

## RESEARCH PROJECT SUMMARY

NAME: .....

TENTATIVE PROJECT TITLE (12-14 WORDS): .....

- 1) RESEARCH Description (1000-2000 words max): explain a) what the investigation is about; b) which specific field of applied English Linguistics your study is situated in (e.g. Pragmatics, English teaching, second Language acquisition, discourse analysis, corpus study, etc..); and c) state your research questions clearly.
- 2) Significance of the study (200-250 words): explain why the information gained from your research findings will be beneficial for scientific/academic communities, and explain in what way they are beneficial for them.
- 3) Methodology (1000-2000 words): what is your data? or Who are your participants? How do you sample your data/participants? What is the size of your data or how many participants? What are your data collection instruments? What are the data collection procedures? What are your data analysis method?

-----

## RESEARCH OUTLINE EXAMPLE

**Title:** Professionalism and Professional Learning of Multilingual English Language Teachers

**NAME:** MM

### Significance of the study

This study will outline the problems that teachers often face in their teaching profession and the strategies that can help teachers to develop their self-autonomy in becoming better teachers. The description of problems and strategies may also be useful information for the teacher training programs in preparing teachers to a life-long and independent learning skill in becoming expert teachers. It is hoped that this study could provide insightful ideas of overcoming problems in professional development and of improving teachers' professionalism in teaching which is often taken for granted in Indonesia.

**The general aim of the study:** to investigate the process of English teachers' learning, the problems they encounter and strategies in overcoming problems in developing their professionalism.

1. How does teachers' conceptualize the term "professional development"?
2. What actions or efforts do teachers do to develop their professionalism?
  - What are the sources of their knowledge?
  - What problems do they face in their professional development?
  - What do they do to overcome these problems?

### Research Objectives:

- understand teachers' beliefs and views of their teaching profession;
- understand teachers' understanding of professional development;
- explore teachers' past learning history
- find out what learning experiences inform teachers' construction of professionalism
- find out how teachers materialize professionalism in their practice.

**Methodology:**

Participants: six English Language Teachers of an English Department in a tertiary level educational institution which will be selected based on several criteria: age, years of teaching experience, and education: degree, certification, informal training

This research will use *in-depth interviews*, and *observation scheme* in answering the research questions. The *in-depth interviews* will be conducted to seek for specific and elaborative information on teachers' understanding of professional development and their view of their teaching profession. The interview will last around 1 hour for each participant. The type of questions asked will start from general ones which can elicit anecdotes about the teachers' past experiences, failed and successful learning experiences, teachers' role model, and others. Then, the questions will eventually focus on their teaching and learning problems and their strategies of overcoming the problems in their teaching and learning activity. However, when it is felt necessary, the participants will be interviewed several times in order to gather all relevant data for the purpose of this study.

The *classroom observation* will be needed in order to look at teachers' implementation of their lesson plan, teachers' teaching behavior, decision making, and ability of recognizing and overcoming problems in the classroom. This observation activity will include several activities:

1. Videotaping: each teacher's lesson will be videotaped. Each teacher will be videotaped five times. This activity will focus on the interactions between the teacher and students in the classroom.
2. Audiotaping: each teacher's lesson will also be audiotaped in order to capture the interaction and communication in the classroom and provide transcripts for the analysis.
3. Stimulated recall interview: After each teacher's lesson is taped, the tapes will be transcribed and the teachers (and students) will be interviewed for each videotape. The teachers (and students) will then be asked to comment on what is happening during the lesson. During the interviews, the teachers will watch the tape and answer questions related to their action during teaching.

**Method of Analysis:** This study will be analyzed qualitatively. A cross-case analysis will be done in answering the research questions. The data, key features and themes in each individual teacher case from the interview and observation will be identified and compared and contrast with one another.