



中小学教师发展丛书

SEAMEO RELC PORTFOLIO SERIES

# 教师行动研究案例

Action Research in Action

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● Gregory Hadley 编

 人民教育出版社  
People's Education Press

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吴欣注



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## 丛书总序

自上个世纪80年代以来,我国的教育经历了数次重大的变革,就中小学英语教育而言,三次重大的课程改革推动着英语教育的发展,教学质量迅速提高。在这些改革的浪潮中,首当其冲的是一线教师。他们必须提高专业基础,掌握先进理论,更新教育观念,优化教学方法。

实践证明,高素质的教师队伍不仅来自于各个层次的教师职前培训和职前教育,更来自于教师终身的职业专业化发展过程。在这个发展过程中,教师首先要忠于教育事业,关爱学生,以立德树人为本,努力做到“学为人师,行为世范”。同时,为了在教学中能够帮助学生学会具有积极的学习态度和学习方法,教师自身不仅要有精湛的英语专业知识和能力,还要有教育学科方面的知识和教学行动研究的能力。更为重要的是,教师的教育教学观念和业务水平必须与时俱进。

由此可知,中小学英语教师的职业综合性很强,创造性要求很高,而且要在不断的变革中承受很大的压力。然而,教师的工作辛苦,在身心负荷很重的情况下,要把英语教育与自己的理想联系起来,当作自己终身奋斗的事业,而不仅仅是一种谋生的手段,这的确不易。令人欣喜的是,过去30年,在改革的潮流中涌现出了一批又一批高素质的英语教师和教研人员,他们成了骨干、带头人。他们忠于本职,潜心钻研,学习理论,勇于实践,积累经验,获得了成绩,成为研究型的英语教师。他们真正具有了可持续性发展的能力,展现了“教师发展”的美好人生,为我们树立了榜样。

《中小学英语教师发展丛书》的出版目的就是为了帮助更多的中小学英语教师成为上述那样的高素质教师、研究者和课程与教材的开发者。全套丛书共有12个选题,涉及英语教育的五个研究课题:教学技能、教学方法、教学资源开发、教学评价和教学研究等。

这12本小册子不同于许多深奥难懂的理论丛书,其特

点是：

一、理论阐述深入浅出，文章短小精悍，所用的英语语言文字通俗易懂，又有旁注，不同水平的英语教师都能轻松地看懂。读者既能从中汲取外语/二语教育和教学的理论，而且可以从中学到英语，提高自己的英语水平。数十页一本的小书用不了多时就能读完，这可以使读者产生成就感，激发他们持续不断阅读的兴趣。

二、丛书的作者都长期从事英语教育和教学工作，具有丰富的英语作为外语或二语的教学理论和实践经验。每册书围绕一个专题，理论紧密联系实际，既有理论依据，又有方法和案例，因此对实际教学有很强的针对性。例如有关词汇、语音、阅读和听力教学技能的介绍，教师读后便可实践，可取得立竿见影的效果。

三、这套丛书以教师的发展为出发点和归宿，特别注意采用启发式和互动式的方法呈现新的语言学理论观点，而不是生硬地灌输某些观点。每个专题的讨论几乎都由提问的形式开始，设置不同形式的任务，引导教师在完成任务的过程中预测并思考作者的观点。这样一来，教师必然要参与专题的讨论，动脑思考、动手实践、“读”“练”结合，把理论与实践联系起来。作为读者的教师，此时已不是“客体”，被动地接受书中的观点，而是“主体”，可以分析、实验、验证、批判，甚至可以补充或发表不同的见解。充分利用这套书的长处，教师可以取得较大的收获。

我希望，越来越多的英语教师能够克服困难，挤时间充分利用此类书籍，研读理论，联系实际，思考问题，立题研究，提升自己。要知道，教师的魅力来源于勤奋而又有创造性的工作，来源于广泛的阅读和深入的思考。只有这样，才能成为高素质、高水平的英语教师，提高教学质量，进行教学研究。我也希望，出版界的同行们努力为中小学教师开拓更多的选题，把理论书籍编得通俗易懂，使其真正成为教师们的“益友”，让教师感到它们亲切友好，容易接受，好懂、适用。

刘道义

2007年9月于北京

# Series Editors' Preface

The RELC Portfolio Series consists of short practical resource booklets for ESL/EFL teachers. Booklets in the series have the following characteristics:

- They are practical and techniques-oriented.
- They are written in an accessible, non-academic style.
- They focus on both principles and procedures.

Titles in the series provide teachers with practical ways of applying new ideas in their own teaching. In addition, they could be used as the basis for workshops and in-service courses and can also be combined in different ways according to needs.

*Action Research in Action* is about classroom-oriented research conducted by classroom teachers. This booklet complements an earlier title in the series by Sandra Lee McKay *The Reflective Teacher: A Guide to Classroom Research*. The eight action research reports in this booklet reflect the principles, methodology and philosophy for doing action research as discussed in McKay's book. The booklet is a valuable resource for teachers, teacher trainers and other language professionals who wish to develop a better understanding of how classroom-based research can be successfully implemented in the classroom.

We are grateful to the contributors to the RELC Portfolios Series for sharing their expertise with other teachers and teachers in training. Their willingness to do so without compensation has made it possible to publish these booklets at a price that is affordable to language teachers in the SEAMEO countries.

Willy A. Renandya

Jack C. Richards

## 内容简介

本书旨在通过案例介绍教师如何进行以课堂为基础的教学研究(以下通称行动研究)。

本书收集了八篇教师行动研究报告,展示了行动研究的哲学原理、基本原则和基本方法及步骤在研究活动中的具体运用。每篇论文都提供了操作性较强的研究活动(task),能帮助教师、教师培训师及相关人员深刻地理解行动研究,并在教学实践中运用。

以下是这八篇研究报告的简要介绍:

研究报告一“从发现问题到反思:行动研究的基本步骤”介绍如何应用行动研究的基本步骤帮助教师反思并解决巴西学生英语口语训练中存在的问题。

研究报告二“架起语言与行为之间的桥梁”研究新加坡中学英语教师对语法错误的认识及其课堂教学行为对学生语言学习的影响。

研究报告三“课堂小组活动新探”以日本英语教学为背景,研究小组活动在班级教学中的组织方式,从而有效地在个体独立意识较强的教学背景中组织合作式的学习。

研究报告四“增强学生英语语用意识”以在新加坡的日本学生学习英语为背景,探讨在英语教学中如何设计活动,以重点提高学生的语言运用能力。

研究报告五“家庭作业:发展语言能力的重要纽带”研究日本学生对家庭作业的认识,探讨提高学生完成家庭作业效率的方法。

研究报告六“引导还是灌输:学生对作文初稿的认识”研究菲律宾大学生英语写作能力发展过程中存在的问题,强调应尊重学生的需求,在写作教学中尝试多样、有效的



教学反馈方法。

研究报告七“新教师和教师培训者教学观念之研究”研究泰国英语教师培训过程中新教师的教学观念，强调培训者与新教师相互交流与沟通的重要性。

研究报告八“海外亚裔学生：重新认识‘好学生’”以留学英国的亚裔学生为研究对象，探讨亚裔学生与西方教师在学习观念上的差异，以帮助双方提高教学效率。

以上八篇报告都采用了行动研究报告中常见的基本形式，即：发现问题（或背景介绍）——聚焦问题——探究问题——采取措施——反思。每个报告因研究问题不同而内容各异。读者可根据自己的需要有选择地阅读。

本书与本系列丛书之一的 *The Reflective Teacher: A Guide to Classroom Research*（《反思型教师：教师行动研究指南》）联系紧密。后者探讨与行动研究相关的理论基础，本书则介绍行动研究的相关案例。建议读者将二者结合起来学习。

# Introduction

Ten years ago, I was employed at a declining English language school in an obscure city on Japan's northwestern coast. Isolated both professionally and technologically, most of my colleagues were more concerned with surviving the murderous class loads imposed by management than with the niceties of any form of teacher development. Access to resource materials was either limited or expensive to the point of becoming prohibitive, and the Internet was still largely unavailable. Students and teachers alike were demotivated. I wanted to gain greater insight into ways to successfully reach my learners and deal proactively with the problems I regularly faced at school, but I was unsure about how and where to start my search. Soon afterwards, I heard about something known as action research.

The term action research first appeared almost 60 years ago when social psychologist Kurt Levin (Levin, 1946) proposed that it could be used to solve the problems that can surface in groups that rely on successful communication and positive social interaction in order to reach their goals. Teachers of English to Speakers of Other Languages (TESOL) began to take interest in action research in the late 1970s and since then, a number of books have been published to help language teachers understand its nature and purpose (Kemmis & McTaggart, 1988; Nunan, 1991; Griffiee and Nunan, 1997; Wallace, 1998).

As it relates to TESOL, Kemmis and McTaggart (1988) describe action research as a systematic and collaborative effort aimed at solving classroom problems. This has been a surprisingly durable definition that has stood the test of time, even though some recently (Edge, 2000) prefer to downplay the element of problem solving in action research in order to emphasize the importance of teacher reflection for understanding their students' culture of

learning. In my opinion, reflective teaching need not be seen as an alternative to problem-solving, and can only aid those teachers who are already deeply invested in finding answers to the issues affecting the quality of their learners' language education. Action research is the reflective language teacher's organized and ongoing search for classroom solutions and professional insight. It is, as the title of this book implies, *research-in-action*.

Kemmis and McTaggart (1988) also understand action research as a collaborative practice. While not every institution and working environment will allow for language teachers to work together, by publishing their work they can still enter a larger community of shared professional concerns. In this book, *Action Research in Action*, you will discover the work of language teachers from around the world, who have joined together to share the experiences and new realizations gained from the action research projects conducted with their learners. In Chapter 1, Sabrina Almeida Ribeiro shows how her cycle of reflective practice helped to raise her learners' awareness of the weaknesses in their oral communication skills. Thomas Farrell and Lee Fong Ting (Chapter 2) make it possible for their colleagues to realize how the contradiction between their stated beliefs and their actual teaching practices was affecting the quality of their learners' language education. The findings of David Mayo's action research project (Chapter 3) lead him to completely reconsider groupwork in his classes, and discover alternative ways for classroom communication that better complemented the educational practices of his learners. Nicola Helen Green (Chapter 4) explores ways to improve the pragmatic competence of her learners. In Chapter 5, Matthew Warwick and David Jeffrey find out about their learners' perceptions of homework and draw upon their findings to develop future teaching strategies. Isabel Pefianco Martin (Chapter 6) learns to respect the needs of her learners and begins to see the effect of her instructional feedback in a new light. In a similar manner, Richard Watson Todd's action research project (Chapter 7) caused a paradigm shift in his perception of his learners. In Chapter 8, my work with a group of Asian students at a British university helped them to discover how the academic strategies

they used to secure the opportunity for overseas study would ironically likely lead to failure in their graduate programs.

Action research is a systematic process of teacher inquiry. All of the contributors to this collection follow the same action research cycle. In the introduction of each chapter, there is a description of the teaching environment in which the action research takes place. The specific focus of the project, where the observation of a problem or the realization of a need for greater insight, is expanded upon. A description of how the investigation takes place, and is followed by the teachers' response to their findings. As the teachers consider the importance of their research to themselves and others, reflective tasks have been provided at the end of each chapter to suggest possible applications to interested readers. Because resources and time dedicated to action research will vary, none of the contributors have used computers, complicated techniques or specialized materials. The goal is to make this volume accessible to language educators in a wide variety of teaching environments, and with the hope that their stories will inspire you to consider using action research the next time you encounter a challenge in your classroom.

In reading this book, I believe that you will have joined the community of collaboration that helped to create this volume, and even now is continuing its search for solutions and greater insight. On behalf of the contributing authors, it is my sincere hope that you will find *Action Research in Action* to be both informative and motivational as you consider the potential of action research for your classes.

*Gregory Hadley*

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# The Reflective Cycle

Sabrina Almeida Ribeiro

## SETTING

Most language teachers would agree that the communicative approach<sup>1</sup> emphasizes fluency, and minor inaccuracies should be overlooked. This, however, is only the first step of an approach that is truly communicative: once students have reached a satisfactory level of fluency, what was once overlooked should be reconsidered so that communication can become even more effective. For this reason, not even the most “communicative” teacher should neglect accuracy, or forget to raise their students’ awareness about their “growth edges” as language learners.

Having been a teacher for ten years in Brazil, I frequently encounter the problem of the “intermediate plateau”<sup>2</sup> in many of my learners. It seems that even though students visibly improve their rate of delivery, mistakes keep recurring in the same basic structures. Furthermore, most of the new vocabulary presented at their level becomes passive, and learners continue using words of Latin origin that resemble Portuguese. I decided to investigate this problem, and reflect upon how my teaching could motivate my learners to improve their language skills.

## FOCUS

A lot has been written on the topic of striking a balance between fluency and accuracy in second language learning. It is not difficult to find books or articles full of enlightened ideas and practical procedures to be carried out in the classroom. I decided to follow the hints given in a number of books at my disposal, and to monitor the performance of the students in an intermediate group at CEL-LEP, a language school in São Paulo.

When I started teaching this group, my expectations about

**发现问题:** 介绍教学现状, 提出学生口语发展过程中普遍存在在口语流利度与准确度失衡的问题。

1. 交际法: 也称交际语言教学 (communicative language teaching), 外语或第二语言的一种教学理论, 它强调语言能力是语言学习的目的。
2. 高原现象: 指学习者在语言能力发展到一定水平时出现停滞不前的现象。

**聚焦问题:** 作者发现学生能口头表达思想, 但错误率高, 话题陈旧, 词汇贫乏。

1. 交际策略: 语言学习者在第二语言或外语知识有限的情况下所采取的一种表达方式。

their English were quite high, as they were in the last stage of the intermediate course. What I found out, however, was that despite their openness and enthusiasm for learning, they were careless when speaking and unwilling to try new discussion topics that contained unlearned lexis. Once on task, most were blithely inaccurate in their communicative strategies<sup>1</sup>, once they were able to figure out the aim and focus of the tasks in class. I did not want to tell them to feel ashamed about their level of English proficiency, but I wanted to find a way to encourage accuracy as well as fluency.

探究问题: 介绍了如何运用录音、问卷调查客观地了解课堂教学过程, 分析原始记录, 发现问题的根源。

## INVESTIGATION

The tools aiding my research were audio recordings of my classes and feedback questionnaires from students. The first issue to be investigated was my teaching. For that, the plan was to make an audio recording of one of my lessons. The aim was to look at my attitude towards error correction, teacher and students, talking time, pace, rapport and to analyze the quality of the learners' language production, as well as their most frequent mistakes. After all the data was collected, the next step would be to establish action plans for any area that I felt needed improvement.

Listening to the recording, I found out that my error correction was not as effective as I hoped it to be. The reason for that was that many times students were so engaged in what they wanted to say that they either did not pay attention, or were unaware of my corrections. It became clear that I needed to prepare my class to be more open and receptive to correction, because no matter how much I could improve my methods for offering instruction to learners, if they were not open to it, intake would be minimal.

During the following class, I took the recorder again. This time, I told them the focus would be on their English. A new recording was made for each communicative activity in class. I listened to the recordings at home, and made a list of some of the mistakes they had made. In the beginning of the following class, I showed them the list, and asked them to correct it in pairs. After we had gone over all the utterances, I asked them to spot the mistakes on the list they thought they had made. Then I



asked them to choose one error they did not want to make again in that week, circle it and return the list to me (see Figure 1).

**Figure 1. Learning Diary A**

<b>Name:</b> _____	
In pairs, correct these mistakes. Then spot the ones you have made, and choose ONE mistake you don't want to make again.	
<b>Mistake</b>	<b>Correct Form</b>
1. There is a lot of bizarre.	
2. I've got to take my grandmother to bingo.	
3. When I don't want do something I gave the person a lot of excuses, but not strange excuses.	
4. You don't need to be on a diet.	
5. I stopped to eat a lot.	
6. I changed my mind to loose weight.	
7. I have a strong hurt in my back.	
8. I arrived to the doctor crying.	
9. I never know say this word.	
10. We bring to class with another ideas.	
11. If I had started more serious in the past, study English, I would be in a better position.	
12. A head Ferrari.	
13. I know her since seven grade. Six years.	
14. She has eyes of Japanese.	

That week, I paid a lot of attention to what the learners said. The following week, I gave each of them the sheets back, with a little feedback note that either offered praise or my observations of how many times the wrong form had come up.

This new procedure served its purpose, not only of the correction itself, but also of showing the students some strategies that they could use independent of the teacher.



采取措施：通过学生作学习日记，教师作录音，对学生进行学习方法训练，有针对性地解决语法错误。

## RESPONSE

Geared to reach my goal of learner training, I prepared a form (Figure 2) where learners could keep weekly records of their mistakes and the correct forms. I encouraged them to choose only one form for each lesson. In that way, learning would be focused, personal and meaningful.

Figure 2. Learning Diary B

Date	What I said(or wrote)	Best form

Some time later, I made the recordings again. This time, I asked the students to listen to the recordings and prepare a list of mistakes the class had made. They would then select the errors on which they wanted to focus. We recorded a fluency activity that was part of the planned lesson and listened to it during the last fifteen minutes of class. Students had to raise their hands every time they thought they had heard a mistake, and then discuss the most suitable correction. At the start, they were embarrassed to point out other students' errors, but by the end of the activity, students were pleased, as there was no atmosphere of criticism or judgment.

I used the audio recording once more, but later on during the course so that it did not become repetitive, and with a slightly different purpose. Students were recorded giving simple directions to each other, and then they participated in a vocabulary expansion activity. At the end of the activity, they were recorded giving directions again. Without focusing on correction, their final task was to listen for changes and for richer vocabulary.

At the end of this cycle of action research, I developed a feedback questionnaire to discover the students' impressions of