

Cambridge University Press

978-0-521-55535-7 - Action Research for Language Teachers

Michael J. Wallace

Frontmatter

[More information](#)

Action Research for Language Teachers

Cambridge University Press
978-0-521-55535-7 - Action Research for Language Teachers
Michael J. Wallace
Frontmatter
[More information](#)

CAMBRIDGE TEACHER TRAINING AND DEVELOPMENT

Series Editors: Marion Williams and Tony Wright

Teach English – A training course for teachers

by Adrian Doff

Training Foreign Language Teachers – A reflective approach

by Michael J. Wallace

Literature and Language Teaching – A guide for teachers and trainers*

by Gillian Lazar

Classroom Observation Tasks – A resource book for language teachers and trainers*

by Ruth Wajnryb

Tasks for Language Teachers – A resource book for training and development*

by Martin Parrott

English for the Teacher – A language development course*

by Mary Spratt

Teaching Children English – A training course for teachers of English to children*

by David Vale with Anne Feunteun

A Course in Language Teaching – Practice and theory

by Penny Ur

Looking at Language Classrooms – A teacher development video package

About Language – Tasks for teachers of English

by Scott Thornbury

Action Research for Language Teachers

by Michael J. Wallace

Mentor Courses – A resource book for trainer-trainers

by Angi Malderez and Caroline Bodóczyk

Alive to Language – Perspectives on language awareness for English language teachers

by Valerie Arndt, Paul Harvey and John Nuttall

Teachers in Action – Tasks for in-service language teacher education and development

by Peter James

Advising and Supporting Teachers

by Mick Randall and Barbara Thornton

O S E R G M W

Cambridge University Press

978-0-521-55535-7 - Action Research for Language Teachers

Michael J. Wallace

Frontmatter

[More information](#)

Action Research for Language Teachers

Michael J. Wallace



Cambridge University Press
 978-0-521-55535-7 - Action Research for Language Teachers
 Michael J. Wallace
 Frontmatter
[More information](#)

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo, Delhi

Cambridge University Press
 The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org
 Information on this title: www.cambridge.org/9780521555357

© Cambridge University Press 1998

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 1998
 13th printing 2008

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this publication is available from the British Library

Library of Congress Cataloguing in Publication data

Wallace, Michael J.

Action research for language teachers / Michael J. Wallace.

p. cm. – (Cambridge teacher training and development)

Includes bibliographical references and index.

ISBN 978 0 521 55535 7 (pb)

1. English language – Study and teaching – Foreign speakers – Research. 2. Language and languages – Study and teaching – Research.

I. Title. II. Series.

PE1128.A2W228 1997

428' 007'2 – DC21

97-33569

CIP

ISBN 978-0-521-55535-7 Paperback

ISBN 978-0-521-55495-4 Hardback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party Internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables and other factual information given in this work are correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

Cambridge University Press

978-0-521-55535-7 - Action Research for Language Teachers

Michael J. Wallace

Frontmatter

[More information](#)

For Eileen

Contents

Acknowledgements	viii
Thanks	x
Introduction	1
1 Why action research?	4
2 Selecting and developing a topic	20
3 Collecting the data	35
4 Field-notes, logs, journals, diaries and personal accounts	54
5 Verbal reports	76
6 Observation techniques: recording and analysing classroom skills	104
7 Questionnaires and interviews	124
8 The case study approach	160
9 Evaluation and trialling: teaching materials	181
10 No teacher is an island: some approaches to sharing ideas	207
Concluding remarks	253
Glossary of research terms	255
Suggestions for further reading	262
Bibliography	266
Subject index	270
Author index	272