CONFIDENTIAL GDP3023

UNIVERSITI UTARA MALAYSIA

FINAL EXAMINATION
SECOND SEMESTER SESI 2005/2006

CODE/COURSE : GDP3023 ACTION RESEARCH IN TESL
DATE : 24 April 2006 (MONDAY)
TIME : 2.30 – 5.00 a.m. (2 ½ Hours)
VENUE : BK5 (FPAU)

INSTRUCTIONS:
1. This exam paper contains NINE (9) questions in SIX (6) printed pages, excluding the cover page.
2. Section A contains EIGHT (8) structured questions. Section B contains ONE (1) essay question.
3. Answer Section A on the question paper itself, and Section B on the answer sheets provided.
4. You are NOT ALLOWED to remove the exam paper from the examination hall.

MATRIC NO. : ____________________________
( in words ) ____________________________
IDENTITY CARD NO. :

( in figures )

LECTURER : DR. SARIMAH SHAIK ABDULLAH
GROUP : A TABLE NO. :

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO
SECTION A (70 marks)

INSTRUCTIONS:
Answer ALL questions.

1 As teachers we often observe what goes on in the classroom and make adjustments in our teaching based on what we see. How is this common activity different from action research observation?

(4 marks)

2 Action researchers will normally be at the centre of the research activities and therefore will not be in a good position to observe their own teaching. Suggest TWO (2) ways which can enhance the observation technique.

(a) 

(b) 

(4 marks)

3 Despite having different theoretical assumptions, all action research models share in common a basic four-step process. List the FOUR (4) steps in the order that they should appear.

(a) 

(b) 

(c) 

(d) 

(4 marks)
Discuss **THREE (3)** advantages and disadvantages each of teacher-pupil interview as a technique for action research data collection.

Advantages:
(a) 
(b) 
(c) 
(6 marks)

Disadvantages:
(a) 
(b) 
(c) 
(6 marks)

5 One of the principles that teachers need to observe when planning for an action research project is to make sure that the research activity does not interfere with or disrupt their teaching commitment. List **THREE (3)** other principles that teacher researchers need to observe.

(a) 
(b) 
(c) 
(6 marks)
6 (a) According to McNiff et al. (1996), during the initial cycle of an action research project, the researcher needs to gather **TWO (2)** sets of evidence (i.e. Evidence 1 and 2). Discuss what these sets of evidence are for.

Evidence 1:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Evidence 2:

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________________________________________________________________________

________________________________________________________________________

(6 marks)

(b) Drawing on the action research project that you have conducted, describe the **TWO (2)** sets of evidence that you have gathered.

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(10 marks)
Your students are experiencing anxieties and frustrations when learning English and making mistakes. You would like to create a supportive learning environment that would be non-threatening, encourage risk-taking and help the students accept mistakes as part of learning. As your baseline data, you decide to devise a questionnaire to find out how your students feel about making mistakes and how they prefer for you to respond to errors. Construct **TWO (2)** different types of:

(a) **Closed items**

(b) **Scale items**

(c) **Open-ended items**

(6 marks)
The following is an extract from an action research case study. Read the extract and answer the questions below.

Amy made a videotape of herself experimenting with various models of teaching. After reviewing the videotape, she felt that among other observations, she had been rather abrupt in her questioning technique and had given the pupils little time to formulate responses to her questions. Amy decided to explore this observation a little further and ascertain whether this was a consistent behaviour or an aberration. She did this by taking a further videotape of her teaching and by asking a colleague to observe her teaching. She developed a short questionnaire on her questioning technique, which she administered to her pupils and subsequently analysed. She also encouraged her students to make written comments on her questioning techniques. As a result of this endeavour, Amy realised that she did in fact interject very quickly after asking a question, and quite often answered her own questions.

(a) Specify a specific validation activity that Amy carried out in the above case study.

(2 marks)

(b) Explain why this activity was necessary.

(4 marks)
SECTION B (30 marks)

INSTRUCTIONS:
Answer the questions below.

1. Below are extracts from a journal entry made by a novice action researcher describing how she and her colleagues were handling their action research activities. Read the extracts and answer the questions.

Our action research team decided that we would collect data by observing teachers in their classrooms and interviewing teachers and children. When we presented our project to the school, the principal had a bit of an initial shock as Ray failed to write in advance to let him know that we were coming. As valuable time was lost, we decided that it was too late to change our schedule and went to the school as we have originally planned. Luckily, the principal’s initial reaction was short-lived and he soon began to warm up to our ideas. The afternoon supervisor seemed cooperative. We could not say the same as regards the teachers. However, the principal assured us that this would not be a problem as he would persuade the teachers to allow us to observe them in their classrooms and they’d usually listen to him anyway.

… Interviews with the teachers were revealing. Many of the teachers knew very little about Reader Response Theory (RRT) and continued to use their old “tried and proven” curriculum in spite of RRT adoption promoted by the ministry. In fact, many were very unhappy about the new literary texts and decided not to use them. Actually we are not sure whether they did not use them at all or only used some of them. Janet thought she heard one or two teachers said they only used some of the texts. But Sam, Ray and I thought we heard all teachers said they did not use the texts at all. We decided to go with what the majority thought they heard. Besides this seemed to support our hypothesis that teachers were reluctant to use the new literary texts in their reading activities.

We seriously believed that the teachers’ reluctance was unwise as they were not sticking to the curriculum guidelines. We felt that it was important to let the principal know what was going on. Sam thought we should not reveal the teachers’ name, but we decided in the end to let the principal know who these people are so that they could be sent for retraining.

(a) Discuss FIVE (5) ethical considerations an action researcher needs to observe when conducting her/his research project.

(15 marks)

(b) Discuss how the researchers in the above situation have violated the professional integrity and interests of their research participants. Suggest what they should have done instead.

(15 marks)

END OF EXAM PAPER