



ERL RESEARCH PROPOSALS

PROCEDURE:

You

- come up with your research proposal cutting across ERL areas, skills or domains,
- email us at educationalroleoflanguage@gmail.com,
after which
- we put your idea below, including the key question, a brief outline, preferences & contact data,
- we jointly work on how to best advance your proposal on the international level.

PROPOSAL TYPES:

- **crosscutting AREAS**, e.g. on how students feel about what how they act with language (language experience/emotions [Area 3] vs language activity [Area 2])
- **crosscutting SKILLS**, e.g. on what effect oracy practice has on reading and writing competence (or vice versa)
- **crosscutting EDUCATIONAL DOMAINS**, e.g. on what reasons teachers give for instructing or not instructing students to voice their beliefs or emotions in the classroom (worldview domain vs. affective domain)
- **crosscutting EDUCATIONAL SYSTEMS**, e.g. on the allowance of and the use of students' own (home) language for educational purposes in different countries

PROPOSALS

Proposal 1: 6 July 2017 Short title (running head): *Schools' approach to skills*

Key question: **How "outspoken" are schools in different countries with regard to their treatment of 4 language skills?**

Brief description: The point of the study is to analyse the scope and the ways in which schools in different countries clarify/articulate/demonstrate/explain their position with regard to four language skills, be it via documents, regulations, notices, word-of-mouth instructions, etc. As there is little balance between schools' focus on their students' reading and writing, on the one hand, and listening and speaking, on the other (with the former being systematically trained, whilst the latter ('oracy') being underestimated), the study is meant to recognise the extent and the forms of schools' attempts to strike a balance between the four, particularly through lessons of subjects other than (native or second) language. We shall perform it in a predominantly qualitative fashion by application of structured interviews with all school stake-holders, most importantly – headmasters, teachers, students and parents, out of which the overall picture of particular schools' "philosophy" with regard to the four skills shall emerge. Apart from reflecting the priorities observed by the said groups of stakeholders, the structuring of interviews is likely to additionally reveal discrepancies between within schools and across them, as well as between educational systems of different countries.

Partners sought – preferences as to countries, schools etc.: primary, secondary and tertiary schools

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Proposal 2: 10 July 2017 Short title (running head): *Speak or not to speak?*

Key question: What aspects do university students show as those that determine their decision to speak or not to speak during their classes?

Brief description: The point of the study is to establish what reasons lie beyond students' decisions (not) to speak and to verify which domains they fall under (that is whether these reasons have a cognitive ("I don't understand"), affective ("I don't feel like it"), psychomotor character ("I can't pronounce") or pertains to a student's worldview ("I can't see the point in speaking much"). The assumption underlying the study is that the students' decisions (not) to speak are determined culturally and so there might occur differences here between groups, nations, societies, etc. Additionally, the study also aims to recognise (groups) of students who see classroom speech as more than just a tool serving ongoing purposes but rather serving general education as a whole ("I speak to see that I'm learning things") or constituting an aim in itself ("I see speech as an ability worth developing regardless of discipline and/or subject matter) or even an attribute of one's personality ("By speaking I construct my reality more consciously"). Students' decisions concerning their verbal production matter for the entirety of education as well as for their future success, which is why the study is viewed as one of paramount importance across subjects, schools and states.

Partners sought – preferences as to countries, schools etc.: universities in any countries

Contact person & email address: Michal Daszkiewicz (Poland) – pedmd@ug.edu.pl

Proposal 3: Short title (running head):

Key question:

Brief description:

Partners sought – preferences as to countries, schools etc.:

Contact person & email address: