

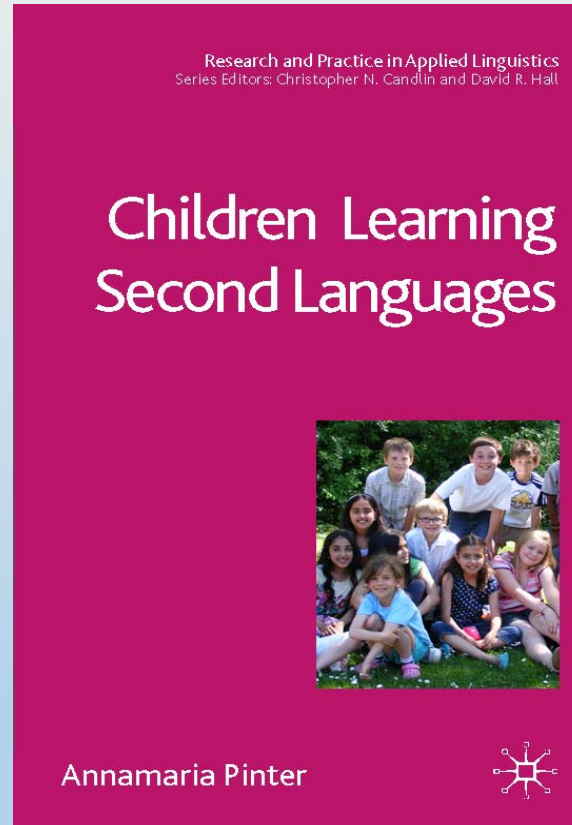
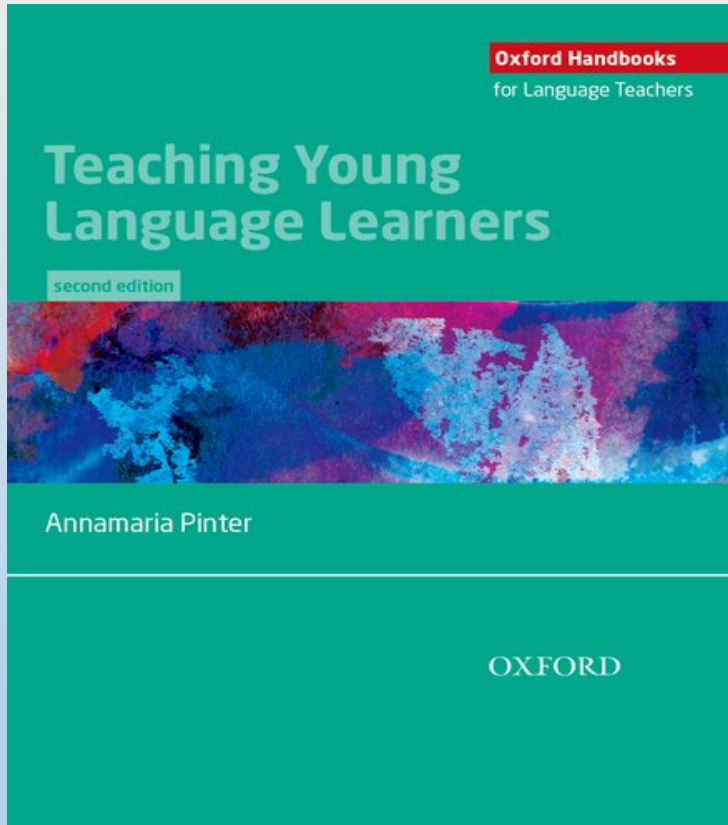
The possibility of working with children as co-researchers in language classrooms

The Future of ELT
Regent's University, London

15 June 2019

Annamaria Pinter,
Centre for Applied Linguistics,
University of Warwick

My Background



The future



Children as social actors: *New Childhood Studies* (James and Prout, 1997)

- A **perspective change** from considering children as passive and vulnerable objects to **active, capable subjects**;
- Children are **experts of their own lives**;
- If children's perspectives are sought, they need to be acted on and **taken seriously**;
- Children can become **co-researchers** and even **researchers** in their own right;

UNITED KINGDOM

FOR EVERY
CHILD IN
DANGER

HOW WE PROTECT
CHILDREN'S RIGHTS

WITH THE UN CONVENTION

Rights



Article 1 Everyone under 18 years of age has all the rights in this Convention.

Article 2 The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.



Article 3 All organisations concerned with children should work towards what is best for each child.

Article 4 Governments should make these rights available to children.

Article 5 Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.



Article 6 All children have the right to life. Governments should ensure that children survive and develop healthily.



Article 7 All children have the right to a legally registered name, and nationality. Also the right to know and, as far as possible, to be cared for by their parents.

Article 8 Governments should respect children's right to a name, a nationality and family ties.



Article 9 Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10 Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 Governments should take steps to stop children being taken out of their own country illegally.

Article 12 Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.



Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14 Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15 Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.



Article 16 Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

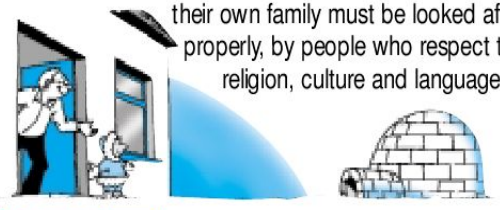
Article 17 Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.



Article 18 Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

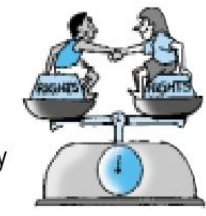
Article 20 Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.



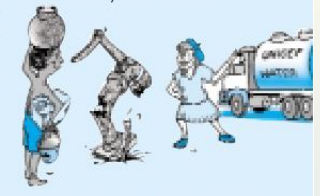
Article 21 When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.

Article 22 Children who come into a country as refugees should have the same rights as children born in that country.

Article 23 Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.



Article 24 Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.



Article 25 Children who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly.

Article 26 The Government should provide extra money for the children of families in need.



Article 27 Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Article 28 All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31 All children have a right to relax and play, and to join in a wide range of activities.



Article 12: [it requires states to].. assure to the child who is capable of forming his or her own views the rights to express those views freely, *on all matters affecting the child*, and make sure that the *views of the child are being given due consideration* in accordance with the age and maturity of the child

ARTICLE 12: You have the

United Nations Convention on the Rights of the Child

**right to
an opinion
and for it to be
listened to
and
taken
seriously.**



Research **on, about, with** and **by** children and young people (based on Kellett, 2010)

On

Children are passive, unknowing objects

About

Attempt to understand children but still from an adult perspective

Types of roles

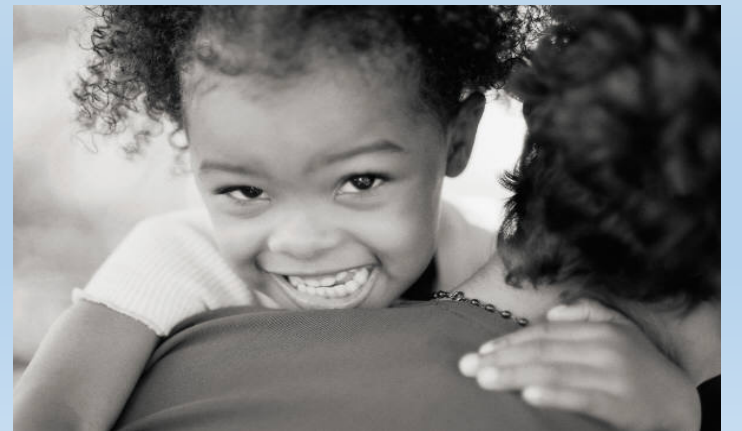
With

Children are partners in research

By

Research conducted entirely by children

Your own conceptions of
children: *what is my image
of the child?*

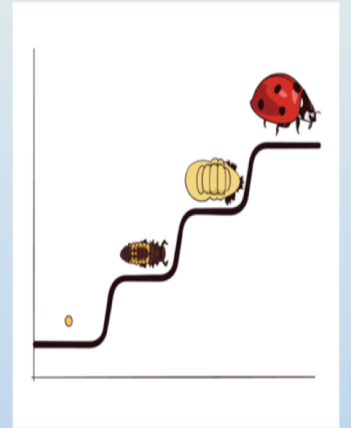
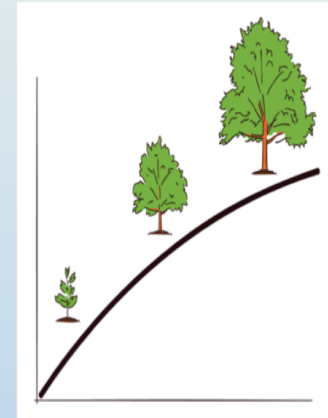


What is research? Who does research?



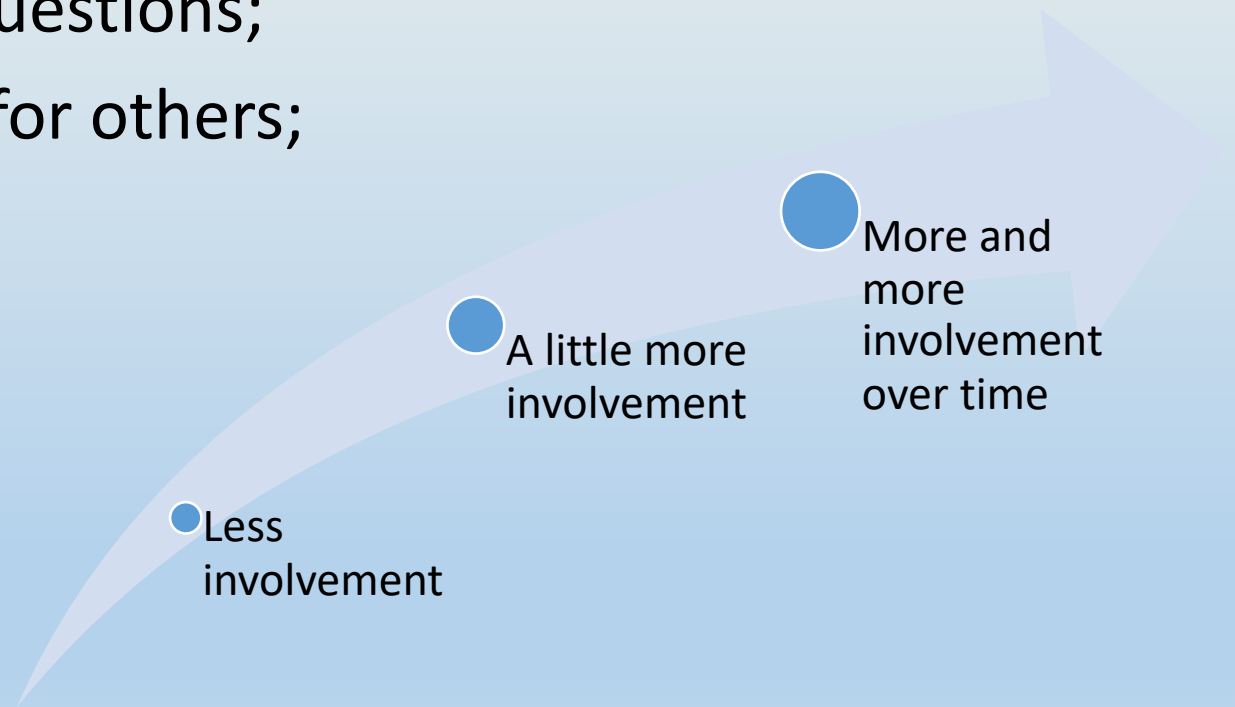
Research with 'r' and 'R'; the role of research in teaching and learning;

- Exploring things, finding answers;
- Exploring things **systematically**;
- Types of research
 - Academic research;
 - Teacher research (such as different types of action research and exploratory practice);
 - Children's research (research undertaken by children)



Learner involvement:

- Learners can be involved at different stages of the process:
- Helping to ask novel research questions;
- Designing data collection tools for others;
- Interviewing each other;
- Analysing data;
- Writing a report;
- Disseminating findings;



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Children and teachers as co-researchers in Indian primary English classrooms

★★★★★ Average: 4.7 (7 votes)

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Submitted 8 months 2 weeks ago by ellenpd.



This research report describes an innovative project in which teachers and learners worked together to explore issues of importance to them in Indian primary English classrooms.



The paper describes the overall approach, and the three workshops which were organised to help participating teachers involve children as 'co-researchers'. Findings show that teachers and children were overwhelmingly positive about the project and that teachers' beliefs changed in important ways. The report concludes with implications for teachers, teacher educators and policy makers with

A - Z of Content

A B C D E F G H I K L M N
O P R S T U W

A comparative study of English language teacher recruitment, in-service education and retention in Latin America and the Middle East

A global study of primary English teachers' qualifications, training and career development

Action Plan for Teachers

An investigation into improved primary school English language learning in the traditional classroom

An investigation into improved primary school English language learning in the traditional classroom

Assessment: attitudes, practices and needs

The project in India

- Partner institution: University of Delhi,
- A group of 25 teachers and upwards 800 children;
- Mentors and teachers;
- A series of workshops;
- Facebook group community;



How does it work in practice?

- Learners make choices;
- Initiate activities;
- Suggest content;
- Attend conferences with us;
- Progress on the continuum of becoming researchers;

Exploring their classroom and own learning as co-researchers

- Children chose to create **English book corner**;
- Readers **chose books** to read and took notes (were free to choose or put books back)
- Children **volunteered telling stories** they read for the class;
- Children **designed a questionnaire** to explore what was learnt in the project; they reported the results;



The questionnaire we designed as a whole class

Research Theme: Learners and Teachers as Co-researchers in ESL Classrooms

Research Sub-theme: Can stories develop our language proficiency?

QUESTIONNAIRE

Read the following statements and circle the answer from the choices given. 5 is the highest and 1 is the lowest.

- | | |
|--|-------------------|
| 1. I learnt new words by working on this research project | 1 – 2 – 3 – 4 – 5 |
| 2. I learnt to guess the meaning of new words in the stories | 1 – 2 – 3 – 4 – 5 |
| 3. I learnt to speak English | 1 – 2 – 3 – 4 – 5 |
| 4. I gathered new knowledge and information | 1 – 2 – 3 – 4 – 5 |
| 5. I have become a better thinker | 1 – 2 – 3 – 4 – 5 |
| 6. My memory has become stronger by working with stories | 1 – 2 – 3 – 4 – 5 |
| 7. It gave me motivation and confidence to learn English | 1 – 2 – 3 – 4 – 5 |
| 8. It enhanced my judgment ability | 1 – 2 – 3 – 4 – 5 |
| 9. It gave me ability of self-assessment | 1 – 2 – 3 – 4 – 5 |
| 10. I learnt how to create new stories | 1 – 2 – 3 – 4 – 5 |
| 11. I learnt how to write new stories | 1 – 2 – 3 – 4 – 5 |
| 12. I got pleasure by working with the stories | 1 – 2 – 3 – 4 – 5 |
| 13. It enhanced my grammatical knowledge of English | 1 – 2 – 3 – 4 – 5 |

TEACHERS' feedback

- Change reported in learners
- Changing views about teaching and learning
- Good bond between teacher and learners
- Overcoming SE differences
- Under-resourced and yet rich classrooms
- Understanding about research and own development

Changing views about teaching and learning

I learnt that they (the children) are the best teachers who will teach me how to reach them;

Change reported in learners

My children now will not accept anything ready-made: they want to do things for themselves;

In my class the children themselves will not let me stop after this project; they have gained confidence and they have also become more proficient in English;

Good bond between teacher and learners

Writing in English in class helps me to understand them better, it is not just about English it is about our relationships, and it is about life, their lives and a good bond between us. The children wrote to their parents, they wrote letters to me they wrote chapters of their ideal textbook and wrote about the interviews they conducted with real people such as rag pickers and rickshaw drivers.

Overcoming SE differences

Now, I can plan an environment where learning happens. I am participating as part of the learning community. I am able to involve all the students in learning activities and even with so much difference in our socio economic background we relate well to each other. Now I can see myself professionally and personally growing.

Under-resourced and yet rich classrooms

Earlier I was not satisfied even though I always planned according to my students' interests. But I did everything and I decided everything... Still many students were not involved and I was not happy about their performance... then I started the project and asked them what they wanted to learn. They had many ideas, class newspaper, puppets, making a washing machine, and others. Earlier I thought a lack of material resources was an obstacle in my class. Now I realise I have a lot of resource in my class and the children bring ideas, scrap materials, and their imagination. This time the students make decisions and everyone is involved.

Understanding about research and own L2 development;

I was lacking before in understanding, I did not have, but **with all that reading**, now and I have started doing things.

The most important thing for me is whenever I listen to such things whenever I attend a seminar, **I feel that I have got words to my expression;** because of the theory I have got some words to my expression;

ELT Research Papers 16.03

Children and Teachers as Co-researchers: a Handbook of Activities

Annamaria Pinter and Rama Mathew

Open University Children's Research Centre



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Children's Research Centre

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Children's Research Centre

Welcome

The Children's Research Centre draws upon a range of disciplinary perspectives and theoretical approaches to evaluate whether and how children and young people can benefit from designing, implementing and sharing findings from their own research into areas that interest them.

For real-life examples of what we do, please see the short videos below which feature young researchers:



News

[Young researchers in Istanbul](#)

This international Children-as - Researchers Conference was hosted by the Darussafaka Foundation, a charitable organisation in Turkey which provides education for orphaned or fatherless children.

['Streets Ahead' Guide badge a big success](#)

The CRC's Dr Cindy Kerawalla worked with a group of Girl Guides to develop a new national Go For It! badge called Streets Ahead. To gain their badge, Guides carry out their own research into a local topic of

MARY KELLETT

How to Develop Children as Researchers



A Step by Step Guide to
Teaching the Research Process



How to Develop Children as Researchers

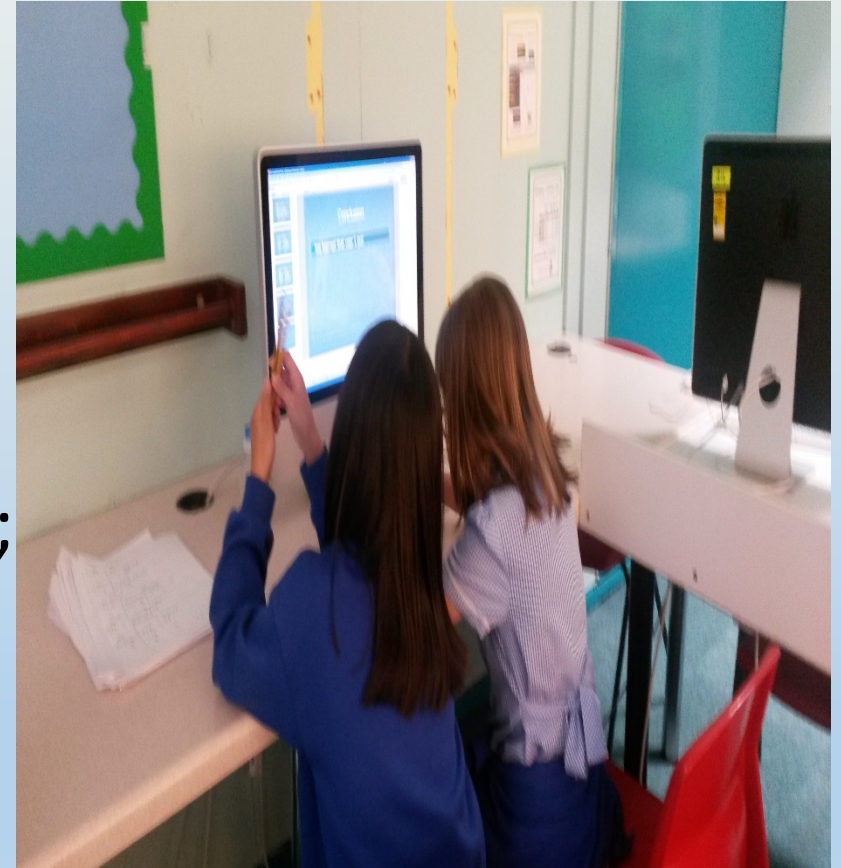
A Step by Step Guide to Teaching
the Research Process

[Mary Kellett](#) - The Open University

Children working as
novice researchers: a
research club in a UK
primary school

Children doing their own research

- Local UK primary school;
- A group of 8 mixed ability year 5 children (4 boys/4 girls); 4 of them EAL;
- Friday afternoon research club;
- 6 sessions (one hour and a half each);
- Learning about questionnaires,
- designing, administering and
- analysing own data;



Children becoming researchers

- Inspired them with child research from the Internet;
- Taught some research terminology and practised these through games;
- Experienced filling in a questionnaire;
- Designed own questionnaire (computer) and distributed it at school;
- Analysed data;
- Completed presentations (using computers, mp3 players and I-pads).

A CHILD FRIENDLY QUESTIONNAIRE

12a. Please explain you _____

13. If you are invited to a birthday party, _____

- you don't know anyone.
- you can't understand what is going on.
- you don't know how to talk to people.
- Other _____

14. How do you feel if CoCo says _____

😊

Please complete the form for _____

14a. I like it if she says _____

- I like to know people from other countries.
- I think she is lonely and needs to talk to someone.
- I can learn another language.
- I can learn about her country.
- Other _____

Please complete the form for _____

14b. I DON'T like it if she says _____

- I don't like new students.
- I don't speak her language.
- she is very different and I don't understand her.
- I prefer to seat next to my friend.
- Other _____

15. Someone in your class has _____

- she doesn't talk.
- she doesn't understand the teacher.

10a. Please explain your choice _____

11. Imagine you have a brother or sister going to in *Abalooboo*? Why?

- 😊 Because I won't feel alone.
- 😊 Because I can be friends with them.
- 😊 Because I want to find a friend.
- 😊 Because then I have to share my room.
- 😊 Other _____
- 😞 Other _____
- 😞 Other _____

12. Jin, Saabira, Adeleh, and Sarah are going to _____

- Saabira she was _____
- Adeleh she was _____
- Sarah was _____
- Jin is _____

5. When I arrive in *Abalooboo* _____

- I ask my parents to help me.
- I call my gran and tell her about my school.
- I unpack and put my things in my room.
- I try to make friends with the other students.
- I am over _____

6. In *Abalooboo*, I prefer _____

- to live in a hotel.
- to live with a host family.
- to live with one of your relatives.
- to live in a house where there are other students.
- Other _____

6a. Please explain _____

7. Where in *Abalooboo* _____

- Parties I go with my friends.
- Complementary school.
- Religious ceremonies.
- School.
- Other _____

8. How will you make _____

- I will play sport with them.
- I will teach them English.
- I will try to look like them.
- I will try to be a good friend.
- Other _____

9. You are enjoying your school _____

- You enjoy making friends.
- You don't mind the weather.
- You are interested in the new subjects.
- You like meeting the teachers.
- Other _____

10. There are two schools _____

1. How do you feel about this change in _____

2. _____

- 😊 I am excited because I will learn a new language.
- 😊 I am curious because I will meet new people.
- 😊 I am worried because I will have to live in a new country.
- 😊 I am sad because I hate leaving my home.
- Other _____

What do you think you will like _____

- Seeing the different part of the world.
- The change.
- Making new friends with the students.
- The food.
- Other _____

3. _____

- The change.
- Learning the new language.
- The new school with students from other countries.
- The food.
- Other _____

4. Ranaa, Bardia, and Noushin, and Farzan are preparing themselves for the new school _____

- Ranaa is collecting her friends' emails from home.
- Bardia is watching some programs about the weather in the new country. He also asks his friends about the new subjects.
- Noushin is calling her friend's cousin who is going to the new school next year. She is making a new friend there.
- Farzan is going to language class in the new school.
- Other _____

First Name: _____
Last Name: _____
Put an initial in the box: _____
Blue

Now that you know how to use the questionnaire, please answer the following questions about yourself:

- Girl
- Boy
- Year of Birth:** _____
- Grade:** _____
- The city you were born in:** _____
- The language or languages you speak:** _____
- If you ask a foreigner: 'what do you like about your country?' what is their answer?** _____
- If I could live in another country, where would it be because _____**
- Have you ever travelled to a country other than your home country?**
 - Yes
 - No

If you chose 'YES', please answer the following questions:

- Name the country:** _____
- What were the things that surprised you?** _____

Remember, this is NOT a test!
 Please read each question carefully and answer according to your own ideas, as close as possible to your feelings. If you answer on the line next to the question.



Are you ready? Let's go!

Hi! I am Samaneh, I'm a university student, and I am interested in your ideas about children who go to school in other countries. You don't need to write your name and no one will see your answers other than me. If you don't like to answer this questionnaire you can hand it back to me now.

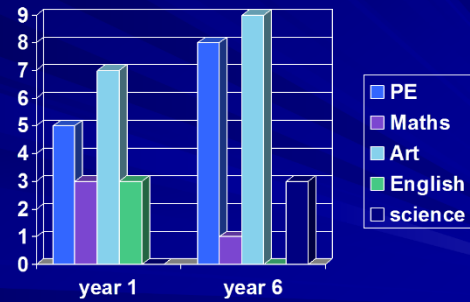
Research Question

Our question is about do people in year three and six would rather play video games or real life games (games which are not on video/console games). We chose this question is because games are the

A questionnaire by children

<p>8. Do you like the lunch menu?</p> <p><input type="checkbox"/> 😊 yes</p> <p><input type="checkbox"/> 😞 no If you put no, why did you put it? _____</p> <p><input type="checkbox"/> 😊 Other: _____</p> <p>9. Do you like to go to school?</p> <p><input type="checkbox"/> 😊 yes</p> <p><input type="checkbox"/> 😞 no If you put no, why did you put it? _____</p> <p><input type="checkbox"/> 😊 Other: _____</p>	<p>5. Do you like your teacher?</p> <p><input type="checkbox"/> 😊 yes</p> <p><input type="checkbox"/> 😞 no If you put no, why did you put it? _____</p> <p><input type="checkbox"/> 😊 Other: _____</p> <p>6. Do you like the time you have for play?</p> <p><input type="checkbox"/> 😊 yes</p> <p><input type="checkbox"/> 😞 no If you put no, why did you put it? _____</p> <p><input type="checkbox"/> 😊 Other: _____</p>	<p>Hi! We are Nakyung and Amanda. We are Year 5 students at Cannon Park Primary school and would like to know what you think about 'school'. Will you please help us by answering this questionnaire? You don't need to write your name but you can if you wish.</p> <p style="text-align: center;">FOR YEAR 6</p> <p>Name: _____</p> <p>1. Tick the box: you are a</p> <p><input type="checkbox"/> girl  <input type="checkbox"/> boy </p> <p>2. How old are you? _____</p> <p>3. What is your favourite subject? (1 is the highest)</p> <p><input type="checkbox"/> Maths</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> P.E</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Topic</p> <p><input type="checkbox"/> Art</p> <p><input type="checkbox"/> Handwriting</p> <p>4. Do you like how much homework you get?</p> <p><input type="checkbox"/> 😊 yes</p> <p><input type="checkbox"/> 😞 no *If you put no, why did you put it? _____</p> <p><input type="checkbox"/> 😊 Other: _____</p> <p style="text-align: center;">1</p>
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What's your favourite subject?



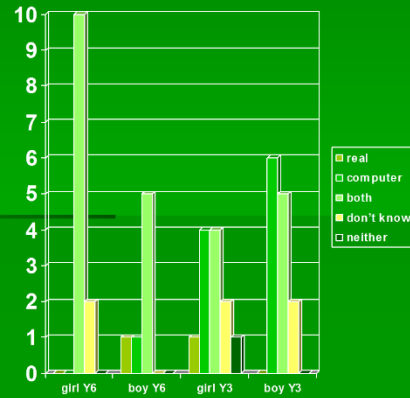
Q. 3

Do you think you give too much homework to the children?

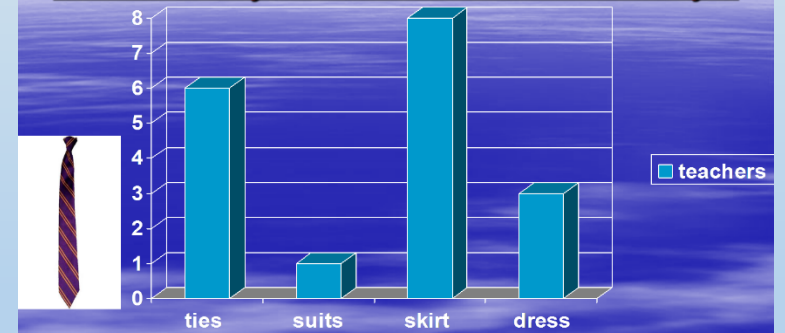


Data analysis Q3

... and these are the answers we got when we asked if they liked computer or real games



What did you wear in secondary?





What the children said:

(S1 D) I expected for **you to do it** all, we tell you some ideas but then you write it all, all very complicated; that is what I thought.

(S 8 N): At the beginning I thought I did not like this because I am not very good at English but I made this questionnaire with my friend, A, and it was well, **not hard and I really liked it.**

(S6 H) **We learnt a lot of things**, like ethics, data collection, pie charts, research questions and questionnaires and also interviews, which is what we are having now!

(S7 H) We were **excited** when we got them [the questionnaires] back;

(S1 D) Very much **enjoyed** the computer work...The best thing was that you **let us go on the computer and we could write our own questionnaire.**

(S4 O)**Really enjoyed making the bar charts**, that feeling when finally you finish the bar chart and it comes up, and there is a massive explosion and that is the best.

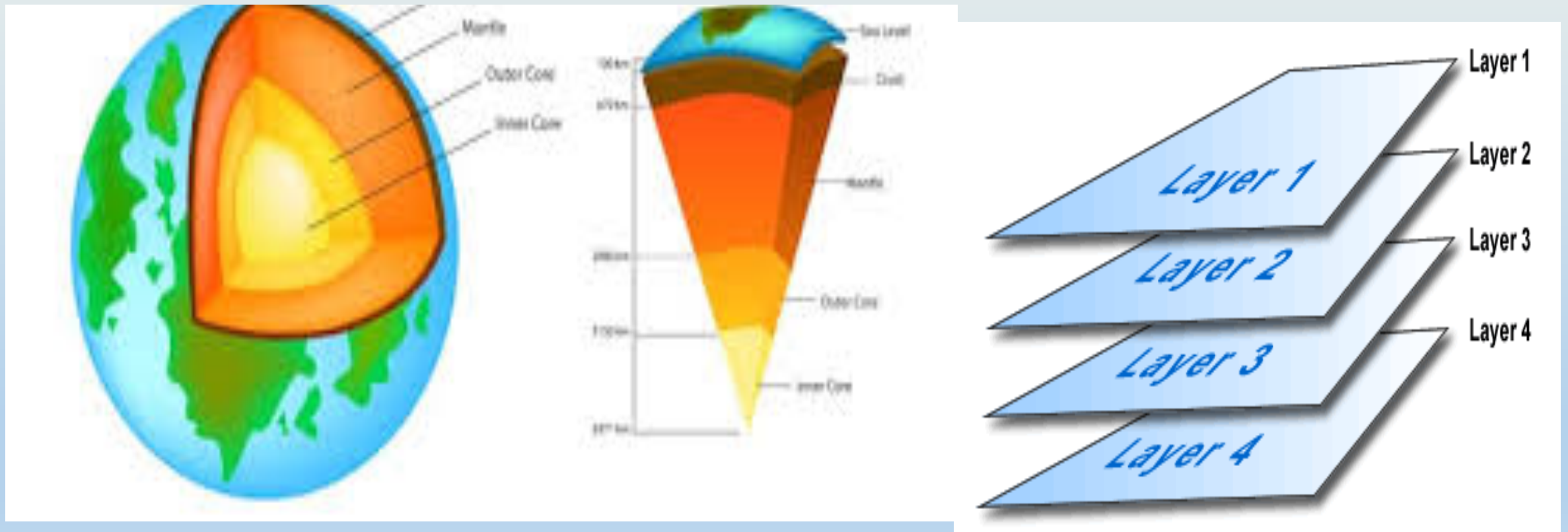
(S 3D) We are **very much proud** especially because we did most of it **alone**. I would like to do some more.

(S5 B) Yes, I would like to **do it again, times 20 million!**

Possible investigations in any language classroom

- What strategies do groups of students use for learning new vocabulary?
- How do we best learn new vocabulary?
- How do children in this class use dictionaries?
- How much extra time girls and boys in my class spend on practising English outside school?
- How much time do 10, 12 and 14 year olds in my school spend reading English online?
- Which sites are the most popular ones for each age group? Why?
- OTHERS?

‘Isn’t this just good child-centred teaching or project work?’



Summary: the future

- Children as researchers and 21st century skills
- Children as researchers and autonomous learning

Thank you!

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