

Contents

Acknowledgements

General Editor's Preface

Preface

viii

ix

xi

Chapter One Basic Issues and Concerns

1.1 Introduction	1
1.2 Teachers and research	2
1.3 Research traditions	4
1.4 The concept of 'action research'	12
1.5 The structure of the rest of the book	14
1.6 Conclusion	15
1.7 Questions and tasks	16

Chapter Two Looking at Teachers

2.1 Introduction	17
2.2 Researching teachers	19
2.3 Teachers as planners	20
2.4 Teacher talk	25
2.5 Conclusion	34
2.6 Questions and tasks	35

Chapter Three Looking at Learners

3.1 Introduction	36
3.2 Learner language: developmental features	37
3.3 Learner language: interaction	40
3.4 Learning tasks	45
3.5 Learning strategies	47
3.6 Conclusion	53
3.7 Questions and tasks	53

Chapter Four Collecting Data

4.1 Introduction	55
4.2 Diary studies	55
4.3 Interviews	60
4.4 Questionnaires and checklists	62
4.5 Protocol analysis and stimulated recall	62
4.6 Case studies	70
4.7 Conclusion	74
4.8 Questions and tasks	74

Chapter Five Classroom Observation

5.1 Introduction	76
5.2 Basic orientations	76
5.3 Observation schemes	82
5.4 Classroom ethnography	87
5.5 The social organisation of the classroom	93
5.6 Conclusion	96
5.7 Questions and tasks	96

Chapter Six Teacher-research and Professional Development

6.1 Introduction	97
6.2 A rationale for teacher-research	97
6.3 Techniques	103
6.4 Introducing teachers to classroom observation and research	105
6.5 Conclusion	112
6.6 Questions and tasks	113

Chapter Seven Implementing Teacher-research

7.1 Introduction	114
7.2 Collaborative research	114
7.3 Supporting teacher-research	119
7.4 Reporting teacher-research	121
7.5 Some generalisations and implications for teacher research	126
7.6 Conclusion	128
7.7 Questions and tasks	128

<i>Postscript</i>	129
<i>Appendix A Lesson Transcripts</i>	132
<i>Appendix B Sample Observation Schemes</i>	150
<i>Appendix C An Introduction to Statistics</i>	165
<i>Bibliography and Further Reading</i>	177
<i>Index</i>	181