

DOES TEACHING VOCABULARY LEARNING STRATEGIES CONTRIBUTE TO LEARNER AUTONOMY IN MFL AND CLIL CLASSROOMS?



We would like to invite teachers in post primary schools to engage in a small Action Research Project. The project should take place between January and 20th February 2017. This is a small project that should take place within 2 or 3 lessons.

WHAT IS ACTION RESEARCH?

'It is done by systematically collecting data on your everyday practice and analysing it in order to come to some decisions about what your future practice should be.' (Wallace, 1998:4)

An action research project of the European Centre for Modern Languages (ECML), the Post-Primary Languages Initiative and Dublin and Dún Laoghaire Education and Training Board



- It is carried out by teacher(s) in their own class and with their own students.
- It is to improve some aspect of learning/teaching
- It is contextualised, small-scale and local, Evaluative and reflective
- It aims to bring about change. Changes are based on the collection of data which provides impetus for change

WHAT ARE THE AIMS OF THIS MINI ACTION RESEARCH PROJECT?

- To help teachers become more aware of how engaging in action research can enhance their day to day practice and in turn result in better outcomes for their students
- To encourage teachers to share the outcomes of their research with colleagues
- To increase students' engagement in their own learning
- To develop students autonomy as language learners
- To improve students' overall language competence – fluency and accuracy
- To improve ALL students' overall level of literacy and confidence in dealing with text
- To increase student engagement in their own learning especially in CLIL classroom where the teacher doesn't share the same L1 and students are responsible for handling volumes of academic language independently.

HOW WILL IT WORK?

- Teachers complete reflection questions on their current practice in relation to teaching these strategies
- Teachers identify 2 or 3 texts to work with.
- In schools students read 1 of the given texts and identify and record useful vocabulary they would like to learn. Teachers collect the list from the students
- Teachers and students spend one class working on different strategies i.e.: Noticing language chunks, collocations in context etc.
- In the next session students work on another text to identify and record a new set of vocabulary which they consider useful
- Teachers collect the new lists and evaluate the quality of the vocabulary chosen by the students
- Students complete a feedback questionnaire on the task
- Teachers complete a feedback questionnaire on the action research and the impact on their teaching
- Teachers return questionnaires by the 22th February 2016

Results and models for the action research projects will be submitted for inclusion on the ECML Action Research Online platform with a bank of resources, including key documentation, and didactic materials.

WHAT HAPPENS NEXT?

If you are interested in participating and would like to find out more, get in touch before the 25th of January. We will provide you with all the necessary questionnaires and will help you plan for your action research project. We will support you in any way we can.

Contact details

Kènia Puig

✉ Kenia.Puig@languagesinitiative.ie

☎ 087-4715278