ECML PROGRAMME 2016-2019
PROGRAMME 2016-2019 DU CELV
PROGRAMM 2016-2019 DES EFSZ

LANGUAGES AT THE HEART OF LEARNING
LES LANGUES AU CŒUR DES APPRENTISSAGES
SPRACHEN ALS HERZSTÜCK DES LERNENS

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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[1] 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.

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

1. Reporting	
Name of the workshop participant	Dr. Julian Sudhoff
Institution	**University of Duisburg-Essen, Germany**
E-mail address	**Julian.Sudhoff@uni-due.de**
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	**Besides an overview on action research (methodology) the main focus of the workshop seemed to have been to establish connections between workshop participants in order form networks of action research practitioners.**
What did you find particularly useful?	**I found it particularly useful to be given the opportunity to team up with a small group of international colleagues in order to initiate a joint and unifying action research mini project.**
How will you use what you learnt / developed in the event in your professional context?	**Context:** **University -> Teacher Training -> Master Level -> School Experience / In-Service Training:** **In the English Department of the University of Duisburg-Essen, Germany, action research is an integral part of the so called "Praxissemester" (a semester in which our teaching degree students gain in-service school experience). Here, action research is seen as a valuable tool for novice teachers (i.e. our students) to systematically reflect their teaching experience. An understanding of action research in teaching, is seen as a means to analyse and reflect teaching processes, to promote quality teaching and contribute to the professional development of teachers.**

How will you further contribute to the project?	In the course of the ECML-based workshop, an international subgroup of five participants was formed (i.e. a mini action research community); the group will (in their respective field of teaching) initiate an action research project on the topic of: *Teachers as co-constructors of knowledge - Dialogical oral interaction as a coaching tool in education* **The main research questions are:** **Which strategies do I employ to keep up an interactive nature in oral feedback situations with my students?** **Which instances of co-construction of knowledge can be traced in these conversations?** **Action Research methods employed:** • **1ˢᵗ step -> initial observation of current feedback situation** **Aim of this step: to raise awareness of one's own behaviour in oral feedback situations. (e.g. via recordings of feedback situations)** • **2ⁿᵈ step -> analysis of existing feedback "culture"** • **3ʳᵈ step -> implementing new elements of feedback into one's feedback practice** • **4ᵗʰ step -> observation of revised feedback "culture"** **As action research by nature is a spiral process of learning/research the four steps could be replicated further and further. As a group we opted for an initial four-step-cycle and will then report, compare and reflect amongst each other.**

How do you plan to disseminate the project? - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other	**Within the immediate context of the English Department action research (including this particular ECML-project) is (being) discussed by the colleagues involved in teacher training.** **Within the wider teacher-training university context (e.g. within the cross-departmental "Zentrum für Lehrerbildung"), action research is also being debated. As such, possible/substantial results of the ECML-project could be disseminated university-wide in the future. -> If so, this channel would also reach schools and in-school teacher trainers in the (rather big)regional catchment area of the University of Duisburg-Essen.**

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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 wichtiges Element in der Ausbildung von Lehrerinnen und Lehrern sollte die Anleitung zur Aktionsforschung sein, da sie es ermöglicht, zwei elementare und verzahnte Lernprozesse anzusteuern.

Zum einen trägt sie dazu bei, dass Lehrerinnen und Lehrer (exemplarisch) ihre eigenen Unterrichtsprozesse systematisch dokumentieren, analysieren und reflektieren. Aktionsforschung ist also ein Werkzeug, das das eigene Unterrichten auf den Prüfstand stellt und somit das Ziel verfolgt, den Unterricht nachhaltig und effektiv zu verbessern. In diesem Sinne ist Aktionsforschung als Maßnahme zur Reflektion über und zur Qualitätsverbesserung von Lehre zu sehen.

Hiermit verbunden stößt die Aktionsforschung zudem einen zweiten Lernprozess an, nämlich die professionelle Entwicklung von Lehrinnen und Lehren (professional teacher development). Die Fähigkeit die eigene unterrichtliche Performanz kritisch-reflexiv einzuschätzen, das eigene Entwicklungspotential zu erkennen und innovative Lehr- und Lernmethoden in den eigenen Unterricht zu integrieren, bedarf einer systematischen Begleitung. Im Berufsfeld Schule ist die Lehrperson aber in der Regel mit sich und den jeweiligen Schülerinnen und Schülern alleine und eine externe Begleitung und Beratung ist nicht wirklich vorgesehen. Die Aktionsforschung ermöglicht es den Lehrinnen und Lehrern in ihrem Unterricht (auch) eine Meta-Perspektive einzunehmen und so sich selber reflexiv weiterzuentwickeln.

Insgesamt leistet Aktionsforschung somit einen Beitrag zur Qualitätsentwicklung von Schule auf unterrichtlicher und personeller Ebene.