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## Participant's report to the National Nominating Authority and the National Contact Point

### Meeting report

In the three weeks after the event, please complete this report. It contains two sections:

1. **Reporting:** this is intended as a feedback on the event, on what was learnt, on how the event will affect your work and on how it will be disseminated. In addition to the ECML National Nominating Authority and the National Contact Point in your country the ECML will use the report<sup>1</sup> in the "Experts involved in ECML activities" section of each ECML member state website (please see <http://contactpoints.ecml.at>).

This section should be written in one of the project's working languages.

2. **Public information:** this is intended as an information on the ECML project and its expected value for your country. The content should be of interest for a larger audience. Thus it should link up to interesting publications, websites, events etc. which were discussed on the occasion of the workshop or which are relevant in your country. The public information should be a short, promotional text of about 200 words.

This section should be written in (one of) your national language(s).

### The completed file should be sent to

- the ECML National Nominating Authority and the National Contact Point in your country (contact details can be found at <http://www.ecml.at/aboutus/members.asp>)
- and in copy to ECML Secretariat ([Erika.komon@ecml.at](mailto:Erika.komon@ecml.at))

within the given deadline.

<sup>1</sup> Only if you authorised the ECML to publish your contact details.

<b>1. Reporting</b>	
<b>Name of the workshop participant</b>	<b>Annelet Lykles</b>
<b>Institution</b>	<b>Hermann Wesselink College , Amstelveen, The Netherlands</b>
<b>E-mail address</b>	<a href="mailto:lk1@hermannwesselinkcollege.nl">lk1@hermannwesselinkcollege.nl</a>
<b>Title of ECML project</b>	<b>Action Research Communities for Language Teachers</b>
<b>ECML project website</b>	<a href="http://www.ecml.at/ECML-Programme/Programme2016-2019/Professionallearningcommunities/professionallearningcommunities-participate/tabid/1897/language/en-GB/Default.aspx">http://www.ecml.at/ECML-Programme/Programme2016-2019/Professionallearningcommunities/professionallearningcommunities-participate/tabid/1897/language/en-GB/Default.aspx</a>
<b>Date of the event</b>	10 and 11 November 2016
<b>Brief summary of the content of the workshop</b>	After getting a glimpse of the various teaching practices of the participants, we heard about the concept of action research and how it can help to improve our teaching practices, how it can empower the teacher. The concept and the research tools were briefly explained, making references to resources for more detailed information. Then we set about formulating a research question and finding partners to collaborate with and plan our research.

<p><b>What did you find particularly useful?</b></p>	<p>As I am new to the concept of Action Research the introduction to the methodology and its tools was rather succinct for me. But what I found particularly useful was thinking about a practical problem that I encounter in my own teaching practice and trying to formulate a research question. Finding a partner to work with gave me a sense of direction. He had some experience is Action Research itself and was able to provide academic articles on our topic (Critical Thinking), which was helpful.</p> <p>One of the organisers' remarks that the project does not have to be big made the Action Research task less daunting.</p> <p>Exchanging teaching practices with so many colleagues from so many different countries and cultures made me aware of my own underlying cultural assumptions and values. I found that critical reflection valuable.</p>
<p><b>How will you use what you learnt / developed in the event in your professional context?</b></p>	<p>I am a member of a Community of Practice in my country and am designing lesson material to use in my own teaching practice. The question about Critical Thinking actually originated during one of the CoP discussions. So the outcome of our ECML Action Research will be useful for that project as well.</p> <p>The community at my own school also encourages us to improve our teaching practices and allows us to change part of the curriculum.</p>
<p><b>How will you further contribute to the project?</b></p>	<p>I plan to carry out the research in my teaching and reflect on it together with my partners in Latvia, Malta and Albania and write a report on it.</p>
<p><b>How do you plan to disseminate the project?</b></p> <ul style="list-style-type: none"> <li>- to colleagues</li> <li>- to a professional association</li> <li>- in a professional journal/website</li> <li>- in a newspaper</li> <li>- other</li> </ul>	<p>By discussing the project and research findings with my colleagues in the CoP and in my own school. Depending on the outcome of the research, the reaction of colleagues and the time available I will consider publishing in a Dutch professional magazine for Modern Language teachers.</p>

## 2. Public information

**Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged publication with a focus on the benefits for target groups. This text should be provided in your national language(s) to be used for dissemination (on websites, for journals etc.).**

Doel van het ECML (*European Centre for Modern Languages* van de Raad van Europa) is om het talenonderwijs te verbeteren. Een van de projecten is het *Action Research Communities for Language Teachers* project dat als doel heeft om moderne vreemde taaldocenten de vaardigheden te geven om kleinschalig onderzoek te doen binnen hun eigen lespraktijk om zo het eigen onderwijs te verbeteren. Middels de technieken van Action Research gaan we voor een gemeenschappelijk probleem samen op zoek naar mogelijke oorzaken en oplossingen die we vervolgens toepassen in de klassen om daarna te onderzoeken of de aanpassing het gewenste resultaat heeft opgeleverd. Het voordeel van kleinschalig Action Research is dat het uitgangspunt de eigen lespraktijk is en dat de docent direct inzicht heeft en direct effect kan zien zonder dat er een grootscheeps onderzoek aan te pas hoeft te komen. Door de oplossing samen vast te stellen en samen met collega's te reflecteren op de technieken en de resultaten kom je tot meer diepgang in je eigen onderwijspraktijk. Uitgangspunt voor ons onderzoek is de constatering dat het niet zozeer de geringe taalvaardigheid van leerlingen is die de leerlingen beperkt om een goed overwogen antwoord te formuleren, maar dat het vaak een gebrek aan doordenken is. Wij willen onderzoeken of we leerlingen kunnen ondersteunen om hun kritisch denkvermogen te gebruiken bij het formuleren van hun antwoorden. Onze eerste stap is om te kijken in hoeverre het inplannen van en het verwijzen naar de gewenste denkvaardigheden in de voorbereidingsfase effect heeft op de kwaliteit van hun antwoorden.