

Action Research Project Abstract

Project title: Does Teaching Vocabulary Noticing Strategies lead to learner autonomy?
Active project participants: Mary Kenny & Kenia Puig English as an Additional Language (EAL) Teachers and Modern Foreign Language (MFL) teachers.
Action Research Question: Does Teaching Vocabulary Noticing Strategies lead to learner autonomy?
Target group(s): Teachers of EAL and MFL students
Action plan and timeframe: To train EAL teachers within my organisation at their network meeting on 30th November 2016 and then a further group of teachers at a Supporting Multilingual classroom event on Sat 3rd December organised by the Post-Primary Languages Initiative. MFL teachers invited to join project and supported via email and a Padlet wall to share resources. Teachers will then go back to their schools to train students they work with in language support classes and MFL classes. Teachers and students complete questionnaires to reflect on practice and to assess the impact of the project on their teaching and learning. Final questionnaires from both teachers and their students will be collected on February 15th at the EAL Network meeting or posted back to the team.
Action research tools used: Student and teacher questionnaires and video recording of interviews with teachers. Padlet to collaborate and share resources
Main findings: Students feel better able to handle their learning when they are given the tools. We also learned that the best people to improve teachers' classroom practice is teachers themselves from within their own classroom. It is more powerful and brings about more change and learning than looking to attend external continuous professional development (CPD) sessions. Once teachers try Action Research in their classrooms, they feel more empowered.
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