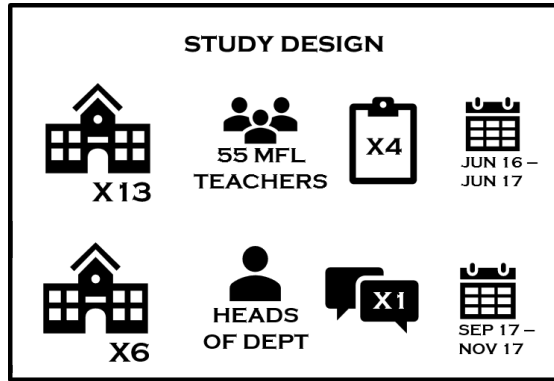


LANGUAGE TEACHERS' PROFESSIONAL LEARNING: IN SEARCH OF IMPACT



RQ1: Are teachers accessing 'effective' PL?

Over 40% of overall responses indicated zero engagement with any activities associated with 'effective PL' (see Cordingley et al., 2015)

The least reported activity was the undertaking of sustained, enquiry-oriented learning : only 29% of teachers felt that any elements of this had featured in their PL

RQ2: What factors affect teachers' engagement in PL activities?

Individual Factors: There is a significant, positive correlation between teachers' sense of professional self-efficacy (measured by the Teacher Sense of Efficacy Scale developed by Tschannen-Moran & Hoy, 2001) and their overall engagement in PL activities known to be effective ($r=.43, p=.005$).

Changing Policy: Recent changes in standardised examinations and accountability measures have led to risk-averse dispositions towards classroom practice:

School Factors: The effect of school membership on teachers' reporting of engagement in effective PL activities is significant ($F(13,28) = 2.1, p=.045$) and accounts for some 50% of the variance in scores ($\eta^2 = 0.498$).



There is no significant difference by school for lack of time, funding and cover, which appear to be barriers encountered in every context.

Barriers to accessing PL	Freq n=140
Lack of time	60
Lack of funding	27
Excessive workload	22
Lack of cover	12

However, a statistically significant effect of school membership was found for the reporting of excessive workload ($F(8,8) = 3.6, p=.045$).



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