**Reflective Teaching through Action Research**

Activity 1

Watch the clip and answer the following questions:

1. Why did she choose to investigate this area?
2. What materials did she develop?
3. What did she gain from doing the project?

Activity 2: **Action Research Questions: Analysis**

1. Does the question have the right scope?
* What improves motivation in my class?
* What kind of speaking activities will motivate my students?

*The first question is too broad and there will be too many learning and teaching factors to point to any particular reasons for improvement. The second question allows for a focus on a particular skill area.*

1. Is the question closed or open-ended?
* Can group work be extended in my classroom?
* How can group work be extended in my classroom?

*The first question invites a ‘yes/ no’ response. The second question allows for a range of possibilities to be identified.*

1. Is the question biased?
* How will using electronic dictionaries lead to higher test scores in my students’ writing?
* How will using electronic dictionaries influence my students’ writing?

*The first question already assumes that the dictionaries will make an improvement. The second does not assume there will be an improvement. Finding that something doesn’t work may be as important as finding that it does.*

1. Does the question allow for a logical connection between the action and the outcome?
* How will observation of my students carrying out listening tasks increase my understanding of how best to develop their listening skills?

*Observation alone is unlikely to result in comprehensive findings about how students develop their listening skills.*

1. Does the question lend itself to data collection?
* What is task-based language learning (TBLL)?
* What kinds of reading tasks work the most effectively in my classroom?

*The first question is a very general one that should be answered by reading the literature on TBLL. The second allows you to try out different kinds of tasks for teaching a specific skill and collect data on what happens.*

1. Does the question relate to current research?
* How can I develop students’ reading skills by using a phonics only approach?

*Although teaching phonics is a part of developing reading skills, current research indicates that reading development requires attention to a variety of other complementary skills and strategies.*

References

Burns, A. (2010) **Doing action research in English language teaching.** New York and London: Routledge.