



Research Development Across TESOL Entities
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Actions, Impact, Future – Directions


Primary School English's Influence on the International Workforce
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Developing Nations: The Context

- > Need for Economic Growth and Competitiveness in the World Economy
 - > Attracting new employment opportunities for citizens
 - > Quality jobs—shift away from rural to urban
- > Some employment sectors require English
 - > Information Technology
 - > Medicine and Engineering
 - > Service Sector
 - > Expatriate Jobs
 - > Tourism
- > Government pressure to attract foreign investors and prepare citizens for employment
 - > Belief that *earlier* is better
 - > Native speakers are better instructors
- > Parental pressures on MOE & schools to begin English early
 - > Assure child of the "good life" with the right type of job

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Challenges

1. Belief – Local Teachers are better in primary.
 1. They inculcate local values in primary classrooms.
 2. The cultural is reinforced through English.
 3. The variety of English taught is understandable by others using English in a local context.
 4. There is a match between teaching style and student learning style.
 5. Familiarity with the system's educational structures and expectations.
2. Challenges
 1. Primary teachers are generalists not English language specialists.
 2. Primary teachers have the least training of all teachers – some are unqualified.


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Research Opportunities

- > University Research
 - > Topic selection broad for graduate students
 - > Small scale
 - > Dissemination opportunities limited
- > Funded:
 - > Government
 - > Aligned with MOE data collection
 - > Supports MOE goals
 - > NGO or Foundation
 - > Program specific to demonstrate support or need for service
 - > World Wide Research Data Collection: PIRLS & TIMSS; IAEEA
 - > Foreign Donor
 - > Supports world wide data collection, i.e., EFA, Millennium Development Goals, UN/WB statistics, INEE
 - > Supports need for or evaluation of local development project

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Research Practices

<p>Implications of Research</p> <ul style="list-style-type: none"> □ Donors use results with selective distribution in donor circles and to government with limited reach into academic circles. □ Need longitudinal studies but difficult to track students due to lack of computers and MOE support. 	<p>Cross-Entity Collaboration</p> <ul style="list-style-type: none"> □ Often only one graduate level program in the country –few PhDs in the field–Collaboration a must! □ Donor organizations select research partners □ Researcher may not be involved in later project implementation – no follow-up.
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Future Directions

- > Collaboration through newly established ELT associations, such as SLELTA, QTEN, ELTAA
- > Create opportunities to disseminate research among peers
- > Tell donors and business groups (Chamber of Commerce, Lions) about research results and ask for assistance with dissemination through their network
- > Engage local and international publishers for potential marketing or collaboration.

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