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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 report¹ 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)

within the given deadline.

¹ Only if you authorised the ECML to publish your contact details.

1. Reporting	
Name of the workshop participant	Marianne Jacquin
Institution	University of Geneva, Institut de formation des enseignants (IUFÉ)
E-mail address	Marianne.jacquin@unige.ch
Title of ECML project	Action research communities for language teachers
ECML project website	http://www.ecml.at/ECML-Programme/Programme2016-2019/Professionallearningcommunities/tabid/1868/language/en-GB/Default.aspx
Date of the event	10-11 November 2016
Brief summary of the content of the workshop	<p>The workshop gave us a few insights on action research (aims, tools, possible research questions) and gave us the possibility to develop a mini-project in groups of 2-5 people from different backgrounds and countries.</p> <p>Plenary presentations were about the following topics:</p> <ul style="list-style-type: none"> - Presentation of the ECML - Broader context of the project, i.e. this project is part of a project entitled “language at the heart of learning” and aims at developing examples of best practice. - Different examples of action research studies from different countries (UK, Italy, Rumania, Iceland) - Presentation of teaching models and tools (Marton’s Variation Theory, on line teaching and learning in Canada) <p>There were different interactive tasks allowing reflection on topics like: who am I as a teacher? How do I qualify my teaching? What is quality in school? What is action-research for me?</p> <p>Group work permitted learning about the teaching practices of colleagues from different contexts (teaching in secondary schools, teacher training), to find common interests and to elaborate the mini-project.</p>
What did you find particularly useful?	<p>I particularly appreciated:</p> <ul style="list-style-type: none"> - ECML resources (brochures, online documentation) - Learning about research in different European countries - Collaborating in small groups, developing and defining our common project

<p>How will you use what you learnt / developed in the event in your professional context?</p>	<p>I will develop the mini-project (see below) for a larger project on my practice as a teacher trainer (see attachment poster presentation) I also intend to continue to use action research as a tool for teacher training and will organise an in-service training for instructors and/or secondary school teachers next year (2017-2018).</p>
<p>How will you further contribute to the project?</p>	<p>I'm actually involved in a Mini-project (outcomes in February, 2017) with four other members of European Countries (Norway, Germany, Bulgaria and Slovenia).</p> <p>Aim of the project: to reflect on one's feedback practice and improve it</p> <p>Contexts: Teacher training and teachers in secondary school</p> <p>Title: <i>Teachers as co-constructors of knowledge: Dialogical oral interaction as a coaching tool in education</i></p> <p>Research Questions</p> <ul style="list-style-type: none"> • Which strategies do I employ to maintain an interactive nature in oral feedback situations with my students? • Which instances of co-construction of knowledge can be traced to these conversations? <p>Theory Base: Literature on Feedback in secondary and higher education; Vygotsky's learning theory; Practical Handbooks</p> <p>Steps and Research Methods</p> <p>1st-step -> observation I Aim: to raise awareness of own behavior in oral feedback situations. -> e.g. recordings of feedback situations</p> <p>Analysis</p> <p>2nd step -> observation II -> teacher's / researcher's diary: notes on other possible feedback action</p> <p>3 step (later on) -> Analysis of the evolution between first and second observation</p>
<p>How do you plan to disseminate the project?</p> <ul style="list-style-type: none"> - to colleagues - to a professional association - in a professional journal/website 	<p>I'll present the mini-project to colleagues of a Language Association (ADLES: http://fremdsprachendidakti.org/) at our next SIG-meeting in January 2017.</p> <p>We'll write a report on the mini-project that will probably be uploaded on the ECML website.</p> <p>We plan to present our work at the EACPT Congress, held in Prague</p>

- in a newspaper
- other

from the 23rd – 27th of June, 2017.

The larger project (s. above) will be published in the form of a research paper.

1. 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.).

Ein zweitägiger, vom Europäischen Fremdsprachenzentrum (EFSZ) in Graz organisierter Workshop zum Thema „Aktionsforschungsgemeinschaften für Sprachenlehrer“ vereinte am 10.-11. November 37 Fremdsprachenspezialisten aus verschiedenen europäischen Ländern und mit unterschiedlichen professionellen Laufbahnen. Der Workshop hatte u.a. zum Ziel, anhand von Inputs (Forschungsarbeiten in verschiedenen Ländern, Unterrichts- und Ausbildungsansätze) Ideen zu internationalen, kooperativen Projekten zu generieren.

„Aktionsforschung (AKF) ist die systematische Untersuchung beruflicher Situationen, die von Lehrerinnen und Lehrern selbst durchgeführt wird, in der Absicht, diese zu verbessern“ (Altrichter & Posch, 1998:13)“. Im Gegensatz zu anderen Forschungsmethoden, ist AKF ein für alle im Berufsleben stehenden Akteure zugängliches Mittel, Probleme der Praxis zu bewältigen und Innovationen zu verwirklichen. Der Ansatz gibt die Möglichkeit zur selbstbestimmten (Weiter)Entwicklung von professioneller Handlungskompetenz.

Im Projekt des EFSZ geht es darum, anhand eines Netzwerks von SprachlehrerInnen und in der Fremdsprachendidaktik tätigen HochschuldozentInnen Projekte zu entwickeln, die anhand von „best practice“ Beispielen aus verschiedenen Kontexten zur Verbesserung der Unterrichtsqualität beitragen.

Die Projektthemen der in Graz anwesenden Arbeitsgruppen kreisen um aktuelle Problematiken der Fremdsprachendidaktik (z.B. Interkulturelles Lernen, Förderung des mündlichen Ausdrucks) und der Lehreraus- und Weiterbildung (z.B. Gebrauch eines Portfolios, Feedbackpraktiken).

Das Projekt zu Feedbackpraktiken beispielsweise stellt die Frage nach dem Einsatz von geeigneten Gesprächsstrategien, die es erlauben, professionelles Wissen gemeinsam mit der auszubildenden Lehrperson zu entwickeln. Feedbackgespräche werden aufgenommen, analysiert und neue, aus der Fachliteratur empfohlene Strategien experimentiert.

Kurzberichte zu allen Projekten werden voraussichtlich ab Anfang März 2017 auf der Webseite des EFSZ verfügbar sein: <http://www.ecml.at/actionresearch>