UNIVERSITI UTARA MALAYSIA

FINAL EXAM
SECOND SEMESTER 2009/2010 SESSION

COURSE CODE / NAME : SGDP3023 ACTION RESEARCH IN TESL
DATE : 21 APRIL 2010 (WEDNESDAY)
TIME : 8.30 P.M. (2 ½ HOURS)
VENUE : TE

INSTRUCTIONS:

1. This exam paper contains TWO (2) sections i.e., Section A and Section B, in TWO (2) printed pages, excluding the cover page.
2. Section A contains EIGHT (8) structured questions. Section B contains TWO (2) essay questions.
3. Answer ALL the questions in the exam booklet provided.
4. You are NOT ALLOWED to remove the exam paper from the examination hall.

MATRIC NO : ____________________________
            ( in words )                      ( in figures )
IDENTIFICATION CARD NO. :
LECTURER : ___________________________________
GROUP :    TABLE NO. :

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO
SECTION A (60 marks)

INSTRUCTIONS:
Answer ALL questions.

1 List the FOUR (4) common steps in all action research models. Put them in the order that they should appear. (4 marks)

2 List FIVE (5) characteristics of action research. (5 marks)

3 Explain briefly THREE (3) differences between participant observer and non-participant observer. (6 marks)

4 Describe briefly THREE (3) types of the interview technique in action research. (9 marks)

5 Discuss THREE (3) advantages and THREE (3) disadvantages of field-note taking in action research. (12 marks)

6 Define the process of ‘reflexivity’ in the analysis of action research data. (4 marks)

7 Briefly describe the terms below in the context of action research.

   (a) Trustworthiness
   (b) Letter of consent
   (c) Closed question
   (d) Double barreled question
   (e) Hypothesizing (10 marks)

8 Discuss briefly the FIVE (5) steps for analyzing your action research data. (10 marks)
SECTION B (40 marks)

INSTRUCTIONS:
Answer BOTH questions.

1 The following is an extract from an action research case study. Read the extract and answer the questions below.

Alya made a videotape of herself experimenting with various models of teaching by applying several underlying theories of teaching and learning. 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. Alya 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, Alya realised that she did in fact interject very quickly after asking a question, and quite often answered her own questions.

(a) Discuss the FOUR (4) types of triangulation that Alya used in the above case study. (12 marks)

(b) Explain why Alya needs to carry out the above types of triangulation. (8 marks)

2 Discuss the ethical guidelines that should be observed when conducting an action research. (20 marks)

END OF EXAM PAPER