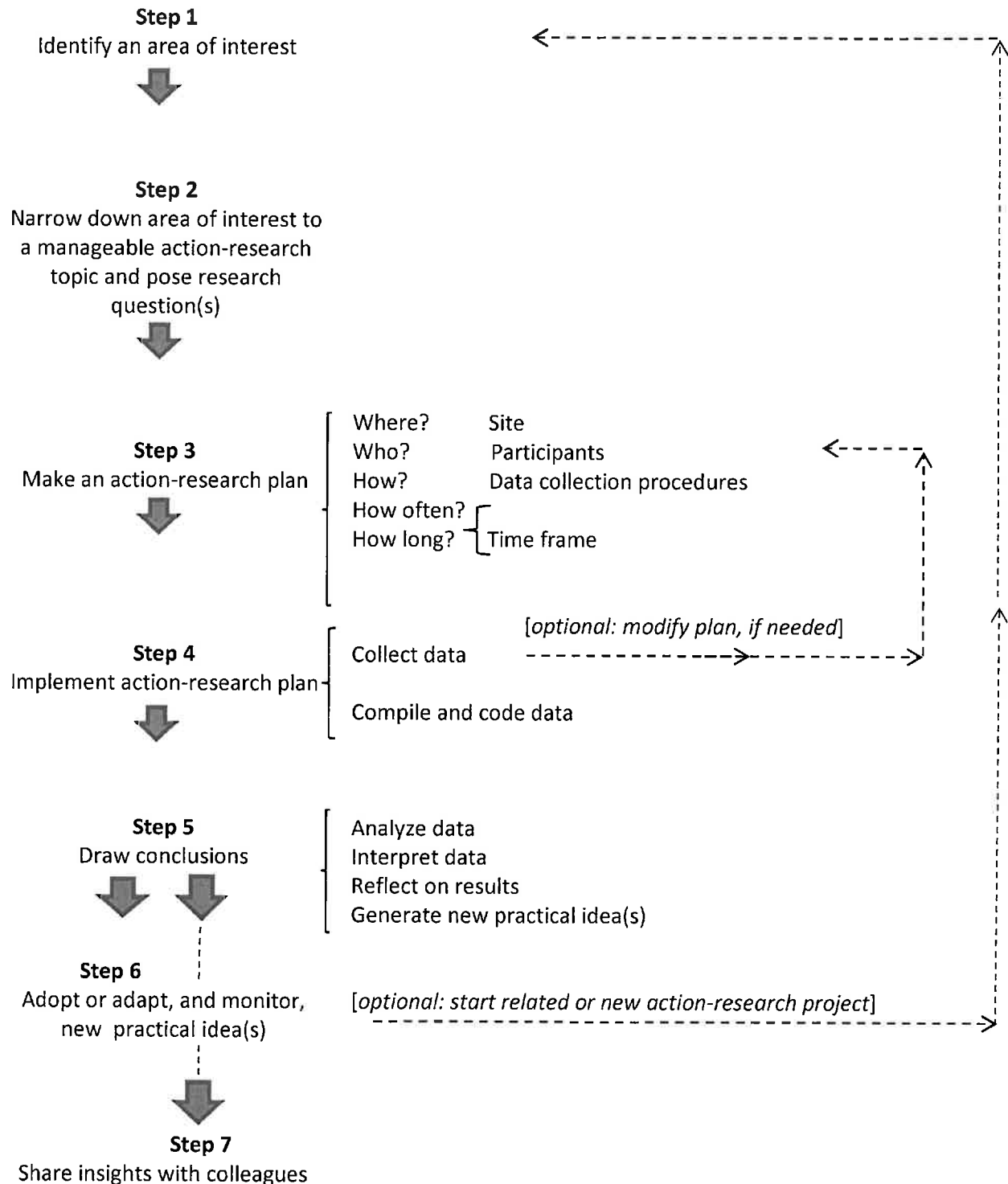


# Action Research Can Make a Difference in Our Classrooms

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## 7-Step Action Research Process<sup>1</sup>

The action research process is an iterative process, as seen by the dotted lines. Note too that although the 7-step process is depicted here as a linear sequence, some steps can occur simultaneously.



<sup>1</sup>Adapted from Grabe, W., & Stoller, F. L. (2011). *Teaching and researching reading* (2<sup>nd</sup> ed.). New York: Routledge.

**Classroom Management**

- \_\_\_ Class size
- \_\_\_ Pacing of lessons
- \_\_\_ Student-group formation
- \_\_\_ Student-student, teacher-student, whole-class interactions
- \_\_\_ Other

**Teacher Abilities/Roles**

- \_\_\_ Teacher as facilitator, motivator, and/or evaluator
- \_\_\_ Teacher talk
- \_\_\_ Teacher explanations
- \_\_\_ Teacher ability to assess students' needs
- \_\_\_ Other

**Student Affect**

- \_\_\_ Student motivation
- \_\_\_ Student confidence
- \_\_\_ Student willingness to take risks
- \_\_\_ Other

**Lesson Planning and Implementation**

- \_\_\_ Pre-during-post activities
- \_\_\_ Presentation-Practice-Production
- \_\_\_ Effective beginning, middle, and end to lesson
- \_\_\_ Other

**Use of Classroom Resources**

- \_\_\_ Required textbook (and textbook supplementation)
- \_\_\_ Whiteboard/blackboard
- \_\_\_ Extensive reading graded readers
- \_\_\_ Other

**Vocabulary Instruction**

- \_\_\_ Explicit teaching techniques for vocabulary expansion
- \_\_\_ Recycling of vocabulary
- \_\_\_ Word Wall use
- \_\_\_ Other

**Reading Instruction**

- \_\_\_ Reading comprehension: Teaching rather than testing
- \_\_\_ Reading fluency practice
- \_\_\_ Raising students' discourse-structure awareness
- \_\_\_ Other

**Writing Instruction**

- \_\_\_ Accuracy and fluency practice
- \_\_\_ Writing in different genres
- \_\_\_ Journal writing
- \_\_\_ Other

**Speaking Instruction**

- \_\_\_ Student attitudes toward speaking
- \_\_\_ Pronunciation teaching
- \_\_\_ Teaching for spoken fluency
- \_\_\_ Other

**Listening Instruction**

- \_\_\_ Listening to authentic texts
- \_\_\_ Listening for main-idea comprehension
- \_\_\_ Listening strategies
- \_\_\_ Other

**Integrated Reading-Writing Instruction**

- \_\_\_ Reading-to-write instruction
- \_\_\_ Synthesis writing
- \_\_\_ Plagiarism and attribution
- \_\_\_ Other

**Monitoring of Student Learning**

- \_\_\_ Formative and summative evaluation
- \_\_\_ Student self-assessment
- \_\_\_ Peer feedback
- \_\_\_ Other

**Learning Outcomes**

- \_\_\_ Language-skill improvement
- \_\_\_ Content learning
- \_\_\_ Improved student motivation
- \_\_\_ Other



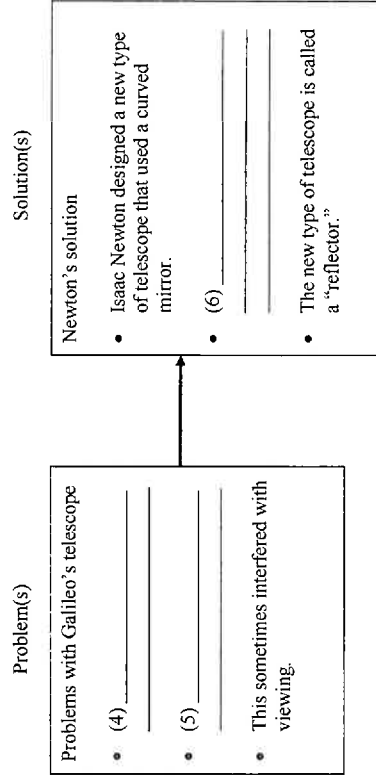
**Telescopes: Tools for Examining the Heavens**

GOs developed by X. Jiang for "Telescopes" reading passage in Mikulecky, B., & Jeffries, L. (2007). *Advanced reading power: Extensive reading, vocabulary building, comprehension skills, reading faster* (p. 145). New York: Pearson.

**1. Timeline (Time chronology): Invention of telescopes (paragraphs 1 and 2)**

- Early 1600s**
  - Children put two glass lenses together while playing with them in a Dutch optical shop; the owner of the shop looked through the lenses and noticed their magnifying effect.
  - Soon after that, he invented a device called a "looker."
- 1608**
  - The shop owner failed to sell the "looker."
  - (1) \_\_\_\_\_
- 1610**
  - (2) \_\_\_\_\_
- 1611, April**
  - Galileo showed his device to guests at a banquet and one of the guests named the device "telescope."
- 1700s**
  - (3) \_\_\_\_\_

**2. Problem-Solution: Problem with Galileo's telescope & Newton's solution (Paragraph 2)**



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**3. Description: Today's world's largest optical telescopes (paragraph 3)**

Telescopes	Location	Key characteristics
(7) _____	Yerkes Observatory, Williams Bay, Wisconsin	Has lenses that are 40 inches across
World's largest reflecting telescope	Caucasus Mountains	(8) _____
World's second largest reflecting telescope	(9) _____	Has a 200-inch lens
Keck Telescope	On a mountain in Hawaii	Uses the combined light that falls on 36 mirrors, each 5.9 feet in diameter

**4. Comparison – Contrast: Radio and optical telescopes (paragraph 4)**

	Radio telescope		Optical telescope
Comparison	<ul style="list-style-type: none"> <li>• Both allow astronomers to collect data from outer space.</li> <li>• (10) _____</li> </ul>	<ul style="list-style-type: none"> <li>• Collects light waves</li> <li>• Uses lenses or mirror</li> </ul>	
Contrast	<ul style="list-style-type: none"> <li>• Collects radio waves</li> <li>• (11) _____</li> <li>• Uses radio receivers to record radio waves from distant objects in space</li> </ul>	<ul style="list-style-type: none"> <li>• (12) _____</li> </ul>	

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Select Teacher Resources on Action Research

- Allright, D., & Hanks, J. (2009). *The developing language learner: An introduction to exploratory practice*. New York, NY: Palgrave Macmillan.
- Blázquez, B. A. (2007). Reflection as a necessary condition for action research. *English Teaching Forum*, 45(1), 26–34.
- Borg, S. (2006). Conditions for teacher research. *English Teaching Forum*, 44(4), 22–27.
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York: Routledge.
- Burns, A., & Burton, J. (Eds.). (2008). *Language teacher research in Australia and New Zealand*. Alexandria, VA: TESOL.
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- Eyraud, K., Giles, G., Koenig, S., & Stoller, F. L. (2000). The word wall approach: A means for promoting L2 vocabulary learning. *English Teaching Forum*, 38, 2–11.
- Farrell, T. S. C. (Ed.). (2006). *Language teacher research in Asia*. Alexandria, VA: TESOL.
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- Grabe, W., & Stoller, F. L. (2011). *Teaching and researching reading* (2<sup>nd</sup> ed.). New York, NY: Routledge.
- Nunan, D. (2002). Learner strategy training in the classroom: An action research study. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 133–143). New York: Cambridge University Press.
- Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. NY: Cambridge University Press.
- Taylor, E. (2002). Research in your own classroom. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp.397–403). New York: Cambridge University Press.

**On-line Resources Related to Action Research**

[http://www.nclrc.org/about\\_teaching/reports\\_pub/conducting\\_action\\_research.pdf](http://www.nclrc.org/about_teaching/reports_pub/conducting_action_research.pdf)  
<https://www.slideshare.net/Gregwad/action-research>  
[http://www.philseflsupport.com/action\\_research.htm](http://www.philseflsupport.com/action_research.htm)  
[http://www.nclrc.org/newsletter/older\\_issues/0903.pdf](http://www.nclrc.org/newsletter/older_issues/0903.pdf)  
<http://www.nuis.ac.jp/~hadley/publication/reicar/action-research.pdf>  
<http://journals.sfu.ca/uwmadison/index.php/networks>