

Handreichung zur MAP im Praxissemester
(Master of Education 2014 – MENG 10. 1 LP)
Studienprojekt (MAP) (Fachdidaktik Englisch/TEFL)

Roadmap for preparing your MAP paper

Studienprojekt: You examine a particular aspect of TEFL by observing lessons, testing, doing a survey, setting tasks & analysing task outcomes etc.

- Identify fields of interest (syllabi, TEFL, SLA, classes attended, etc.)
- Find/Choose a topic/field of interest
 - Criteria for a suitable topic:
 - Is it TEFL-specific (e.g. skills, ICC, etc.)? (E.g. examining the benefits of group work would be too general)
 - Is it observable? (E.g. whether students process a text bottom-up or top down is hard to observe)
 - Is its analysis realistic/feasible? (E.g. use of FL in pair work: technical realization of recordings? Permission of parents? Transcription of recordings?)
- Find out what is known about this topic in theory (read appr. 2-3 texts which deal with your topic, feed in the literature)
- Formulate a guiding question
- Choose a method (e.g. classroom observation, task analysis, learner/teacher interview)
- Choose/Develop a research instrument (e.g. questionnaire, observation grid with criteria for observation (for examples see Scrivener 2005: 382ff.), test, tasks, criteria for analysing a learner product)
- Analyse and interpret your collected data/learner product by getting back to your theoretical knowledge

Moving from a field of interest to a guiding question (examples)

Field of interest	Theory	Guiding Question	Method & Instrument	Interpretation
Speaking	E.g.: Focus on fluency, speaking time in the EFL class (DESI), Levelt's model of speaking (1989), adapted models of speaking (Diehr/Frisch 2008); Wolff (2002); assessing speaking (Luoma 2004) etc.	E.g.: To what degree are learners able to speak productively? What opportunities are learners given for free oral production?	E.g.: Analysis of speaking tasks and task outcomes with the help of an observation sheet/audio recording	Transcription of a learner text. Collection of examples of free language use.

Teaching vocabulary	E.g.: Verbal and non-verbal techniques for communicating word meaning (Thaler 2012: 227f.); rich instruction (Nation 2001)	E.g. Is there rich instruction about aspects of word knowledge?	E.g.: Classroom observation with the help of an observation sheet for documenting methods used in the lesson	E.g.: Quantitative analysis: Which methods are used most often? Which aspects of word knowledge are especially fostered?
Task-based/task-supported language learning	E.g.: Focused vs. unfocused tasks (Ellis 2003); TSLL (Müller-Hartmann/Schocker-v. Ditfurth 2011); task demand and task support (Cameron 2001)	E.g.: Which kinds of tasks are used in the EFL classroom? How do learners make use of tasks?	Contrasting task-as-plan and task-in-action by comparing a lesson plan with a learner product	E.g.: Content analysis: Which aims were reached? Which aims were not reached? What could be possible reasons?
Language use in bilingual education	E.g.: Use of L1, L2 etc. in bilingual education, e.g. (Diehr/Schmelter 2012), Wolff (2012), Cummins' distinction between BICS and CALP, etc.	E.g.: How are L1, L2 and FL employed? Or: In which situations are L1, L2, FL used? What is the function of language change/code-switching?	E.g. Classroom observation with the help of an observation sheet which documents different situations of code-switching	E.g.: Categorisation of identified code-switching situations
Teaching literature/ Picture books	E.g.: Literature/Picture books in the EFL class and development of competences, e.g. Diehr/Surkamp (2015), Alter/Frisch (2018) etc.	E.g.: How can the literary text/PB be used to develop - language competence - literary skills	E.g.: Analysis of the PB → Identification of its potential; Analysis of a learner text with the help of criteria	E.g.: Content analysis: Referring content of the learner text to a model of literary competence
...

How to document your findings

- Make an appendix. This should include:
 - your observation grids (empty & filled in), criteria of your analysis
 - your lesson plans
 - charts and table of quantitative findings
 - teaching materials you used
 - ...

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