

Action Research Project

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| <p>Project title: Applying Critical Thinking Strategies in Vocabulary Learning and Teaching</p> |
| <p>Active project participants: Annelet Francisca LYKLES (THE NETHERLANDS), Mimoza NOGU (ALBANIA), Nadezda POLIANOVICA (LATVIA)</p> |
| <p>Action Research Question: How to improve the efficiency of vocabulary learning?</p> |
| <p>Target group(s): 183 students 13 to 17 years old students and 107 teachers of different subjects</p> |
| <p>Action plan and timeframe:</p> <ol style="list-style-type: none"> 1) Study of the theoretical sources (Nov. 2016- Jan. 2017); 2) Trying out different approaches in Critical Thinking (CT) and narrowing the research topic (Feb.- May. 2017); 3) Investigating CT strategies for vocabulary learning and drawing conclusions (Sept. 2017- Feb. 2018) |
| <p>Action research tools used: questionnaires, interviews, entry and exit vocabulary tests and students' written work</p> |
| <p>Main findings:</p> <ol style="list-style-type: none"> 1) Most students <ul style="list-style-type: none"> - would like to improve their vocabulary learning skills and strategies; - cannot make a list of CT strategies, but believe that they are applying some of them; - try to guess a new word's meaning from the context, but do not pay attention to the part of speech and affixes. 2) Most teachers <ul style="list-style-type: none"> - agree that textbooks play a significant role in education, but not always contain CT activities; - claim that their students have poor CT skills and cannot make a list of CT strategies; ; - develop their own CT activities almost for every lesson; - believe that Critical and Creative thinking are two absolutely different processes; - have never received special training in Critical Thinking. |
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