

Implementing An Action Research Project: What, How, and Why

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What is Action Research ?

- Clarke (2010) says it is:

“An ongoing cyclical process of observing, asking questions, collecting information, analyzing, and responding to problems that impact you and your students”
(p. 77).

What is Action Research?

- Harmer (2007) says it is:
“[A] series of procedures teachers can engage in, perhaps because they wish to improve aspects of their teaching, or, alternatively, because they wish to evaluate the success and/or appropriacy of certain activities and procedures” (p. 414).

What is Action Research?

- Also referred to as an inquiry-based project.
- There are those who are uncomfortable calling action research “research” because it does not have the rigor of research.

How?

- The literature typically conceives of the process as a cycle
- Can be collaborative or individual

How?



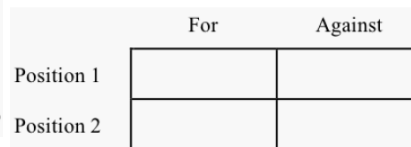
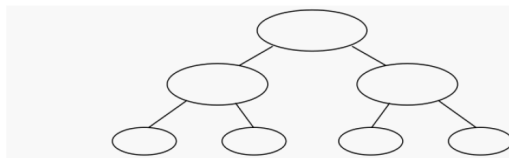
My Action Research Project

- Practicum: Required to do action research project.
- Collaborated with Professor and student colleagues in my class
- Going to focus on process

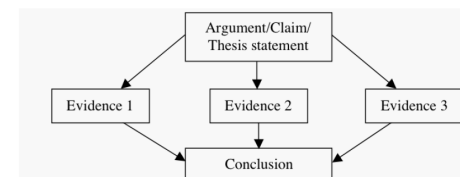
Graphic Organizers as a Tool for Prewriting

Exploring whether graphic organizers are an effective prewriting tool

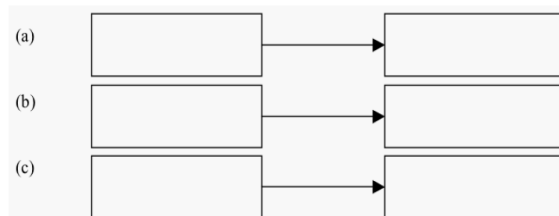
Description and classification



Argument



Cause-effect (in any number as is needed)



Problem-solution (in any number as is needed)



Jian &
Grabe, 2007

School Context

- Adult Intensive English Language Program (IEP)
- There are 6 levels of English at the school
 - Beginner through advanced
- Each level lasts 9 weeks
- Students are predominately from the Middle East and speak Arabic as their first language

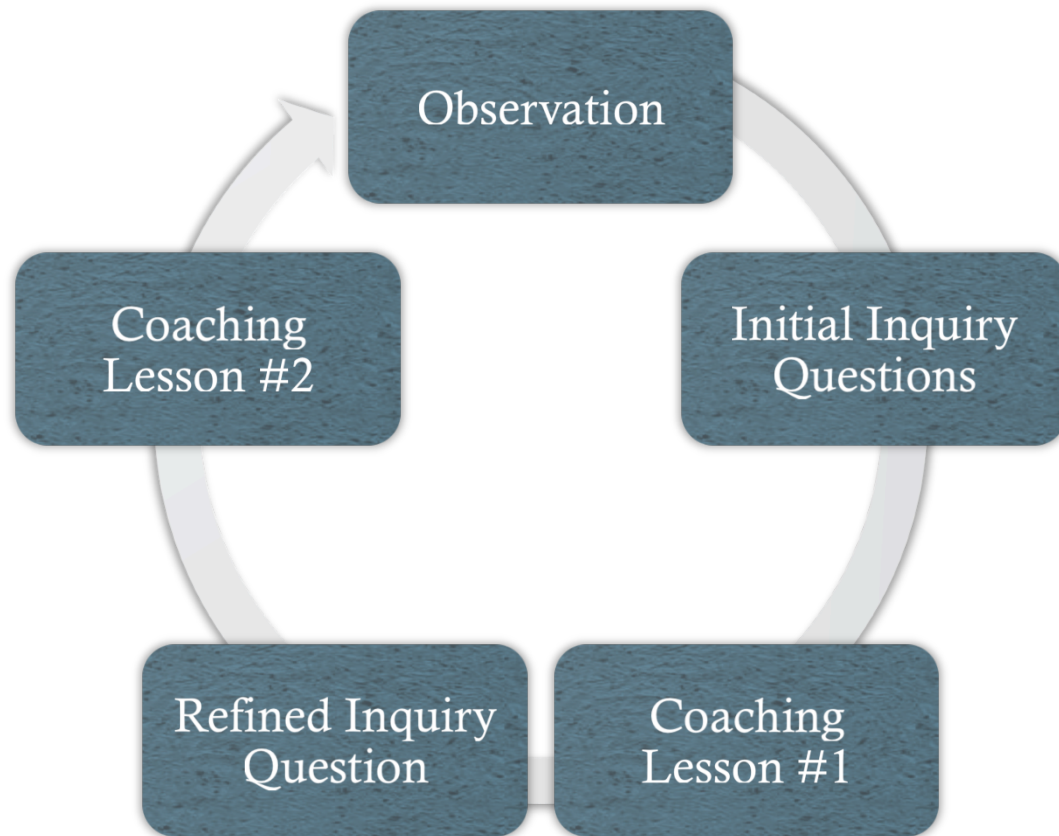
Classroom Context

- Classroom: Level 5, High Intermediate Reading/Writing
- Instructor: I was a volunteer working with an experienced teacher in her classroom
- Duration: Two nine-week terms

Students

	Term 1	Term 2
Class Size	<ul style="list-style-type: none">• Began with 5 students, ended with 4 students	<ul style="list-style-type: none">• Began with 4 students, ended with 3 students
Gender/ Country of Origin	<ul style="list-style-type: none">• 3 men from Saudi Arabia• 1 woman from China• 1 man from Congo	<ul style="list-style-type: none">• 1 man and 2 women from Saudi Arabia• 1 woman from Mexico
Ages	27-41	26-32
Educational Background	<ul style="list-style-type: none">• Students had bachelor's degrees• All students intended to pursue master's degrees	<ul style="list-style-type: none">• Students had bachelor's degrees• 3 students intend to pursue master's degrees

Action Research Process

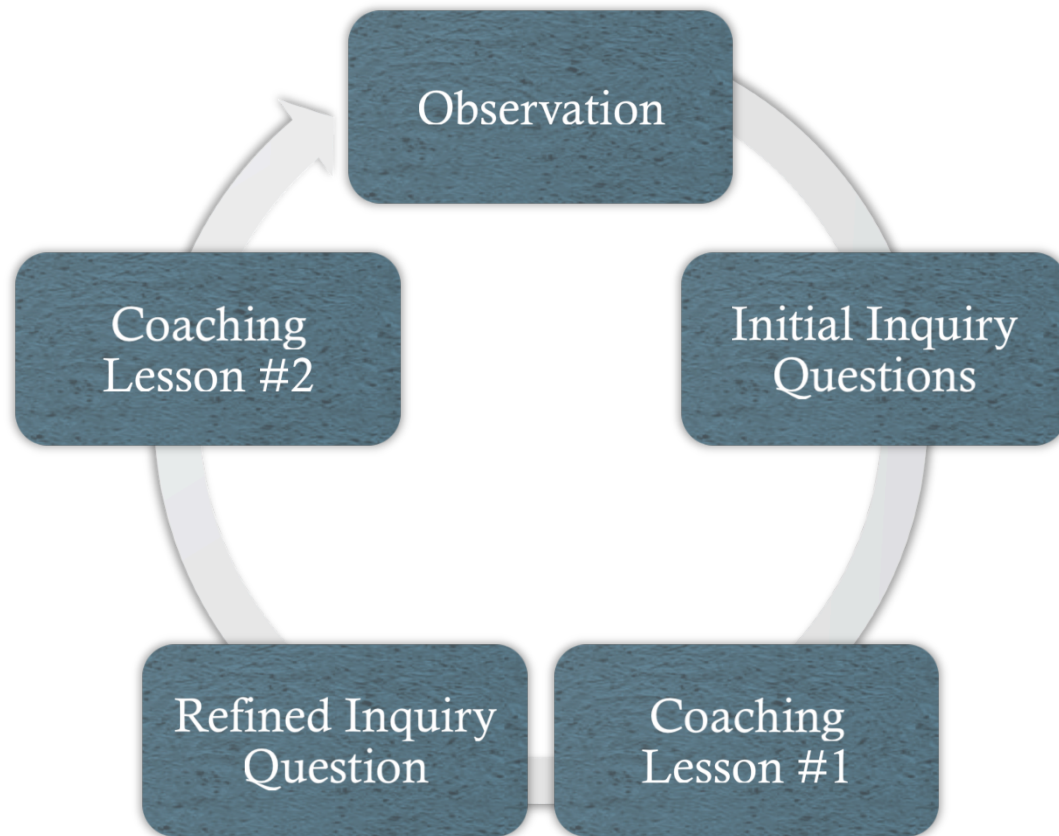


Action Research Process:

Step 1

- Began by observing my new teaching context.

Action Research Process

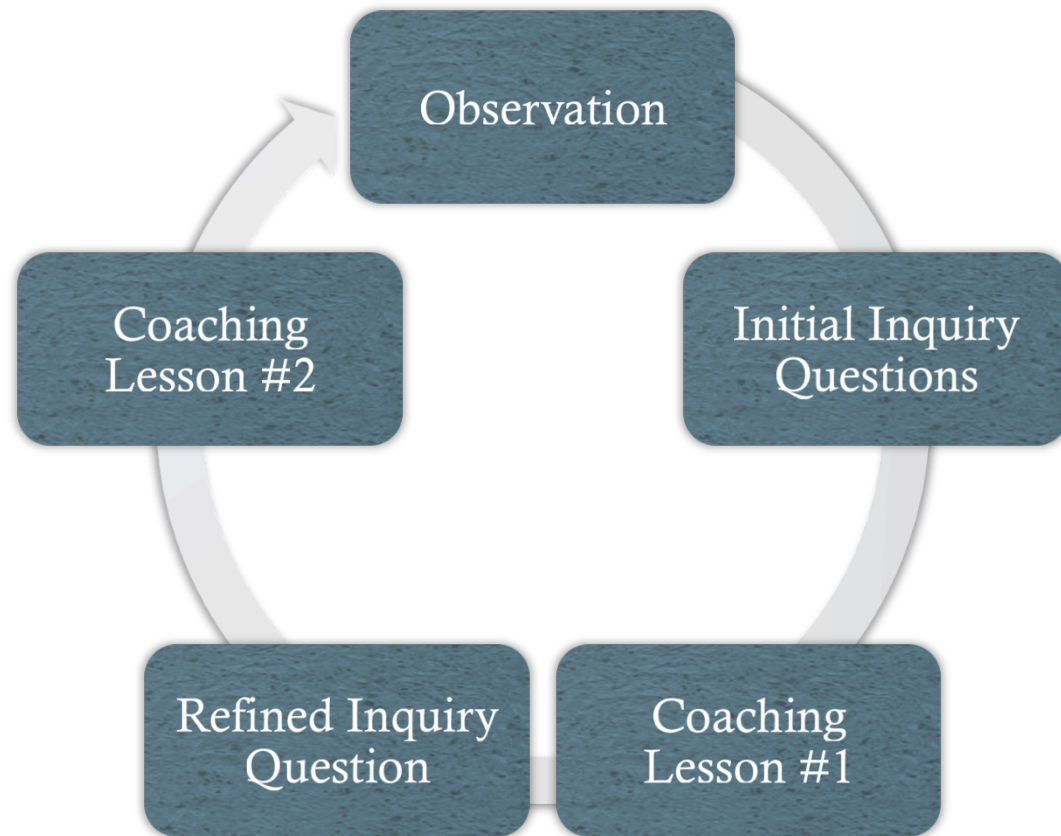


Action Research Process:

Step 2

- Next, I developed inquiry questions for first coaching lesson.
- I had three inquiry questions:
 - (1) How to incorporate various learning styles into a particular lesson or classroom;
 - (2) How can I increase student reading and writing both in class and at home; and
 - (3) How to ensure relevance to the students' lives and goals after English school.

Action Research Process



Action Research Process:

Step 3

- Third step was the first coaching lesson.
- Professor and student colleagues observed my lesson.
- Debriefing session following the lesson lead to begin researching a new inquiry question.

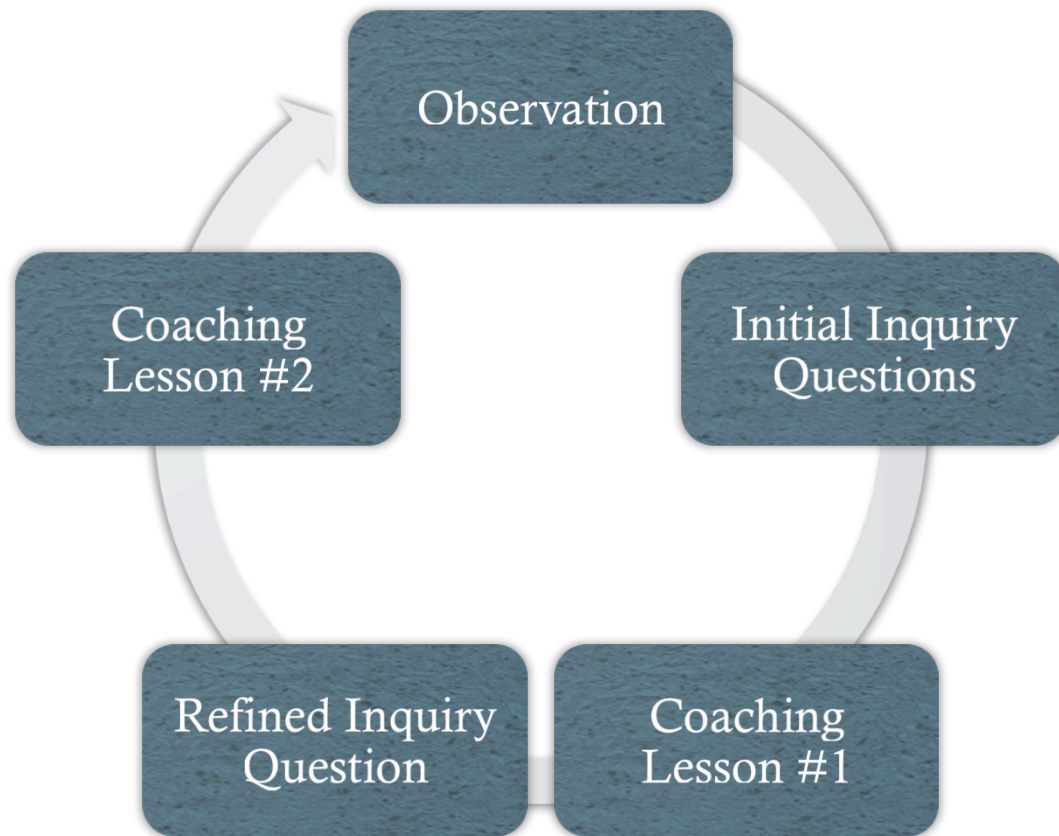
Action Research Process:

Step 3

Should I focus on graphic organizers?

- Explicit Instruction
- Discourse/Genre Approach
- New Strategy for Me

Action Research Process



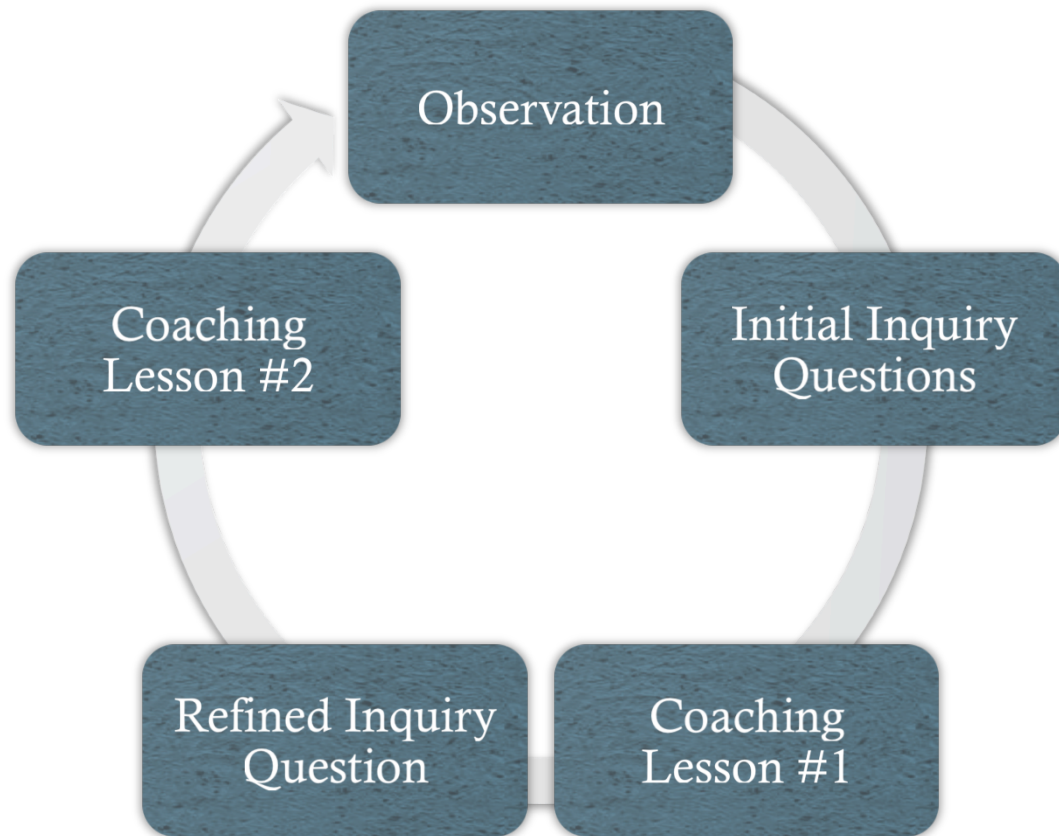
Action Research Process:

Step 4

- Refined inquiry question:

Can graphic organizers (GOs) assist students in the prewriting stage to increase writing efficiency and to produce more complete first drafts by helping the students understand the expected discourse structure for their writing?

Action Research Process



Action Research Process:

Step 5

- During this last phase, I taught two summary writing lessons using graphic organizers.
- The second coaching lesson was the second lesson I taught.
- Gathered evidence
- Made conclusions

GO for Summary Paragraph

Source:		
Thesis Statement:		
Why Did the Author Write the Text:		
Main Idea:**		
Supporting Detail:	Supporting Detail:	Supporting Detail:
Main Idea:**		
Supporting Detail:	Supporting Detail:	Supporting Detail:

****Think of which "reporting verb" to use.**

Main Idea:**		
Supporting Detail:	Supporting Detail:	Supporting Detail:
Main Idea:**		
Supporting Detail:	Supporting Detail:	Supporting Detail:
Conclusion:		

****Think of which "reporting verb" to use.**

AR

Graphic Organizer for Writing Summary Paragraph

Problem + Solution reading

Source:	"Can climate change make us sicker?" by Judy Okamoto, 2010
Thesis Statement:	climate change has caused health problems that shouldn't be ignored.
Why Did the Author Write the Text:	His purpose is show us the problem and pursue for a solution.

Main Idea:**	Global warming is a huge problem to solve easily. it needs many steps for a solution
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Supporting Detail: we do not know which is the way that weather affect human health	Supporting Detail: The numbers of people who died because of climate change are increasing year by year.	Supporting Detail:
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Main Idea:**	Global warming has an impact in polar areas; the ice is melting into the sea.
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Supporting Detail: The levels of the seas are increasing. that means high levels of salt water.	Supporting Detail: In some areas, people can convert salt water into drinking water.	Supporting Detail: High levels of salt in the blood cause high blood pressure and this health disease has an impact in hearts.
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**Think of which "reporting verb" to use.

Writing/Reading

Summary

In the article "Can Climate Change Make Us Sicker?" by Judy Okamoto (2014) the author says that climate change has caused health problems that shouldn't be ignored; the author also pursues us for a solution on this environmental problems. Even though global warming is a huge problem to solve easily, it needs many steps to control the impact on people's health. The author shows us how the numbers of people who die because climate change are increasing year by year. As a result of global warming, Judy Okamoto says that polar areas are been melting into the sea. Consequently, levels of salt water are higher; people in some areas cannot convert that water into drinking water. Author explains that high levels of salt in the blood cause high blood pressure which affects hearts. In addition, extreme temperatures have an impact on people's health. For example, particular mosquitos that live in hotter or cooler areas provoke several diseases on humans. In the lecture, the author recognizes the effort that Ethiopia did to solve their health problems because of climate change. The Author says that Ethiopia government collects all information in order to counter the damage caused by global warming: malaria. Now they prevent that more causes of malaria happen. In conclusion, the author mentions that people need to realize what the environmental problem is, then find the solutions for that, and allocate money to success of those projects. Lastly, author says that although global warming has a negative effects on people's health, people can prevent it and protect from them.

KH

Graphic Organizer for Writing Summary Paragraph

Source:	"Can Climate Change Make Us Sicker?" by Judy Okamoto (2010)
Thesis Statement:	Many scientists have ignored the connection between changing weather and health problems.
Why Did the Author Write the Text:	The author's show us how can the climate change effect of people's health and also trying to find some solution.

Main Idea:**
The size of this issue is big and difficult to understand

Supporting Detail:	Supporting Detail:	Supporting Detail:
it caused the death of many people.	if it does not address the problem in the future will increase the number	

Main Idea:**
Rising seawater is polluting drinking water with salt.

Supporting Detail:	Supporting Detail:	Supporting Detail:
This problem affects people who living in poor areas.	Also affect for pregnant women	and cause complications for babies.

**Think of which "reporting verb" to use.

In the article "Can Climate Change Make Us Sicker?" by Judy Okamoto (2010), the author write that how can the climate change effect of people's health and also trying to find some solution. Many scientists have ignored the connection between changing weather and health problems. The author shows us the issue is big and difficult to understand. She told us the problem has caused the death of many people; also, if it does not address the problem in the future will increase the problem. In addition, rising seawater is polluting drinking water with salt. The author says this problem affects people who living in poor areas; also, affect for pregnant women. Due to change in temperature, there are a lot of disease have become moving faster. For example, dange it movies by type of mosquito. The author explains many countries did not consider this issue and addressed. For example, Ethiopia has begun to look for this problem and try to find a solution. The problem needs health care and climate workers together to protect people. In conclusion, all what this problem need is money and researchers to know the reasons, so the people will not suffer from climate change

AM

The author ~~the~~ People have been disregarded the effect
 Explain that
 Graphic Organizer for Writing Summary of the weather on health.
 In the book 'Can climate change make us sicker?' by Judy Okamoto (2010).

Source: "Can climate change make us sicker?" "Judy Okamoto, 2010."	Problem
Thesis statement: health implications of climate change have been <u>neglected</u> → solution	
Purpose or why did the author write the text: She describe that there are many health problem from climate change and how can solve them.	

Key Point or Main Idea

First the author say that one reason for this disregard is the size of the problem.

Due to ~~because~~ some people don't understand why the link between the weather and health it is difficult.

Key Point or Main Idea

Some people have understood what weather can affect their

Supporting Details

It's difficult to understand weather

Due to the complexity of issues, it is difficult for experts to provide direct

Supporting Details

For example, 300,000 people die each year due to weather

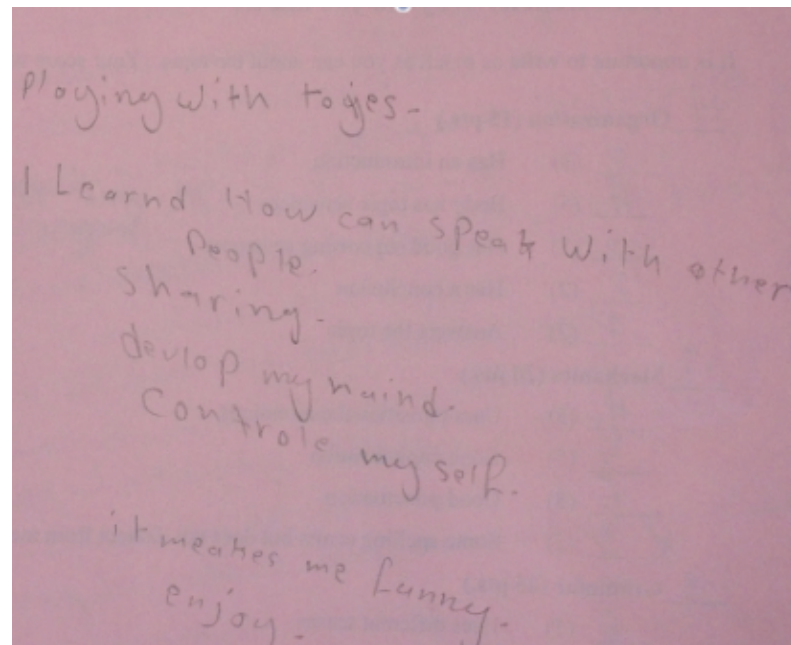
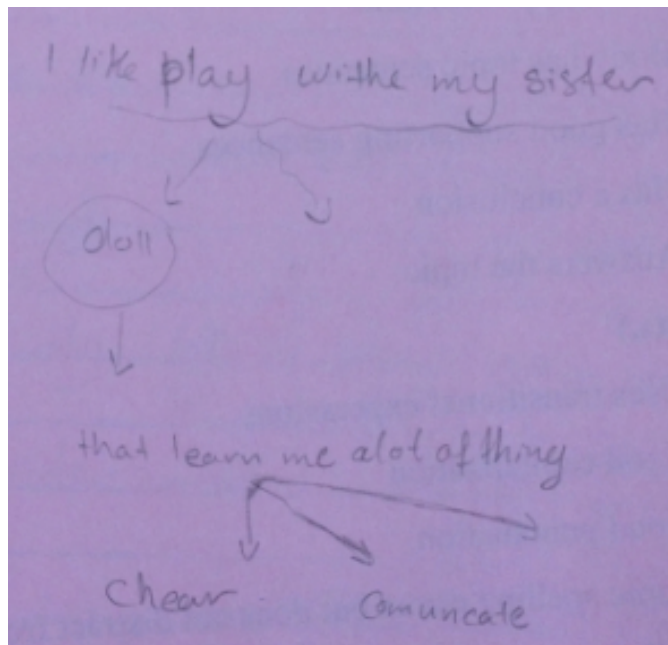
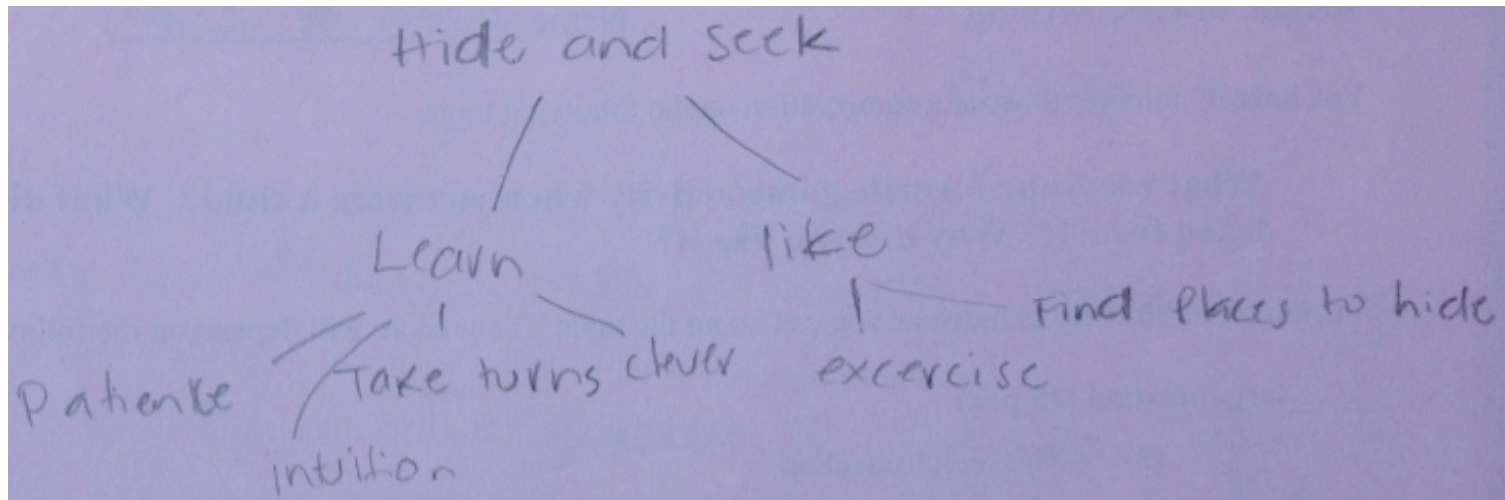
In the article "Can Climate Change Make Us Sicker?" by Judy Okamoto (2010), the author shows that there are many health problems from climate change and how to solve these problems. She explains that the people have been disregarded the effects of the weather on health. First, the author says that one reason for this disregard is the size of the problem. Due to the complexity of issues, it is difficult for experts to provide a direct link between the weather and health. Second, she thinks that some people have understood that weather can affects their healthy bodies. For example, 300,000 people die each year due to the weather. Third, the author writes that high proportion of salt water into the sea causing pollution to health while drinking. Drink the salt water causes high blood pressure; in addition it causes dangerous to children and hearts disease. Furth, she argues that warmer temperatures cause diseases to spread more easily. Due to change in weather, more people get danger fever. A health official works to create new medicines for danger fever. Finally, the author believes that one country has started to look closely at the relationship between weather and health. Researchers have found that health will probably fix them. Ethiopia has successfully found the answer to how weather affects health. In conclusion, if people spend provide to spend money and research to solve the problem, they can guarantee that people will not suffer from the weather change.

The Evidence Suggests GOs Are An Effective Prewriting Tool

My Observations

- Students wrote more quickly
- First drafts were more complete
- Students have begun to use graphically organized prewriting for timed in-class writing

Prewriting: Evidence of graphically organizing



Student Responses Suggests GOs Are An Effective Prewriting Tool

Question	Student Response
Was the GO helpful for writing the summary?	Emphatic response from all three that it was helpful.
Why was it helpful?	AR: "Helps me put it in my own words, understand the lecture"
	KH: "Helps me organize what I want to do...helpful to type the summary in the computer lab"
	AM: "Organize information, write, I can write main idea and support, main idea and support...."
Will you use a GO on your own in the future?	AR: "Use for main ideas, detect where the main idea"

Conclusions

- Explicit instruction is important when introducing GO as a tool—not busywork!
- In the future I will take more time to discuss text at the discourse/genre level
- I need to reevaluate the GO I prepared
- Students found value in using GOs

Resources

- Gibbons, P. (2002). Writing in a second language across the curriculum. In Richard-Amato, P. & Snow (Eds.) *Academic success for English language learners* (pp. 275-310). White Plains, NY: Pearson Education, Inc.
- Jiang, X. & Grabe, W. (2007). Graphic organizers in reading instruction: Research finding and issues. *Reading in a Foreign Language*, 19(1), 34-55.
- Readence, J., Bean, T., & Baldwin, R. (2001). Language, culture, diversity, and the reading/writing process. In Richard-Amato, P. & Snow (Eds.) *Academic success for English language learners* (pp. 150-173). White Plains, NY: Pearson Education, Inc.
- Uhl Chamot, A. (2005). The cognitive academic language learning approach (CALLA): An update. In Richard-Amato, P. & Snow (Eds.) *Academic success for English language learners* (pp. 87-102). White Plains, NY: Pearson Education, Inc.

Why Bother?

- Process affirmed value of using a technique I initially uncomfortable using
- Able to justify myself

Why Bother?

- Get to present at conferences

Why Bother?

- Fostered a community of learners through collaboration with colleagues and students

Why Bother?

- Focused topic gave me research direction

Why Bother?

- Confidence and a teacher and researcher

Why Bother?

- 25 PD hours for ABE educators federal AEFLA grant can earn PD Hours for conducting individual action research projects

Why Bother?

- Teacher conducts an individual action research project on a topic that relates to goals identified on the teacher's *Professional Development Action Plan*. The action research project includes reading articles for foundational knowledge, the statement of a research question, systematic collection of data from program or classroom practice, analysis of the data, and a description of the findings. The project typically involves 18-25 hours over a period of 6-8 weeks.
- Evidence of completion includes some or all of the following: record of dates and hours spent, printouts of articles read for foundational knowledge, written project plan, student work samples, teacher journal/notes, lesson plan showing the implementation of new teaching strategy, peer observation report from a lesson incorporating the new strategy.

(Guide to Professional Development Reporting for Colorado Adult Educators, 2013, p. 9)

References

Clarke, M. (2007). *Common ground, contested territory: Examining the roles of English language teachers in troubled times, surviving innovation, volume 2*. Ann Arbor, MI: The University of Michigan Press.

Colorado Department of Education. (2013). *Guide to Professional Development Reporting for Adult Educators*.

Harmer, J. (2007). *The practice of English language teaching* (4th ed.). UK: Pearson Education Limited.

Discussion

- Share your experiences with action research.