

Teacher's English Language Teaching Research Impacts on Pedagogical Decisions

Dr. B.V.Ramana Murty

Faculty of English, Dr.B.R.Ambedkar University, Srikakulam, A.P., India.

Abstract: This paper focused on sound research activity on language teaching. It focused on attention towards research and identifying issues that emerge in the activity. Its aims are to locate the areas in the language teaching research. And the quality research has the greatest potential and indicates the future needs of the research. The paper presents the results of a survey representing the multiple method of investigation in the language teaching area. Moderate methods of teaching research activity were discussed with the sample study. The levels of sound research activity are analyzed in relation to two key factors that are examined in the survey. The teacher's conceptions of research and their views and response regarding the institutional research culture that shown impact on pedagogical decisions.

Keywords: Research activity; English language teaching, pedagogical decisions.

Introduction:

In the present English language teaching research activity has been suffering from quality deficit. So the concern researchers are very careful about quality research and teaching (eg Hargreaves 1996: Tooley & Darby, 1998). As Lazaraton (2003a) has strongly claimed about the quality research who thoroughly reviewed the evaluative criteria. Who focused on applied linguistics is the strong base for sound research and teaching. This opened the insights into the process of language teaching and learning. It has become a thrust area for research

and gives a way for future needs of the language teaching and research. It begins with current research trends, debates, workshops, seminars and conferences and Journal Publications. The present researchers have through attention on the issues of quality and quantitative research, (Holiday 2007). In recent years it has been characterized by a drive to engage class room by the language teachers. The effective class room teaching depends on language teaching research. The professional development depends on effective class room teaching and research. (eg. Davies, 1999, Elliot, 2002; Thomas & Pring 2004).

The basic argument is that when a teacher do sound research that impacts on pedagogical decision, further it impacts teaching, research and learning that could give larger benefit. The English language teaching research contributes the understanding of teaching happenings in the class room and teachers response towards teaching practice, and their approach for their teaching abilities development. (Miller & Aldred 2000: Mangubhai etal 2004, 2005 Nazari 2007). The validity of serious research practice based on evidence (eg. Maxwell, 2004, Marrison, 2001) it shows relationship between research and professional practice. It is generally practiced and more informed use and involvement in research by the teacher can enhance their quality in teaching practice. Their quality and quantity language teaching and research shows their beliefs and the nature of research. It could be understood in different situation and contexts. Research is

considered a long time dominated by the positivism based on the assumptions, tests hypotheses about the research. the research problem can be answered through a process of doing careful experimentation by constructivism, that denied the objectification of knowledge, instead to understand, through locally situated investigation.

The participants instructional and research, analyses and perspectives are recognized and reflected by social and historical forces, through research theories. It is to be debated towards attention of the conceptual and methodological issues of the research (Bryman 2006: 113). As perry's (2005) suggests that all research can be placed on quantitative and qualitative doing. Focusing on practical issues rather than conceptual condors. This pragmatic attentive accepts a multiplicity of positions and rejects to impose single version as it places the quality of research, emphasizing centrality of the research problem and the importance of situational factors in the pedagogical decision making (Brannen 2007). In this area of research offers a useful characterization in terms of pursuit, situation list and programmatic perspectives.

Teacher's views on research:

Within the parlance of sound research activity, the cited above the strand of inquiry has focused on examining what teacher actually think about research. (Everton, Galton & Pell, 2000, 2002; MC Namara, 2002: Ratcliffeetal; 2004, Shkedi 1998). This type of rational inquiry has been initiated to promote to identify the impact on an understanding of teacher's conception of research and their role in research. Now I want to argue on key findings. i) Whether research had influenced their pedagogy or interested in research activity. ii) Language

teaching research might have an impact on their teaching process. iii) Would research experience, give limited understandings of the nature and process involved in social science research to them. The study also explored the influence of research on teacher's language teaching process. A finding clearly indicates such research indirectly evident through curricula and instructional material. This study assures a qualitative analyses relies the experimental analyses and mixed methods and approaches includes in the qualitative aspect of research (Takahasi 2005). The research in teacher's language teaching shifted towards practical and contextual research issues (Sealey & Carter 2004). The qualitative and quantitative approaches can be integrated and based on interviews with teacher researchers.

Teacher's research activity

The research enquiry has focused on the notion of research activity of the teacher's and institutional involvement. In recent times, there have been a number of funded initiatives in our country that aims at increasing teacher's research activity in reviewing on such initiatives, Worrall is examined in order to establish common reason cited, to generate a greater understanding of specific issues in teaching and learning. the present study has highlighted by three reasons, why teacher's did not involve their activity in research a) The lack of external pressure to do so b)Lack of time, and c)personal dispositions. In order to understand the research activity and process in the institutions, Boarder (2005) conducted interviews with educational providers who were known to be involved in and supportive of practioner research. study of autonomy in feedback that provides useful illustration of how an impressively wide range of methods (questionnaires, interviews, protocols,

classroom observation and other relevant documents) can be worked out. In this connection of study the main reason teachers participated in research was found to be a desire to improve the quality of teaching and learning through doing research.

The research activity at the institution level also examined and found they had organizational commitment to participate in research, with recognition of time and resources required to do this. The main influence of the institution on teacher's research activity prioritized in number of other sources (eg. Ebbutt, 2001; Handscamb & Macbeath, 2003; Hemsley-Brown & Sharp, 2003; sharp Eames, sanders & Tomlinson 2005) concluded that "the main barriers to knowledge use are not at the individual resistance, but originated in an institutional culture that does not foster learning". Overall the research has been growing interest in recent times not only in the nature of teacher's activity and research but the institutional role in shaping this activity.

Research Activity in Language Teaching

The teacher's research activity in language teaching occupies a little area. This studies, the notion of research tied to quantitative and statically methods about the role of educational research in the teacher's professional lives. The teachers researchers have continued to build on quality research, it contributes to our understanding of what happens in language classrooms and analyses, the teacher's perceptions and their approaches. It shows contradictory results of research on teaching learning process and many teachers are stereotypes though provoking to many teacher's teachings and research towards language teaching (Wu & Fang's (2002). In the context of second language teaching

process in India, it is stereotype, exposing and dynamic interplay of experience, belief and practice, findings supported by research. This yields further research. And also discussed in detail the conditions of teacher's work may suffer against research activity and the strategies through which teacher research activity might be achieved (Burton,1997, 1998, Burton & Mickan, 1993). This has included such as attitudes, factors and knowledge and skills. Which factor may support or discourage them from involving in research. These issues have become this strong evidence which can promote initiatives aimed at promoting research activity.

Method

The present study has adopted method in form of a questionnaire, the cross sectional surveys, class room interactions and interviews the data the earlier studies information in standardized manner. The combination of genre and analyses are focused on group interviews to explore teaching perspectives.

Administration

The questionnaire was administered to teachers on workshops, ELT programme at Indian university level. All 31 teachers teaching on the programme were invited to complete the questionnaire which was distributed and collected.

Results

Questionnaires were responded by 19 teachers representing a response rate of 80.6%. The data were analyzed using SPSS12. Section 1 asked about (i) The country where teachers work (ii) Years of experience as an English Teacher (iii) Qualification with regard to ELT (iv) Type of institution / University / Deemed University (v)

Whether it is affiliated to a university (vi) The age of the learners respondents taught most often. As part of the research programme the questionnaires will be administered to teachers in respect of contexts around the institution. And this information is used for comparison, the respondents were homogenous in several respects and this was reflected in their responses 1,4,5 and 6 they all worked at Universities, teaching student in their early 22, 23 between. The results to items 2 and 3 in section 1 are summarized in table 1 and 2 below, in terms of experience, the largest group of teachers belonged to 10-14 experience group. Their research problem is revealed with teachers questioning behavior through lesson observation, semi structured interviews and formal group discussions. Hellerman (2006), used longitudinal activity participation in classroom literacy events. Chavez (2007), the influence of cultural and educational background on performance and classroom behavior has also preserved a relevant area for qualitative researchers.

Design

The completed and collected data had six sections. Section 1 The collected data about the teacher's research (Qualification and Experience) Section 2 The use of research scenarios was suggested by the work and their view of research, suggesting the range of activities with different characteristics (Methods, Data, Outputs) and asked to the teacher's choice. Section 3 Discussion of different approaches to research in order to investigate the characteristics of the quality of the piece of research work. Section 4 Institutional attitudes to research was suggested by the empirical work. Section 5 & 6 Why teachers do and do not involving research. While in terms of qualifications stands out almost 67.3% of the teachers are

Masters degree in English Language and Literature. This reflects the university based EFL context in which this study develops.

Evaluating Research Activity

In Section 2 the sue research scenarios, the teachers were asked to indicate at what extent the handled activities described in ten scenarios, whether they want or do not want to do research in Table 3 the findings for this question are summarized in Table 4.

Table 1: Response by Teaching experience

Years	Number	%
0-4	1	2.0
5-9	3	25.0
10-14	17	33.3
15-19	4	16.8
20-24	4	10.4
25+	2	12.5
Total	31	100

Table 2: Response by highest teaching qualification

Qualification	Number	%
Certificate Course	1	2.0
Diploma	4	12.2
M.A Linguistics	4	8.2
M.A lang. lit	21	67.3
Doctorate	1	10.2
Total	31	100

Percentage of teachers selecting each of the four possible rating for reach scenario these results falls into two categories for each scenario 'Not research' and 'probably not research' and Research (probably

research and definitely research). This indicates the overall direction of the teacher's responses to emerge more clearly.

While defining research is itself not straight forward issue, it is possible to extract from the research methodology literature. A member of commonly cited elements. A problem or question, data, analysis, interpretation. These factors will be borne in mind as the results to this question are analyzed.

Table 3: Scenarios rated by teachers

1. A teacher noticed that an activity it not used for effective class and thought about this after the class and made some notes in the diary. Tried something different in the next class.
2. A teacher read about a new approach to teaching and writing and decided to try out in the next class.
3. A teacher was doing an MA course it read several books and articles about grammar teacher.
4. A university teacher gave a questionnaire about the use of computers in language teaching. Statistics were used to analyse the questionnaires and wrote about in Journals.
5. Two teachers were both interested in discipline and observed each other's lessons once a week for 3months. And wrote about and made notes and how they control their class.
6. To find out which of two methods for teaching vocabulary was more effective, that was tested in the two class.
7. A head of the department met every teacher individually and asked them about their working conditions. Accordingly the head of the department made notes about the teachers answers. The same will be reported to the higher ups.
8. a teacher gave lessons to the 30 students and get the response in feedback. The same will be handed over to the teacher and the information will be helpful to decide what to do in the next class.
9. A teacher asked his other participants to write an essay about the ways of motivating the learners of English language. After reading the assignments the teacher trainer decided to write an essay about ideas about motivation. The same would be submitted in the form of article in the professional journal.
10. The head of the department of English wanted to know what teachers thought of the new course book. Later questionnaires responses, will be presented in the staff meeting.

Table 4: Teacher's assessment of ten scenarios

Scenario	Definitely not research (%)	Probably not research (%)	Probably research (%)	Definitely research (%)
1	44.0	24.0	28.0	4.0
2	4.1	12.2	36.7	46.9
3	10.2	20.4	40.8	28.6
4	0	2.0	28.6	69.4

5	6.1	18.4	38.8	36.7
6	4.2	8.3	33.3	54.2
7	14.3	32.7	30.6	22.4
8	28.6	44.9	16.3	10.2
9	18.0	38.0	24.0	20.0
10	12.0	34.0	36.0	18.0

It is clearly indicated from Table 4 and Figure 1 that the scenario which was rated as research by most teachers (98%) was number 4 in which a university teacher conducts a large scale survey and analyses the data statically. This was the only scenario out of the 10 where respondent felt that it was definitely not research. This is perhaps not surprising as it does explicitly mention a number of elements (eg. Questionnaires, statics) which teachers often associate with research. Scenario 6 was highly rated, with 87.5% judging it to be in research category. This two reflects characteristics pre Ph.D tests and post Ph.D tests typically associated with research. Scenario 8 was that least recognized as research (73.5% placed in the not research category). Asking learners for feedback is a routine pedagogical or administrative activity which is not normally recognized as research and low number of feedback sheets returned and the use to which the information was put in low ratings. Scenario 1 also received a low rating with 68% of teachers rating it as 'not research' Nonetheless 28% of respondents still felt it was 'Probably research' and 4% that was definitely so. The spread of responses was even more pronounced on scenarios 7,9,10. For example on scenario 9, while 20% said it was definitely research, 18% said it was definitely not. There are clearly mentioned, which for some teachers were characteristic of research (eg. Perhaps the analysis of data and the writing of an article). In their views thought that this was not research. This item is particularly indicative of the diversity which exists among the teachers in terms

of their understandings of what counts as research. Exploring these understandings in more detail (eg. The reasons underlying their assessments of the scenario) will be one goal of the follow up interviews.

The ratings of these scenarios were studied (using Spearman's rank correlation) for association with teacher's qualification (banded into two categories – up to MA and Doctorate) and experience (0-9, 10-19, 20+). No significant relationships were found between teachers ratings and their qualifications, experience did relate through to scenario 5 (N=48, P=0.375, P<0.01) and 9 (N=49, P=0.311, P<0.05). Though statically significant, the strength of these relationships was weak suggests that correlation of less than 0.4 is weak and that 0.4-0.6 is moderate), overall, there are no grounds here for concluding that experience is associated with these teachers ratings of the scenarios. It is also interesting note that teachers ratings of the ten scenarios yielded a Cronbach's alpha of 0.82. This figure indicates the scenario scale well and can be considered to address a common underlying the teacher conceptions of research.

Characteristics of quality research:

Section 3 of the questionnaire focused further in teacher's conceptions of research by asking them to rate the importance to good quality of research. Table 5 summarizes the responses to this question. For the purpose of this table 'Less important' includes 'Unimportant' and moderately important

ratings for each characteristic while ‘More important’ constitutes’ important and very important responses. The responses are coded in descending order according to the percentage of teachers who indicated that the characteristic was more important.

The characteristic which was seen overall to be most important was ‘The Researcher is objective’ - 97.9% which were the important group. ‘Hypothesis’ are tested was the second most important 21 group. While the third highest rated characteristic was variables are controlled. Taken together, teachers views here reflect a conception of research where objectivity, hypothesis testing and the manipulation of variables are fundamental concern. These findings are similar studies outside ELT. Other notions commonly associated with scientific research, such as the use of experiments generality were not rated highly, while the practical utility of results to teachers received the fifth highest rating here.

Table5: Teacher’s views on the importance of 16 research characteristics

Characteristics	Less important (%)	More important (%)
Objective	2.1	97.9
Hypothesis	12.5	87.5
Variables	16.7	79.2
Large sample study	26.5	73.5
Teachers ideas on result	25.0	70.8
Nature of topic studied	27.1	66.7
Information Analysis	37.5	62.5
Large volume	39.6	60.4

of information collection		
Results published	37.5	56.3
Observation used	40.4	55.3
Practical problem studied	45.8	52.1
Information collected from real class studies	46.8	51.1
Questioners used	45.7	50.0
Experiments used	45.8	46.9
Results apply to ELT contexts	56.3	39.6
Interviews used	56.3	37.5

The characteristics teachers were asked to comment on included a number of data collection strategies (eg. Experiments, interviews). The reason for their inclusion is that research can sometimes be directly equated with the use of a specific method (Gorard, 2001) says that research is often strongly associated with surveys or alternatively with interviews. The results do not suggest the data collection method in themselves were exposed to determinant of research quality.

The teachers were asked to suggest further features of good quality research and 11 and 8 teachers respondents made suggestions four referred to the need for research to draw on existing sources, suggesting that it should (i) Culture of Science (ii) Transparency (Dale 2006:79) (iii) Longitudinal

(Ortega & Iberri-shea's 2005) (iv) validity (v) Reliability one respondent also mentioned that the way research is communicated as being important.

It's important that research is conveyed to teachers in ways they can understand. Statics for example are not always helpful language teachers unless the results are analyzed verbally. The quality of communication as an important criterion (eg. Boaz & Asby,2003) other conclusions to be drawn from the analysis of the data, the need for a clear statement of the problem being investigated, the choice of topics that are interesting and integrity of

the tools used to collect data. Teachers ratings of the 16 characteristics were also analysed in terms of qualifications and experience. Table6 contains the results, these can apply to many ELT contests was in a significant positive relationship to both qualifications and experience. Qualifications were in a negative relationship with the value attached to tactical analysis. This indicates that teacher's ratings of the value of this characteristic decreased as their qualifications increased. And experience was significantly but weakly associated with the teacher's used about the importance in good quality research of topics which are of interest to teachers.

Table 6: Relationship of ratings of research characteristics to qualifications and experience

Characteristics	N	Qualifications P	Experience P
Large sample study	31	- 0.011	-0.097
Large volume of information collection	30	0.009	-0.105
Experiments used	30	0.124	0.111
Hypothesis tested	30	-0.106	0.022
Information Analysis	29	-0.274*	0.098
Information collected from real class studies	30	0.153	0.003
Interviews used	30	-0.189	0.244*
Observation used	28	0.222	0.144
Practical teaching problem studied	29	0.222	0.075
Questioners studied	30	0.034	0.184
Objective research	30	-0.074	0.070
ELT contexts	30	0.331*	0.300
Results are made public	30	0.133	0.201
Teachers ideas on result	30	0.023	-0.008
The topic studied	30	0.080	0.280
Variables controlled	30	-0.027	0.104

* P<0.05 (1 – tailed)

Correlation tells us about they do not indicate whether teachers with different levels of qualification and experience, but they were rated importance of the different research characteristics. In this calculation of the mean ratings for each

characteristic allows us to compare whether they were differences in the ratings of research with different qualifications and experience. When qualifications are grouped into three groups but significantly, Doctorate, MA linguistics and MA

their rating of the item the results apply to many ELT contexts (upto MA mean rating = 1.55 above MA linguistics mean rating = 2.45 $U=117.5$, $P=0.023$) when experience is banded into three groups – 0-9, 10-19 and 20+ and the mean ratings on each characteristic compared, no significant difference are found for any of the characteristics overall, then teacher's ratings of the importance of research characteristics did not differ significantly according to their experience and qualifications.

Research Culture

There is evidence in the literature that institutional culture will influence the extent to which teachers are research engaged. In section 4 the questionnaire aimed to establish teacher's views of the extent to which they worked in an environment which encouraged learning about and doing research, supports taking pedagogical decisions.

Table 7: Institutional research culture according to teachers

Statement	Disagree (%)	Don't know (%)	Agree (%)
Teachers do research themselves	16.0	24.0	60.0
The management encourages teachers to do research	36.0	12.0	52.0
Teachers feel that doing research is an important part of their job	40.0	26.0	34.0
Teachers have access to research books and journals	6.1	8.2	85.7
Teachers have opportunities to learn about current research	22.4	8.2	69.4

Teachers talk about research	32.0	30.0	38.0
Teachers are given support to attend ELT conferences	26.0	14.0	60.0
Time for doing research is built into teachers workloads	77.6	4.1	18.4

Table 7 indicates the majority of the teachers agree with five statements (on one item (Teachers Discussion about research) the responses were spread over three categories, while on the remaining two items teacher's views were less positive 40% disagreed that teachers feel that doing research is an important part of their job, while 77.6% disagreed time of doing research built into teacher's workload' overall, though the responses to this question suggest that the institution was seen to constitute a positive context for research engagement, access to research publication was seen to be good, teachers felt they had opportunities to learn about current research, and believed by colleagues to engage in research themselves, and the sound research evidence will boost up their professional development the 8 item viewed as each teacher response and provided an overall measure of their views about institutional research culture.

Conceptions of research

In this study teacher's conceptions of research were mainly associated with the standard of research engagement and viewed as scientific research. the present scenario of research is a large scale survey conducted an academicians and statically analyzed and published. The tendency of teacher's to associate research in more conventional forms of inquiry is reflected in existing studies the standard

view of research is basing on the predominant model both generally and specifically in ELT.

Conclusion

In concluding this paper, two points are to be highlighted that need to be considered in interpreting its findings. It is my goal the sound research can be engaged to study a range of contexts as a part of the quality teacher's research engagement. To generate this issues it could be explored in more detail through follow-up interviews and considering classroom pedagogical experience. In this situation the above substantive findings of this study is to be clear sign, of the exploring the nature and evidence of research engagement and creates and supplements strong pedagogical practices.

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