

BRIDGING THE GAP BETWEEN RESEARCH AND PRACTICE: THE TEACHER- RESEARCHER

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Meesterschapsteam MVT

WHO ARE WE?

Janine Berns (CLS, RU)

- PhD in French linguistics
- Assistant professor in linguistics and SLA
- Research projects: development of oral and written language skills, language anxiety, linguistic awareness

Tessa Mearns (ICLON, UL)

- PhD: Learner L2 motivation in tto
- Assistant professor, teacher educator
- Research interests: CLIL, bilingual education, teacher education, teacher identity, JEDI

WHY ARE WE HERE?

- Meesterschapsteam moderne vreemde talen
- Value of practitioner research
 - For advancement of the field
 - For professional development
 - For teacher agency
- The time is ripe!
 - Curriculum.nu → research is needed and can have real impact
 - Opportunities abound! (but are not always easy to navigate)

WHO ARE YOU AND WHAT BROUGHT YOU HERE?

- **Introduce** yourself to another member of the group (name, where you work, who/what you teach, etc.)
- **Explain** to each other why you chose this workshop
- **Discuss:** Where in your professional life does/could research play a role?
- **Be ready** to report back!



WHY ENGAGE IN RESEARCH AS A TEACHER?

- **Advancement of the field**

- In ways that are relevant to practice
- Narrowing the gap between research and practice

- **Contribute to change**

- Development of new knowledge, materials and curricula
- Systematic evaluation and dissemination of (innovative) practices
- Recommendations for policy, curriculum, practice (e.g. curriculum.nu)

- **Professional development**

- Research skills
- Specialisation/Knowledge of field
- Systematic improvement of practice

- **For some:**

- Career opportunities/advancement

FORMS OF RESEARCH BY TEACHERS: CLASSROOM INQUIRY

- Action research / Teacher research
- Form of professional development
- Focus on own practice/context
- Cyclical process linked to action
- Often participatory element
- Best with some supervision/support, e.g. critical friends, research group facilitator
- Theory used when useful
- No fixed time-frame - can be never-ending!



HOW TO FIND FUNDING FOR YOUR RESEARCH PROJECT?



PhD grants (for 'eerstegraadsdocenten'/MA graduates):

DUDOC-ALFA, NRO promotiebeurs voor leraren (and for primary education: NRO PromoDoc)

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Research-related professional development programme:

ICLON Kenniskring

Or:

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 - Find support/supervision if you can (a MUST for PhDs)
 - Try to make arrangements with your school to protect your time for research

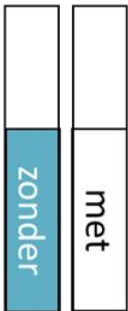
TEACHER PHDS:
SOME EXAMPLES



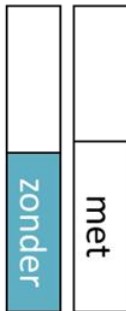
Leslie Piggott

Kan het echt niet zonder grammatica?

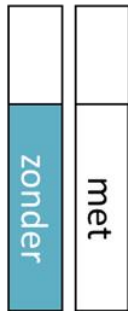
Schrijven (na twee jaar)



vocabulaire

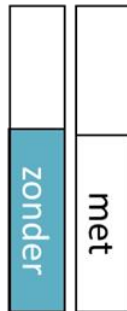


grammatica

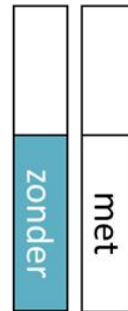


adequaatheid

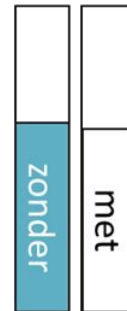
Spreeken (na twee jaar)



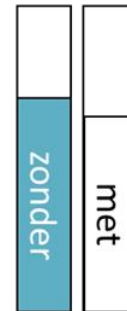
vocabulaire



grammatica



vloeiendheid



adequaatheid

Is het (minieme) verschil in grammatica overbrugbaar?

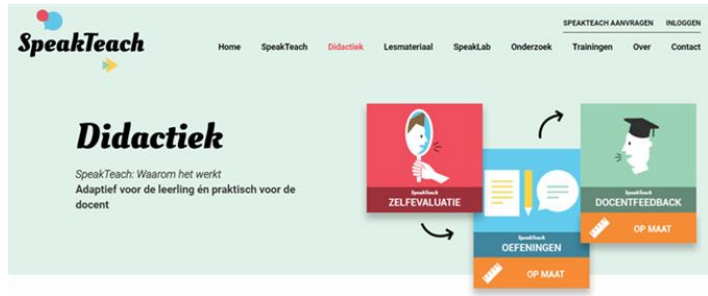
Na een grammatica-crash course was er op grammaticatoetsen geen verschil meer tussen de groep zonder en de groep met grammatica-onderwijs, ook niet als deze grammaticatoetsen maanden later herhaald werden.



Esther de Vrind

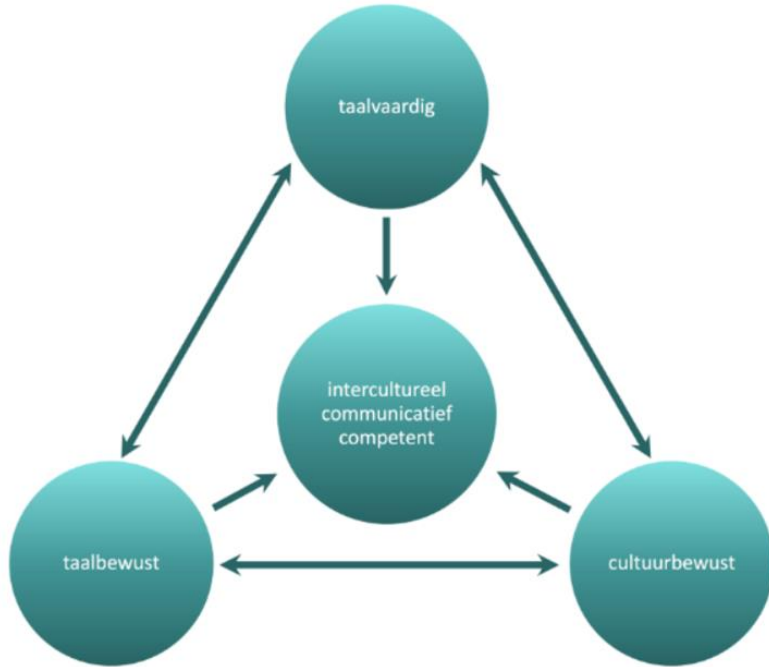
Hoe begeleiden we de individuele leerling in een klas van 30?

Één van de mogelijkheden ligt in het betrekken van de leerlingen bij hun eigen leerproces.



	POSITIEVE PUNTEN	SOORT FOUTEN	PLAN	FEEDBACK	
Docent eens met inschatting leerling	10	8	5	n.v.t.	
Docent ten dele eens met inschatting leerling	5	6	10		
Docent niet eens met inschatting leerling	2	3	2		
Docent merkt meer en andere punten op dan leerling	8	3	1		
Leerling merkt meer en andere punten op dan docent	8	9	10		
Verschuiving van feedback of inzicht van docent door opname	7	8	5		2
Verschuiving van feedback of inzicht van docent door Zelfevaluatie leerling	9	10	14		15
Geen verschuiving van feedback van docent door Zelfevaluatie leerling	n.v.t.			2	

DE MVT-LES DRAAIT OM MEER DAN TAALVAARDIGHEID ALLEEN



- **Taalbewustzijn** omvat expliciete kennis over taal als systeem, een bewust besef van hoe taal werkt als fenomeen in onze maatschappij en inzicht in hoe mensen hun moedertaal of een vreemde taal leren.
- **Cultuurbewustzijn** omvat bewuste aandacht voor gedrag, verwachtingen, perspectieven en waarden van (leden van) culturen en samenlevingen.



Esther Schat

Intercultural literature education offers opportunities to create a content-rich curriculum.

- Main focus is on subject content, language skills have an essential supporting function.
- Followed 300 pupils and 14 teachers for 2 years
- Developed a:
 - > didactic approach
 - > theoretical model
 - > three series of educational materials
- Approach that benefits:
 - written language proficiency
 - intercultural awareness and competence



Jasmijn Bloemert

Hoe wordt literatuuronderwijs door docenten aangepakt en wat zijn de verwachtingen van leerlingen?

Docenten gebruiken teksten met name om formele elementen van teksten te onderwijzen (bijv. genre en genrekenmerken) en om de leerling uit te nodigen na te denken vanuit het gezichtspunt van een ander. De culturele achtergrond van teksten is minder belangrijk en ook zien docenten hun literatuurlessen niet als verdoken taalvaardigheidslessen.

De verwachtingen van leerlingen rond literatuuronderwijs zijn tegenovergesteld: zij zien literatuuronderwijs vooral als taalvaardigheidsonderwijs en ook in enige mate als een manier om over de doeltaalcultuur/-culturen na te denken.



Elisabeth Lehrner-te Lindert

Is er ruimte voor literatuur met een niet-literair centraal eindexamen?

Leerlingen die een literatuur-intensief curriculum volgen scoren beter op reguliere (niet-literaire) leestoetsen dan leerlingen die een standaard curriculum volgen.



Errol Ertuğruloğlu

Language scaffolds in the teaching practice of citizenship-related subject teachers teaching in bilingual secondary school environments in the Netherlands

The big idea is to compare the ways social studies and geography teachers provide language support in tto and isk classrooms and to see what they can learn from each other



Reported Practices



Observed practices



Motivations

8 tto teachers and
8 isk teachers

AFTER HAVING COMPLETED A PHD PROJECT?

**Secondary school
teacher**

(and stay connected to research
by partnering in new research
projects for instance)

**Teacher trainer in
higher education**

**Teacher/researcher
in higher
education**

① Via all routes you (and your PhD outcomes and experiences) will help to strengthen the practice of language education.

OVER TO YOU

FINDING A TOPIC TO RESEARCH



Work in pairs:

- Brainstorm things you are curious about from your practice or in education more generally
 - e.g. a problem, challenge or ‘mystery’ in your classroom or educational context
- Why would you like to explore this? (think in terms of your own practice and/or more broadly)
- Try to formulate as a research question

FROM PROBLEM TO RESEARCH QUESTION

- What exactly do you want to know about your topic?
- A good research question:
 - Covers all relevant elements
 - Must be broad enough, but at the same time concise and specific.
 - Preferably not a "yes" or "no" question.
 - Must be a question that lends itself to being researched under the given circumstances (time and practicalities).



NEXT STEPS IN DESIGNING YOUR PROJECT

What is your **role**? (PhD researcher, teacher-researcher...)

What **kind of research**? (exploratory, explanatory, experimental, practice-based...)

What **data** could you collect that would help to answer your question? (qualitative, quantitative, longitudinal, which sources?)

On what **scale** would your research take place? (own class, own school, several schools, etc.)

Which **interventions/changes** would you like to implement (if any)?

Which **variables** would you want to measure?

Any thoughts on **data analysis**?

What **support/guidance** do you need?

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WHERE TO LOOK FOR EXISTING PHD-VACANCIES?

- The vacancy page on the websites of the various Dutch universities:
 - www.ou.nl
 - www.rug.nl
 - www.ru.nl
 - www.universiteitleiden.nl/
 - www.uu.nl
 - www.uva.nl
 - www.uvt.nl
 - www.vu.nl
- <https://www.academictransfer.com/nl/>

Visie op de toekomst van het curriculum Moderne Vreemde Talen

19.04.2022 - V4.4

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*Janine Berns, Silvia Canto, Nivja de Jong, Eva Knopp, Bert Le Bruyn,
Wander Lowie, Tessa Mearns, Marije Michel & Jeanette den Toonder*



THANK
YOU!

Please feel free to contact us -
for advice on your research
topic and potential supervisors

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