



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. Reporting	
Name of the workshop participant	Mrs. Noëlle Sédilot-Gasmi
Institution	Lycée Les Sept Mares 13 Rue de la Beauce 78310 MAUREPAS
E-mail address	07805151@ac-versailles.fr
Title of ECML project	Network Meeting “Action research communities for languages teachers”
ECML project website	www.ecml.at/inspiringearlylearning
Date of the event	3-4 Mai 2018 in Graz in Austria
Brief summary of the content of the workshop	Action research is an adventure and a way of finding out about how to do things in a better way in the classroom. It’s a network meeting about the sharing of different teaching methods which imply a start placement or a starting point with a clear teaching plan and finally an expert assessment in order to evaluate the successes and the limitations of the project.
What did you find particularly useful?	The starting point of the network meeting which was the distinction between a teaching plan and an action research plan in order to find the best way of working on a project was particularly useful. It was the opportunity to show us an eloquent example of action research planning from Helbert Altrichter and Peter Bosch ‘s spiral for getting into action research. The aim is to lead teachers towards a well thought through plan. Also, Franz Rauch’s presentation called “ Own Action Research Project as a Science Teacher” was very interesting because he gave us a concrete example of an action research plan step by step. He allowed us to put theory into practice with a clear teaching plan.
How will you use what you learnt / developed in the event in your professional context?	The spiral example is very inspiring and it leads teachers and helps them become more aware of how to engage in action research. It’s a complete guideline which proposes clarity for the teaching plan. Also, it would be interesting in our French practice to sound out the students more with questionnaires in order to get their opinion, their point of view about the project that is planned. We might get better support from them that would suppose a successful project. In the same way as students and teachers’ feedback allows project evaluation as a guide.
How will you further contribute to the project?	By staying connected with the different network meeting participants, collaborating with my team members regularly, sharing points of view, different teaching methods and collaborative tools in order to progress in my practice .Also

	through the continuing of my own learning process by attending seminars organised by the ECML/CELV
<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 - in a newspaper - other 	<p>I think I will disseminate the project to my colleagues with explanations and demonstrations of a new teaching method which implies an action research planning with observation and reflection phases. I will share the spiral document, which is a good useful tool, as a reference of the network meeting. We could use it individually or in a group.</p> <p>Also, I could diffuse the project on the website of our High School and on Twitter. Finally, if I have the opportunity, I could diffuse the project by training teachers through training sessions on the design and managing of the project.</p>

<p>2. Information au public</p> <p>Texte d'environ 200 mots pour la promotion de l'événement du CELV, du projet et de la publication envisagée mettant l'accent sur les avantages apportés aux groupes cibles. Ce texte sera rédigé dans votre/vos langue(s) nationale(s) pour diffusion (sur des sites web, dans des revues, etc.).</p>
<p>Les 3 et 4 mai 2018, s'est tenue une rencontre entre experts internationaux engagés depuis 2016 et jusqu'en 2019 dans un projet européen de Recherche-Action à Graz en Autriche au Centre Européen pour les Langues Vivantes (CELV). Cette rencontre soutenue par le Conseil de l'Europe et à destination des professeurs de langues a permis le partage d'approches innovantes dans le domaine de l'éducation aux langues. Cette démarche de projet qui encourage le travail collaboratif entre pays européens et incite à la diversité linguistique et culturelle, s'attache à promouvoir la mise en œuvre et la diffusion de pratiques pédagogiques novatrices parmi les professionnels de l'enseignement. Lors de ce séminaire, il a été présenté à l'ensemble des experts des outils pédagogiques permettant l'acquisition de savoir et savoir-faire remarquables. La spirale de RA de Herbert Altrichter et Peter Posch propose notamment à l'enseignant une démarche pédagogique active et réflexive afin de le guider pas à pas, dans la planification de son projet. Elle suscite le diagnostic d'une situation de base, sa progression et son expertise. Des outils collaboratifs de partages ont été aussi proposés pour permettre une meilleure clarté et visibilité de l'envergure de projets menés en interdisciplinarité. Le lycée Les Sept Mares de Maurepas, dans les Yvelines, participe par exemple au projet EOL depuis 2 ans. Ce dernier vise à dispenser un enseignement où les langues vivantes sont au cœur même des apprentissages. Par conséquent, ces ateliers de Recherche-Action qui reposent sur des échanges et partages de connaissances didactiques, pédagogiques et culturelles innovantes, incitent les professionnels de l'enseignement à engager une démarche réflexive sur leurs propres pratiques pédagogiques afin de créer des environnements d'apprentissages bénéfiques aux apprenants.</p>