

Practical steps to conducting practitioner-research

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What? (Introduction)

This poster introduces an annotated 13-step cycle (adapted from Bury, 2023) that can be easily followed to actively conduct practitioner-research in learning environments.

Why? (Issue 1)

Research and academia can seem detached from the problems and realities of real-life practice (Rose & McKinley, 2017).

So...? (Solution 1)

Teachers should engage in their own practitioner-research.

Why? (Issue 2)

High levels of perceived difficulty in overcoming barriers to conducting practitioner-research (e.g., time constraints).

So...? (Solution 2)

Follow the cycle of practitioner-research.

- Bury, J. (2023). Conducting and sharing practitioner research: Why and how. *The Language Teacher*, 47(3), 5-10.
 - Rose, H., & McKinley, J. (2017). The prevalence of pedagogy-related research in applied linguistics: Extending the debate. *Applied Linguistics*, 38(4), 599-604.

