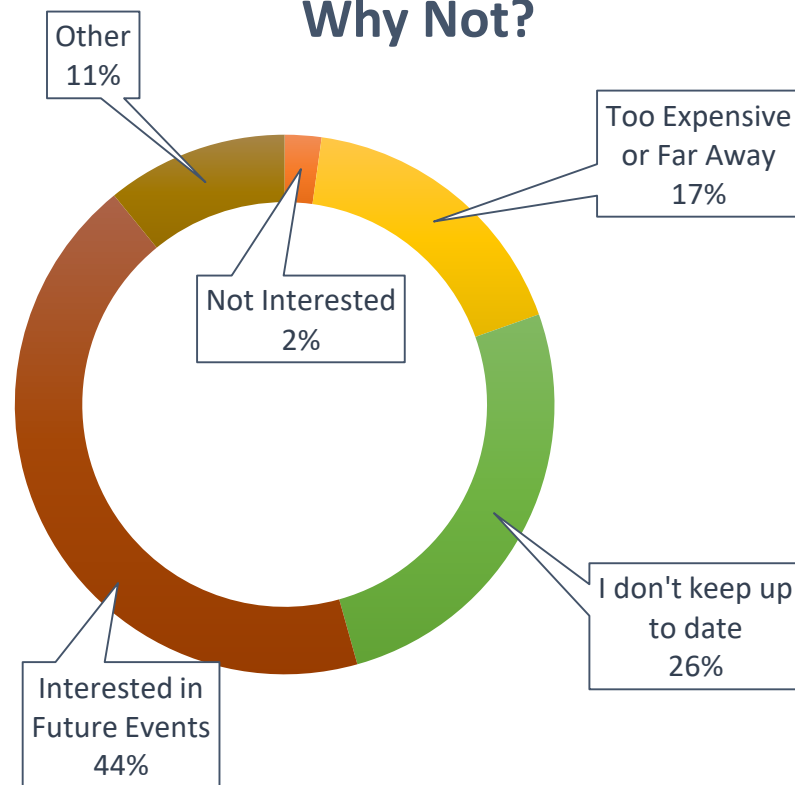


Survey Results

Have Attended External PD/Conferences in Canada



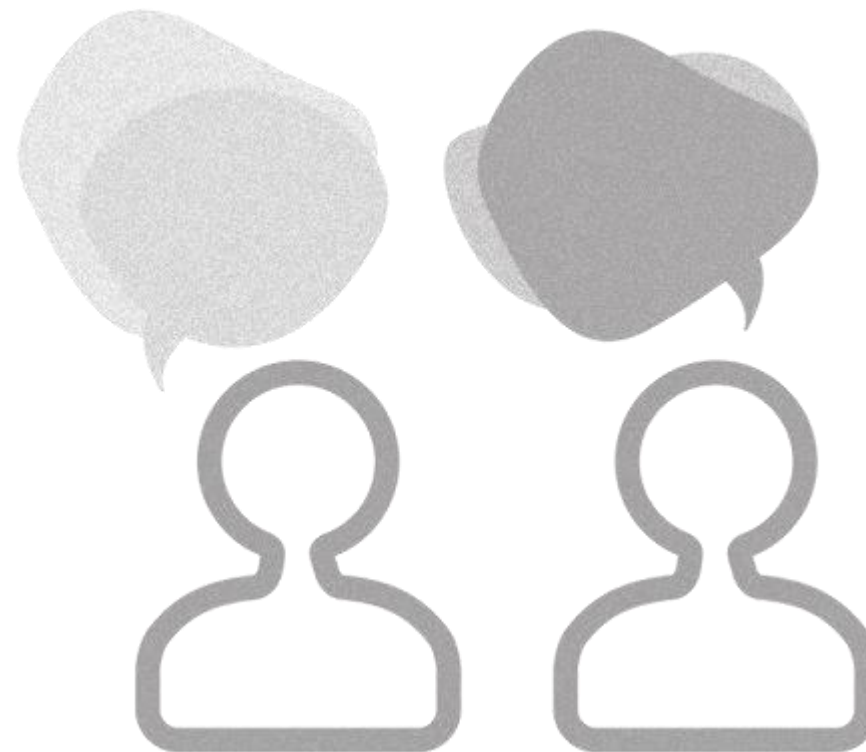
Why Not?



External PD

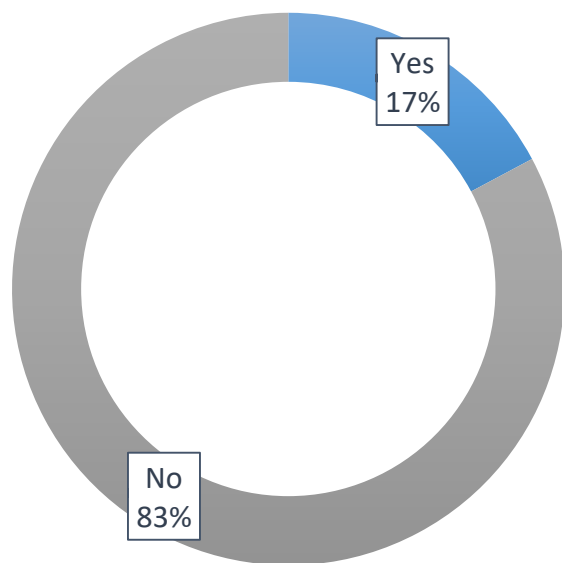
Table Discussion

- Do you think you would find similar results in your organization?
- What do you think explains this pattern?
- What are some barriers to PD opportunities that teachers face in your context?

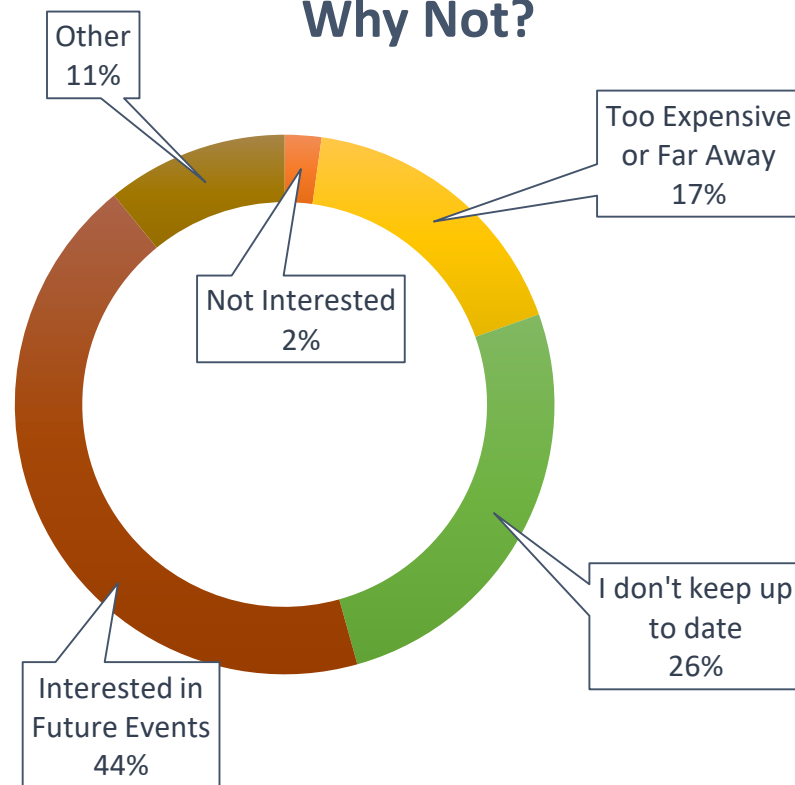


Survey Results - SLA Research

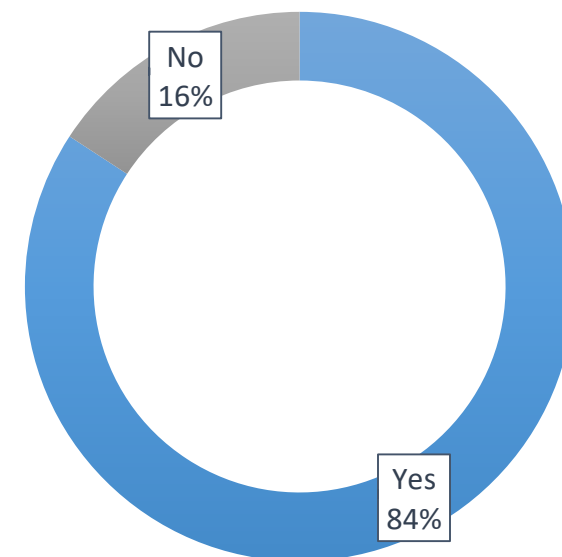
Have Attended External PD/Conferences in Canada



Why Not?



Interested in learning more about SLA Research?



Why SLA Research?

“English as a Second Language (ESL) instructors who engage with current research through ongoing professional development (PD) are better prepared to meet the educational goals and needs of diverse learner populations [...] Quality PD opportunities allow ESL instructors to access, reflect on, experiment with, and evaluate evidence-informed techniques, assisting them in implementing more effective practices.”

Promoting Engagement with Peer-Reviewed Journal Articles in Adult ESL Programs

-Marilyn L Abbott, Marian J. Rossiter, & Sarvenaz Hatami

Recommendations

Instructors and **program managers** both play a **key role**

One barrier to address is ESL instructors and administrators may **lack familiarity** with research

There is a need to **reduce the gap** between research and its practical applications (“clear language, relevance, and practicality”)

Allow for collaborative identification of articles and **create opportunities** for instructors to read and share research

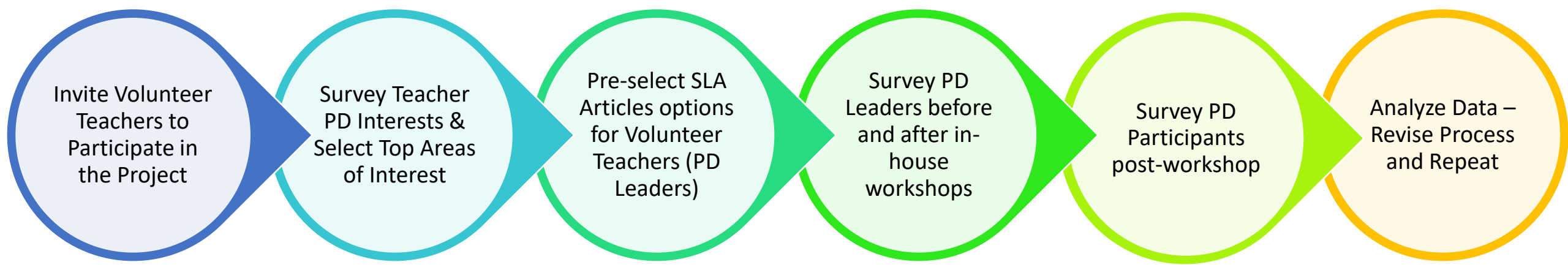
Gap in research: Current published studies are carried out in LINC or college programs. ILAC represents a different setting

Assumptions

1. Most language teachers (ESL) do not engage with research after completion of their training program(s).
2. In-house, peer-led workshops can effectively connect a broader group of teachers to SLA research.
3. In-house/peer-led (synthesized) presentation of research allows teachers' more input and allows more local customizability than external or other PD opportunities.



Project Overview



Invite Volunteer
Teachers to
Participate in
the Project

Survey Teacher
PD Interests &
Select Top Areas
of Interest

Pre-select SLA
Articles options
for Volunteer
Teachers (PD
Leaders)

Survey PD
Leaders before
and after in-
house
workshops

Survey PD
Participants
post-workshop

Analyze Data –
Revise Process
and Repeat

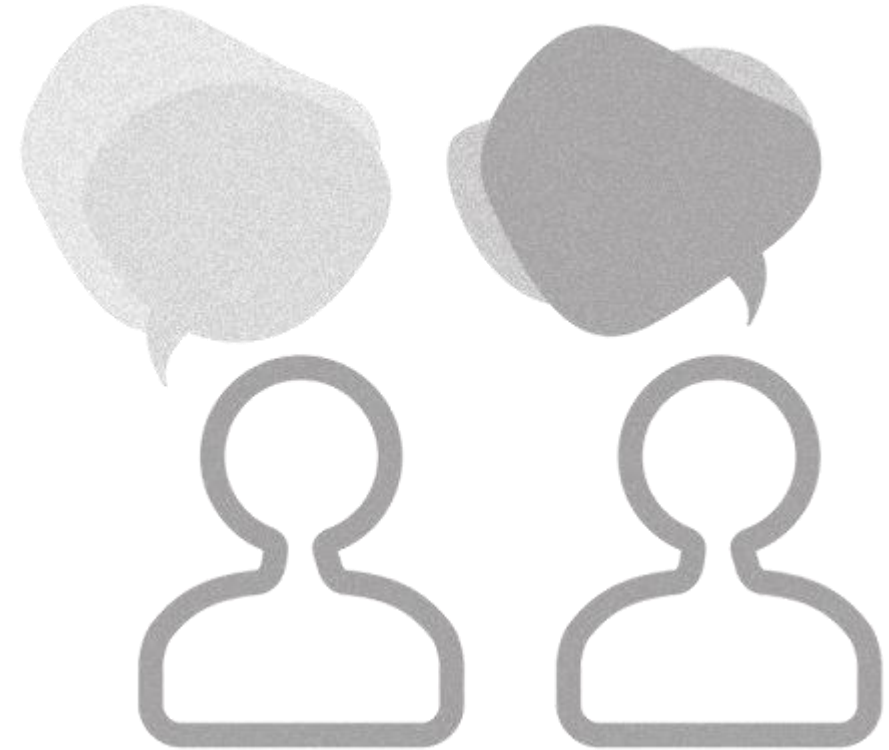
Project Overview

| PROJECT AIMS | PARTICIPANT REQUIREMENTS |
|--|--|
| To determine how academic research can be integrated into ILAC's PD scheme | Finalized topics provided must be used |
| To determine how academic research can be applied to practical classroom scenarios | Research articles provided must be used in the PD (choose from or supplement what is provided) |
| How well-received research is in PD form - how do peers react to/engage with/apply PD-delivered research | All questionnaires must be completed & Consent must be given to participate in the project |

Increasing Engagement

Table Discussion

- How could these recommendations be incorporated in your PD scheme?
- What are the challenges (time, resources, distance, knowledge)? How could these be overcome?

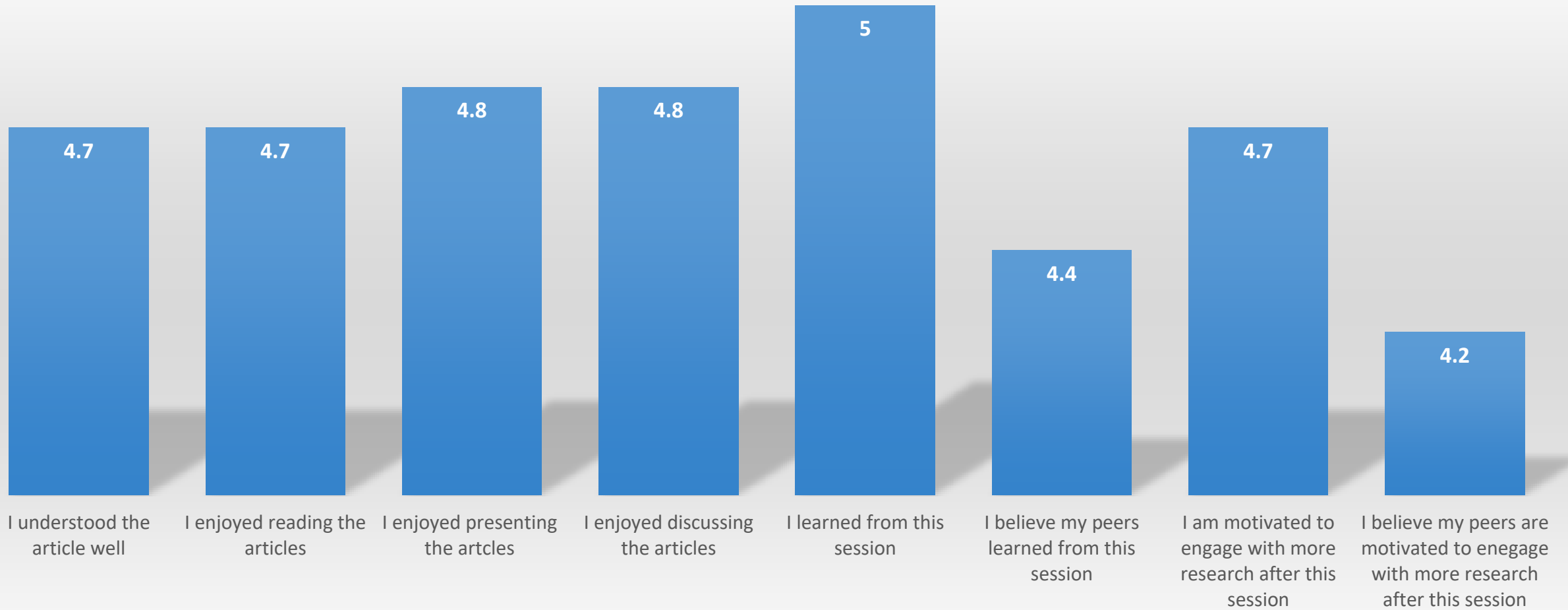


Testimonial – See Handout

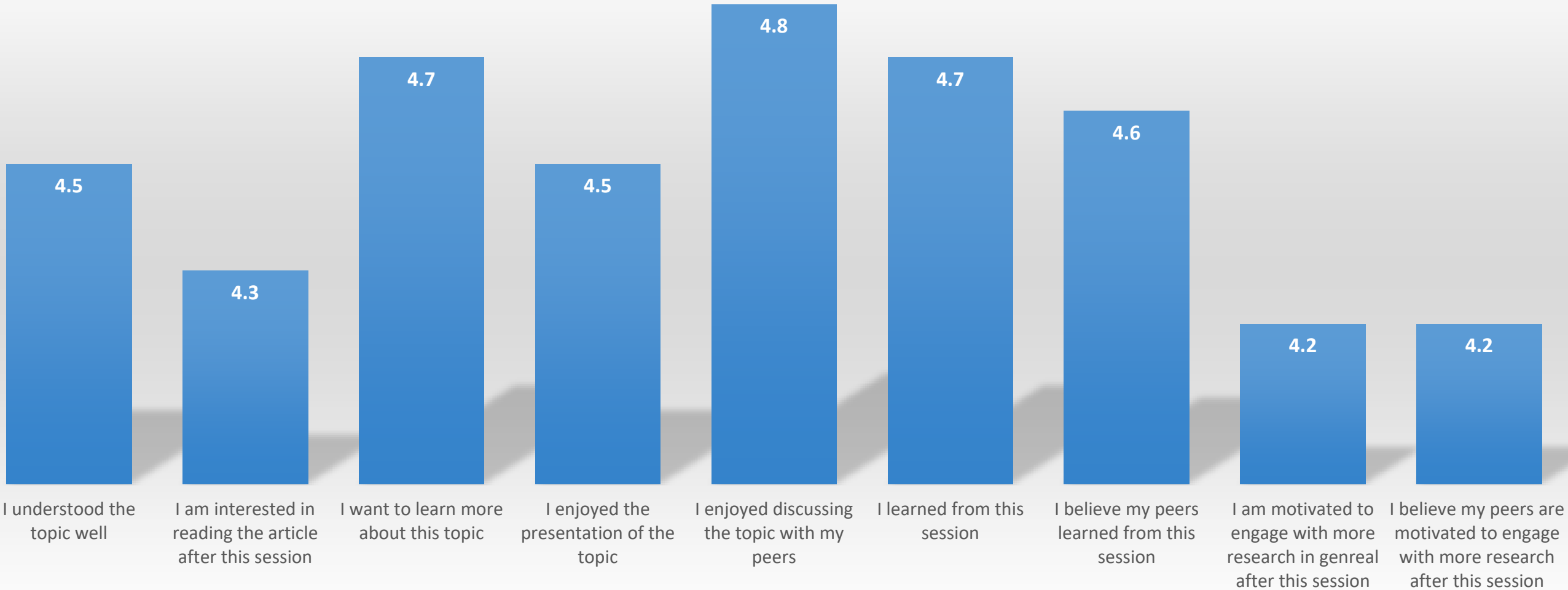
This experience was extremely beneficial for my teaching practice. I learned to creatively address my students' needs within the context of the curriculum, and how important these types of check-ins are - not only for me, but also for the students! They were happier that their needs were being addressed consistently, and more aware of what was going on in the classroom because they were reflecting so frequently. I have always been interested in engaging with research to adjust my classroom practice; what this project provided was the opportunity to increase my confidence about doing so.

ILAC Vancouver Teacher

Post PD Surveys - Leaders



Post PD Surveys - Participants



What was Effective?

PD Leader Feedback

- **Sharing** experience with peers. **Talking** about techniques of correction and terminology
- Getting teachers to share different lesson planning **techniques**. Providing suitable **activities**
- People had a lot to talk about ; I've heard only **positive feedback**
- The [content] brought up **interesting questions** and **opened** more topics for **discussion** and sharing

PD Participant Feedback (peers)

- I came out with a **greater understanding** under the topic and **new tasks** and **ways to teach** the topic, **lessons and ideas** were really useful
- The materials were engaging and not too wordy. **Good examples** for tasks. Great time management
- Each stage was **interactive** and well-planned. Thank you!
- We **discussed** possible **problematic methods** and how to avoid them; looked at **real needs analysis** as done by PD host

What would you do differently?



PD Leader Feedback

- Do **more demos** of the different types of techniques
- Getting teachers to **perform** some examples of the **techniques**
- I would use **better examples** since teachers were a bit confused with the ones in the article – it was a very interesting article when you take time to read it and understand it
- I might have cut the discussion time down a bit and given **more time for the demo lesson**
- I think I would **focus more specifically** on dynamic assessment and not try to bring other assessment styles into the conversation

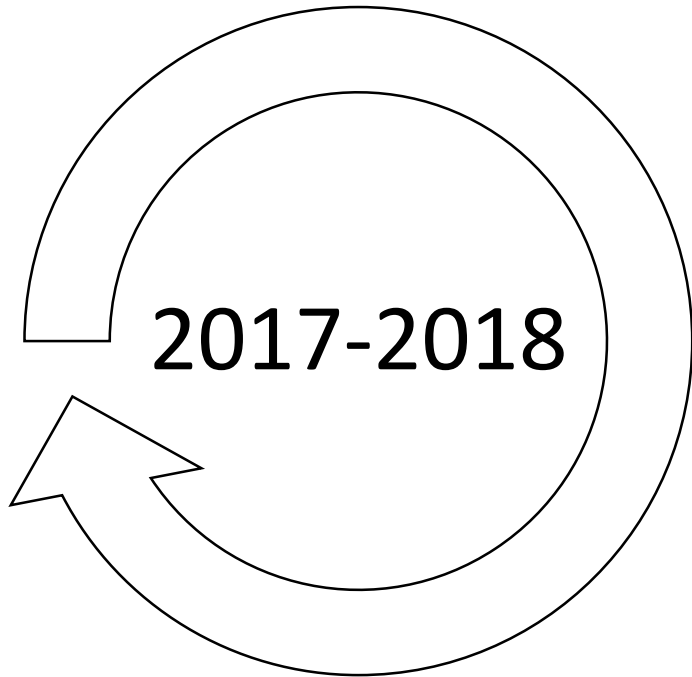
PD Participant Feedback (peers)

- **More references to research**, although this was definitely achieved in the PD. There is always room for more.
- Have **more activities** for sharing and practicing in class.
- **More techniques** for our classes, how to apply. Thank you!
- All was perfect! Just a little **more time!!**
- Share **more experience** from other teachers.

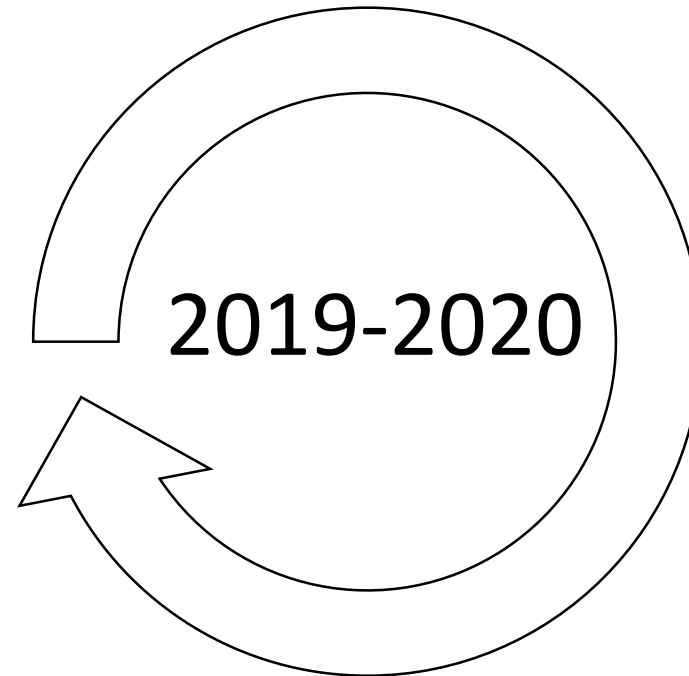
Limitations/Implications for Research

- Number of participants and nature of data collection for pilot doesn't allow for statistical analysis
- Using the work of Abbot & Rossiter (2013), Rossiter, Abbot, & Hatami (2011, 2015) as a basis for selecting features of the program, results of the pilot seem to be in-line with current research
- Positive response to program indicates further study is worthwhile

Project Summary



- 10 Volunteers/PD leaders signed up
- 3-5 articles for each content area were pre-selected
- PDs were scheduled over 10 months
- Administrators met with each leader to guide the process
- Both PD leaders and participants were surveyed



- 30+ volunteers/PD leaders signed up
- Topics given to pairs/groups of teachers
- Standardized preparation process and guidelines created
- Classroom observation component added
- ELT Conversations

Conclusion

- **Help** teachers **select SLA** material
- **Create time** for teachers to read and share
- **Guide teachers** toward classroom application
- Facilitate **peer-led** discussions/workshops

- **Any questions?**



Thank you!

References

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