Intercultural Communication and Cooperative Learning

A seminar course for MA students
Lesson 5: Introduction to classroom research

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Financed from the support ELTE won from the ‘Restructuring Higher Education’ Fund of the Hungarian Government
Week 5: Introduction to classroom research (1)

Preview of session:

Resource presentations (students 1 and 2)
Activity 1 Introduction to classroom research - brainstorming:
   What do we know about classroom research?
Activity 2 Planning your research
Week 5: Introduction to classroom research (2)

Resource presentations (2x5 min plus Q and A):

1. While you listen to your peer’s presentation of a practice-oriented printed or online resource, note down what ICC and/or CL lesson you think the resource could be used for.

2. After each presentation, ask the presenter any questions for clarification.
Week 5: Introduction to classroom research (3)

Activity 1 Brainstorming: What do we know about classroom research? (1)

1. Work in pairs and write down what the two of you know about the aspect of classroom research assigned to your pair.
2. Join another pair and discuss your notes.
3. Join another group of four and put your CR building blocks together.
4. Share in plenary and put key words on the board.
Week 5: Introduction to classroom research (4)

Activity 1 Brainstorming: What do we know about classroom research? (2)

- Aims
- Research design
- Qualitative data vs. quantitative data
- Is it representative and generalizable? When can it be?
- Credibility vs. validity
Week 5: Introduction to classroom research (5)

Activity 1 Brainstorming: What do we know about classroom research? (3)

• Data collection methods
• Research tools
• Data analysis
• Limitations
Week 5: Introduction to classroom research (6)

Activity 2 Planning your research (1)

You will conduct a small-scale classroom research project to explore to what extent ICC and CL are present in an EFL classroom of your choice and/or how they are viewed or received by teachers and/or learners.

1. Within this framework, think of a topic of interest for your mini-research and try to formulate a research question.
2. What will be the focus or research question?
3. Why does it interest you? What do you hope to learn from this small-scale research?
Week 5: Introduction to classroom research (7)

Activity 2 Planning your research (2)

4. Write down a mini-research plan for yourself: Where and how do you plan to collect data?
5. Discuss with a partner your field of interest and explain what exactly you are interested in and why.
6. Check with your partner if your research question is understandable.
Week 5: Introduction to classroom research (8)

Activity 2 Planning your research (3)

7. Put all research questions on the board.
8. Find someone who has a similar interest and see if you can pair up with him or her for the classroom research project.
9. Ask your partner what benefits you can hope to have and what difficulties your research may lead to.
Week 5: Introduction to classroom research (9)

Activity 2 Planning your research (4)

10. Think of data collection methods: will you observe lessons, interview teachers and/or analyze coursebooks?

11. Which two of the following three perspectives would be most helpful in answering your research question:
   - Lesson observations
   - Interview with a teacher
   - Coursebook analysis
Assignment 1 for week 6:

Submit a research plan for your small-scale classroom research. Include the following information:

• Research question
• Rationale
• Data collection methods
• Timeline
Assignment 2 for week 6:

Try out the web application based on the ICC Tool you filled in for today and think of ways to use it in EFL:

http://areyouintercultural.eu

Presenting an app or another online or printed tool like this one could be the topic of your short resource presentation in the next few weeks.
Week 5: Introduction to classroom research (12)

Suggested reading on research methodology:


