Teacher's English Language Teaching Research Impacts on Pedagogical decisions

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Abstract: The present paper has ascertained to the quality research in English Language teaching. It treated as potential and bridges the gap in English language teaching and research and analyzed its quality researching requirement. The present has consolidated the survey results and discussions. It clarifies the teaching methods and approaches in terms of English language teaching in the class room. How the quality research will assist the review of the pedagogical practices. It also deals with the concept of research, research culture and institutional response towards the present English langue research.   How these will contribute in evaluating and designing the pedagogical decisions in the teaching learning process.

Keywords: English language teaching, Researching Requirements, Methods and approaches, concept of research, Institutional response, Pedagogical decisions.

The present English language teaching research activity has been suffering from quality deficit. Those impacts on teaching and learning process so the concern researchers are very careful about producing quality in their language teaching research. As lazaraton's, the quality research, criteria applicable in this context. Who focused on applied linguistics is the strong base for sound research and teaching. It opened the insights into the process of language research teaching and learning. It has become a thrust area for language researchers and opens a way for future needs of the language teaching and research and modifications.   Obviously it begins with research trends, debates, workshops, seminars and conferences and Journal Publications. The present researchers drawn attention thorough the issues of quality and quantitative research, (Holiday 2007). In recent years, the English language teaching research problem has been akin to class room activity. The quality research delivers a good member of methods and approaches in teaching. Sound English language teaching research impacts on pedagogical decisions further it resolves lapses in teaching, research and learning. The English language teaching research provides to understand the scope of teaching happenings in the class room and teacher's response towards teaching practice, and their approach for their teaching abilities and development. It shows relationship between research and professional practice. It generally practiced and more informed use and makes involvement in research, that can create their quality in teaching practice. Their quality and quantity language teaching and research, show their beliefs and the nature of research. It can describe in different teaching contexts. Research is considered a long time activity dominated by the positivism, the assumptions, tests hypotheses of the research, the research problem can be appraised through a process of doing careful experimentation by constructivism that denied the objectification of knowledge, instead to understand, through locally situated investigation. The teacher research participants instructional

and research analyses and perspectives are recognized and reflected on the ongoing teaching approaches and methods. It can be clarified through the conceptual and methodological issues of the research. As perry's (2005) suggests that the research can be placed on quantitative and qualitative doing. Focusing on practical issues rather than conceptual contours. This pragmatic view accepts a multiplicity of positions and rejects to impose on 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. In this area of research relates the useful characterization in terms of pursuit, situation.

Teacher's views on research:

Within the parlance of sound research activity, the strand of inquiry has focused on establishing, what teacher actually think about research. the inquiry has been initiated to define the impact on an understanding of teacher's conception of research and their role in research. Hence, I want to formulate the following concepts. i) Whether research had influence on pedagogy or not. ii) Is English Language teaching research might have an impact on their teaching process. iii) Would research activity, give an understanding the nature and process in research activity. The study also explored the attitude of the teacher's research activity. This study assures a qualitative analyses with experimental study and adopting mixed methods and approaches that includes in the qualitative aspect of research. Now the research in teacher's English language teaching shifted towards practical and contextual research problem issues. The qualitative and quantitative approaches can be integrated and based on interviews with teacher researcher practices.

Teacher's research activity

The teachers research activity has linked with institutional involvement and their attitude towards research. In recent times, there have been a number of funded initiatives in our country that aims to promote. As Worrall rightly says that it needs specific issues to be understood in teaching and learning. The present study has highlighted by three reasons, why a teacher has been moderately involving in their research activity a) The lack of external pressure to do so b) Lack of time, and c)personal dispositions. In order to understand the research activity process in the institutions, Boarder (2005) conducted interviews with educational providers who were known to be involved in and supportive of practioner research. To conduct this, the 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)are to be included and worked out. In this connection the present study, focused on categorization of teachers participated in research who were identify as a serious researchers. 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; it indicates the main barriers to teaching knowledge use are not at the individual resistance, but originated in an institutional culture that does not foster learning. Overall the English language teaching research has been growing interest in recent times not only in the nature of teacher's activity but the institutional role in shaping this activity.

Research Activity in Language Teaching

English language teacher's research activity may be occupied a little area but significant. It illustrates the notion of research tied to quantitative and statically methods and the role of English language teaching research in the teacher's professional lives. The Teachers research has continued to build and grow on quality research. It contributes to our understanding of the teaching happenings in classrooms and allows us to analyse the teacher's perceptions and their approaches in terms of teaching research. In the context of second language teaching research in India, is stereotype, exposing and dynamic interplay of experience, belief and practice, findings supported by research. This yields further research. And also discussed the teachers working conditions which may be hurdle for their research activity and the strategies through, which teacher's research activity might be achieved the quality research. It 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 that can promote initiatives aimed at promoting research activity.

Method

The present study comprises method and materials that will be used to obtained and analyze the information. The compiled information is made standardized. The combination of genre and analyses are focused on group interviews, and exploring teaching perspectives.

Administration

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

Results

Questionnaires were responded by 19 teachers representing a response rate of 61.3%. 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 and general language (iv) Type of institution / University / Deemed University (v) The age of the learners respondents taught most often. As part of the research programme the questionnaires administered to teachers in respect of the teaching contexts in the institution. This information used for comparison, the respondents were homogenous in several respects and this was reflected in their responses, they all worked at Universities, teaching students in their early 22-23 between.

The results of the items section 1 summarized in table 1 and 2 below, in terms of experience, the largest group of teachers belonged to 10-14 years experience group. Their research problem revealed with teachers questioning behavior through lesson observation, semi structured interviews and formal group discussions. used longitudinal activity participation in classroom literacy events. 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.Section1 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 aksed 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.

Conceptions of Research

Section 2 & 3 of the questionnaires observed respondents views of what type of research could be considered as a quality research.

Evaluating Research Activity

In Section 2 the 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 was summarized in Table 4.

Table 1
Experienced teachers response

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
Highest qualification teachers response

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

The teachers selecting four possible rating for research scenario these results fallen into two categories for each scenario 'Not research' and 'probably not research' and Research (probably research and definitely research). This indicated the overall direction of the teacher's responses to words English language teaching research activity.

It shown possibility to extract from the research methodology literature. A number of commonly cited elements, problem or question, data analysis, interpretation.

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 teaching.

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 interacted 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 concern 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 will 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 for English language teaching. Later questionnaires responses, it will be presented in the staff meeting.

Table 4

Teacher's assessment of ten scenarios

Scena rio	Definitely not research (%)	Probably not research (%)	Probably research (%)	Definitely research (%)

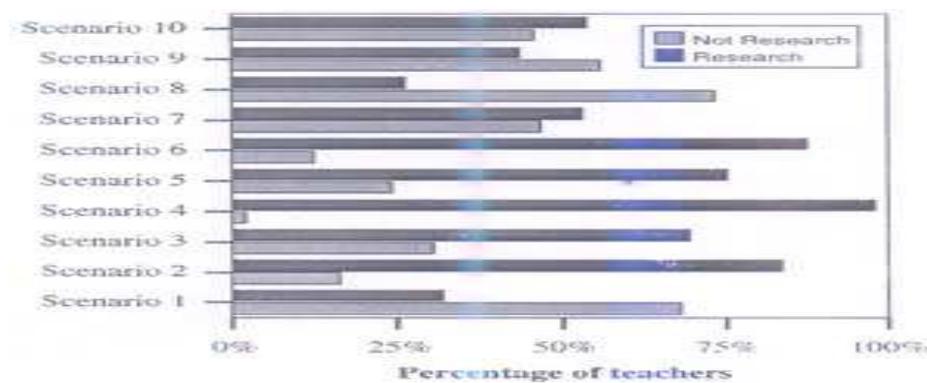| 1 | 44.0 | 24.0 | 28.0 | 4.0 |
2	4.1	12.2	36.7	46.9
3	10.2	20.4	40.8	28.6
4	0	2.0	28.6	69.4
5	6.1	18.4	38.8	36.7
6	4.2	8.3	33.3	54.2
7	14.3	32.7	30.6	22.4
8	28.6	44.9	16.3	10.2
9	18.0	38.0	24.0	20.0
10	12.0	34.0	36.0	18.0

Fig. 1. Teachers' assessment of ten research scenarios.

It clearly indicated from Table4 and Figure 1 that the scenario which was rated as research by most teachers (98%) was number 4 in which a university teachers conducted 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 shown explicitly mentioned 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 reflected 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 was 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 scenario1 also received a low rating with 68% of teachers rating at as 'not research' Nonetheless 28% of respondents still felt it was 'Probably research' and 4% that was definitely so. The spread of responses were even more pronounced on scenarios 7, 74%. For example on scenario9, while 20% said it was definitely research, 18% said it was definitely not. It was clearly mentioned,   some teachers had characteristics of research (eg. Perhaps the analysis of data and the writing of an article). In their view, the items were indicative of diversity in which adjusted among the teachers research activity of their understanding about the research. illustrated the understanding in more detail, (eg. The reasons underlying their assessments of the scenario), would 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 and relate through the scenario S (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 were no grounds here for concluding that experience is associated with these teachers'ratings of the scenarios.

It was interesting note that teachers ratings of the ten scenarios yielded α of 0.82. This figure indicated the scenario scale well and can be considered to addresses a common underlying the teacher conceptions of research.

Characteristics of quality research:

Section3, of the questionnaire focused further in teacher's conceptions of research by asking them to rate the importance to good quality of research. Table5 summarized 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 were 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' was tested as the second most important 21 group. While the third highest rated characteristic was variables are controlled. Taken together, teacher's views here reflected a conception of research where objectivity, hypothesis testing and the manipulation of variables were fundamental concern. These findings had 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:

Teachers' views on the 16 important 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	25.0	70.8

result		
Nature of topic studied	27.1	66.7
Information Analysis	37.5	62.5
Large volume of information collection	39.6	60.4
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
Questionnaire 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 was that research could sometimes be directly equated with the use of a specific methods, as (Gorard, 2001), says that research had often strongly associated with surveys or alternatively with interviews. The results did 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 teacher researchers referred to the need for research to draw on existing sources, suggesting that research as conception (i) Culture of Science (ii) Transparency (iii) Longitudinal (iv) validity (v) Reliability, one respondent also mentioned that the way research is communicated as being important.

It was established important that research conveyed to teachers in ways they could understand. Statics for example were not always helpful language teachers unless the results were analyzed verbally. The quality of communication as an important criterion other conclusions to be drawn from the analysis of the data, the need for a clear statement of the problem was to be investigated, the choice of topics that had significance and interesting and integrity of the tools used to collect data. Teacher's ratings of the 16 characteristics were also analysed in terms of qualifications and experience. Table6 contained the results, this could apply to many ELT contexts had a significant positive relationship to both qualifications and experience. Qualifications were in a negative relationship with the value attached to tactical analysis. This indicated 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 were 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 furnished us about they did 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 shown us to compare whether they were differences in the ratings of research with different qualifications and experience.   When qualifications were 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 was banded into three groups – 0-9, 10-19 and 20+ and the mean ratings on each characteristic compared, no significant difference were 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

It shown evidence in the literature that institutional culture would influence the extent to which teacher's were research engaged. In section 4 the questionnaire aimed to establish teacher's views of the extent to that 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 indicated 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 the doing of research built into teacher's workload' overall, though the responses to this question suggested 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 would boost up their professional development, the 8 item viewed as each teacher response was 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 was associate with a large scale of survey conducted by an academicians and statically analyzed and published. The tendency of teacher's to associate research in more conventional forms of inquiry was 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 were to be highlighted that need to be considered in interpreting its findings. It furnished the goal that the sound research could be engaged to study a range of contexts as a part of the quality teacher's research engagement. To generate these issues it could be explored in more detail through followup interviews and considering classroom pedagogical experience. In this, situation the above substantive findings of this study was to be clear sign of the exploring the nature and evidence of research engagement and created and supplemented a strong pedagogical practices.

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