

Contents

	Acknowledgements	x
	Preface	i
1	Why should teachers do action research?	7
1.1	Action research: a case study	7
1.2	A collaborative perspective on action research	12
1.3	Teachers' responses to action research	14
1.4	Summary	17
	Group discussion tasks	18
2	Definitions and processes	20
2.1	Introduction	20
2.2	Quantitative approaches to research	21
2.3	Qualitative approaches to research	22
2.4	Action research	24
2.5	What are the origins of action research?	26
2.6	What does action research involve?	29
2.7	What are the processes of doing action research?	35
2.8	Summary	43
	Group discussion tasks	44
3	Getting started	45
3.1	Introduction	45
3.2	Constraints and impediments	45
3.3	Finding a focus	53
3.4	The role of theory in question formulation	68
3.5	Ethical considerations	70
3.6	Summary	75
	Group discussion tasks	76

Contents

4	Observational techniques for collecting action research data	78
4.1	Introduction	78
4.2	Observation	80
4.3	Notes and diaries	85
4.4	Audio and video recording	94
4.5	Photographs	101
4.6	Charting the social organisation of the classroom	105
4.7	Summary	115
	Group discussion tasks	116
5	Non-observational techniques for data collection	117
5.1	Introduction	117
5.2	Interviews	118
5.3	Surveys and questionnaires	129
5.4	Life and career histories	136
5.5	Documents	140
5.6	Metaphor development	147
5.7	Summary	150
	Group discussion tasks	151
6	Analysing action research data	152
6.1	Introduction	152
6.2	What is data analysis?	153
6.3	When should data be analysed?	154
6.4	Processes of analysis	156
6.5	Validity and action research	160
6.6	Enhancing trustworthiness in action research	162
6.7	Techniques for analysing data	166
6.8	Summary	179
	Group discussion tasks	180
7	Disseminating the research and sustaining the action	181
7.1	Introduction	181
7.2	Disseminating the research	181
7.3	Sustaining the action	201
7.4	Summary	212
	Group discussion tasks	212

	<i>Contents</i>
8 Collaborative action research in practice	214
8.1 Introduction	214
8.2 Action research as professional development <i>Jane Hamilton</i>	215
8.3 Using English outside the classroom <i>Janette Kohn</i>	221
8.4 The Teams/Competencies Project <i>The staff of Wilkins Intensive English Centre</i>	225
8.5 Strategies for ‘non-language’ outcomes <i>Lenn de Leon</i>	229
8.6 Concluding remarks	233
Further reading	236
References	243
Index	255