

Making Research Relevant for Teacher Practices Through Professional Development

Professor Roy Lyster
McGill University

January 22, 2018 (Monday)
12:45 – 14:00

Room 205, Runme Shaw Building, HKU
Chair: Dr Yuen Yi Lo

Abstract:

This lecture will connect three of the presenter's classroom studies to portray an evolution from research examining the effects of researcher-designed instructional interventions to research examining the impact of helping teachers to design their own instructional interventions.

Study 1 (Lyster, 2004) investigated the effects of an instructional intervention designed by the research team on students' ability to accurately assign grammatical gender in French. The treatment yielded positive outcomes and evolved into an instructional model employed in two subsequent researcher-led professional development (PD) initiatives (Studies 2 and 3). The PD in Study 2 (Lyster, Quiroga, & Ballinger, 2013) aimed to support partner teachers in collaborating to design and implement biliteracy projects that used illustrated storybooks to connect the students' French and English classes while targeting derivational morphology in both languages. The PD in Study 3 (Lyster, in press) aimed to engage teachers with instructional practices considered effective for integrating language and content across their French as a second language classes and their social studies classes taught in French.

Together the three studies point to the benefits of developing a synergy between teachers and researchers as a means (a) to support teachers in their implementation of pedagogical insights yielded by research in instructed second language acquisition (ISLA) and (b) to strengthen ISLA itself in its endeavour to improve language teaching and learning.

About the speaker:



Roy Lyster is Professor Emeritus of Second Language Education at McGill University in Canada. He has a PhD in Applied Linguistics as well as a B.Ed. and M.Ed. from the University of Toronto, and an MA from the Université de Paris VII. His research examines content-based second language instruction and the effects of instructional interventions—such as teacher scaffolding and corrective feedback—designed to counterbalance form-focused and content-based approaches. He is author of a module called *Content-Based Language Teaching* published by Routledge in 2018, and two books: *Learning and Teaching Languages Through Content* published by Benjamins in 2007 and *Vers une approche intégrée en immersion* published by Les Éditions CEC in 2016.

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