

Action Research Project

Project title: Using EPOSTL as a self-reflection tool for improving pre-service & in-service teachers' competences
Active project participants: Larisa Kasumagić Kafedžić, assistant professor, University of Sarajevo, Bosnia and Herzegovina Theofanis Katsanos, English Teacher, Hellenic Ministry of Education, Greece
Action Research Question /Action plan and timeframe addressed to future teachers in Bosnia-Herzegovina: Initial group discussion (week 1-2) 1) What aspects of teaching practice/ intercultural workshop teaching/ primary school teaching are you most looking forward to? 2) What aspects of teaching practice/ intercultural workshop teaching/ primary school teaching are you least looking forward to?
Introducing the tool and the assignment (week 1-2) 1) Choose one segment (e.g. A, B, C etc.) from the sections Methodology, Lesson planning or Conducting a lesson (for pre-service teachers) and any segment for in-service teachers. (week 1-2) 2) Conduct at least one lesson and use the reflection grid to record your reflections on the descriptors you find the most critical for the improvement of your teaching and integrate them into your final reflection paper as a part of our Intercultural Approach in ELT methodology in-class assignment. (week 3-6) 3) Take part in the closing focus group discussion. (week 10)
Action Research Question /Action plan and timeframe addressed to in-service teachers in Greece: - In which ways can the EPOSTL be useful for practising teachers as well?
Timeframe: starting with "My status quo as a teacher" & then as above
Target groups: 9 university students from teacher education program (senior year) at the Department of English at the University of Sarajevo 8 in-service school language teachers in Greece
Action research tools used: The Self-Assessment section of the EPOSTL includes a wide range of competences and topics and the students were expected to focus on three areas of research choosing their own priorities for reflection and research. Discussions, Reflective journals, Personal reports, Critical friends groups
Main findings: The use of the EPOSTL tool in language teaching pedagogy courses is seen as a very positive measure in different countries and different teaching and learning contexts, and was confirmed as such in the context of teacher education program in Bosnia and Herzegovina. The participants acknowledged the value of both the EPOSTL and the action research techniques in creating an environment conducive to systematic thinking and learning from experience. Finding time for critical reflection was identified as one of the most important limitations in adopting an enquiry stance towards everyday teaching practice
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