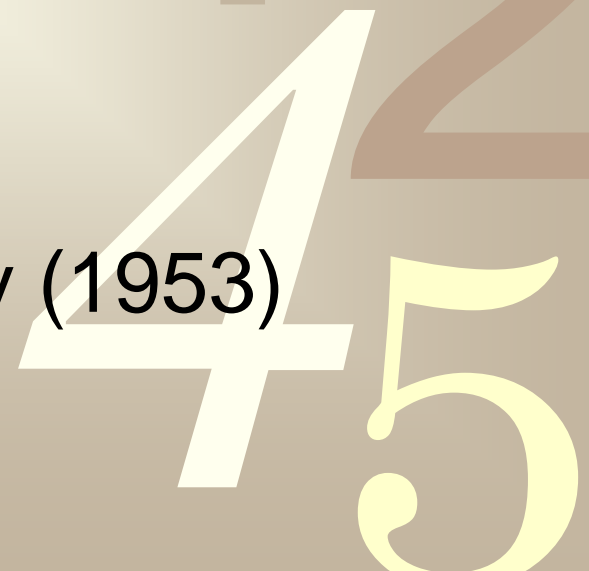


What is an action research

Action Research is the process by which practitioners attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions.

Stephen Corey (1953)



Why schools do action research

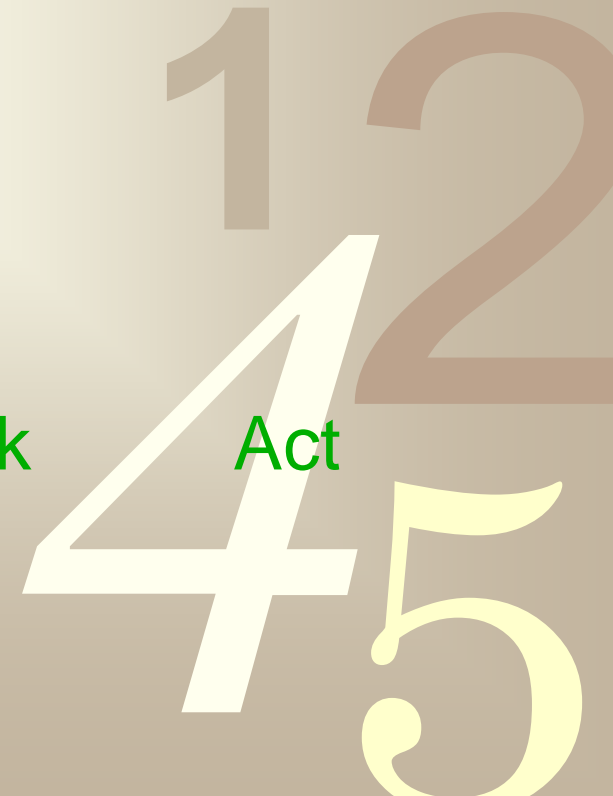
“Action Research is a fancy way of saying let’s study what’s happening at our school and decide how to make it a better place.”

Emily Calhoun (1994)

Action Research = Look

Think

Act



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Qatar Independent Prep. School for Girls

How effective is the student resource book
entitled “Elements of literature”

to enhance and promote students’ critical
and analytical skills?

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The Rational Behind the School Action research

- The study aimed to measure the effectiveness of using a course book entitled "Elements of literature-First Course" in improving students' critical and analytical skills in English language.
- To evaluate the effectiveness of teaching and learning resources.



The Tools used to collect data

Two tools were used to collect data:

1. pre-post evaluative test on both reading and writing skills

2. a student questionnaire made of two parts. One on reading and the other part on writing

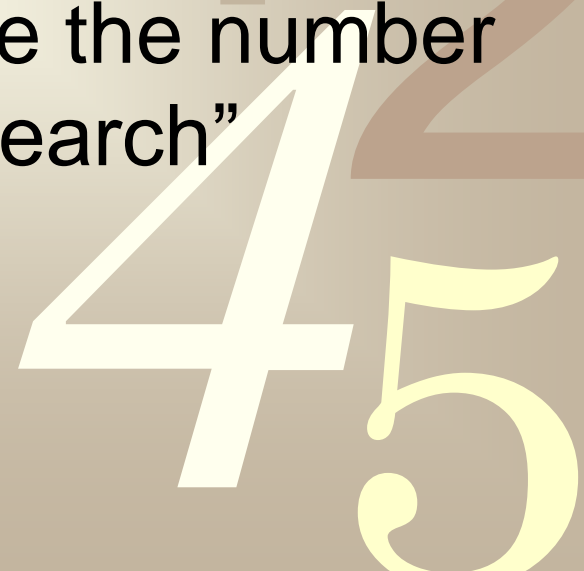
3. Samples of students' work.



The process

-Stage One: Sample Choice

"The sample included in the study is two classes in grade 8 (50 students) who were taught by one teacher. We chose to target only these two classes to reduce the number of variables upon our action research"



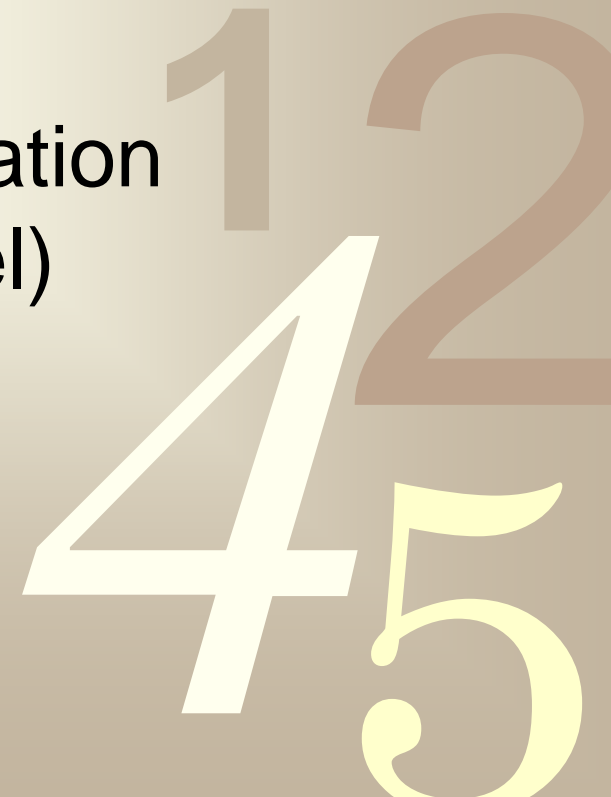
The process

-Stage Two: Planning and preparing for the action research

Diagnostic Test preparation

Students questionnaire preparation

Analysis tool preparation (Excel)



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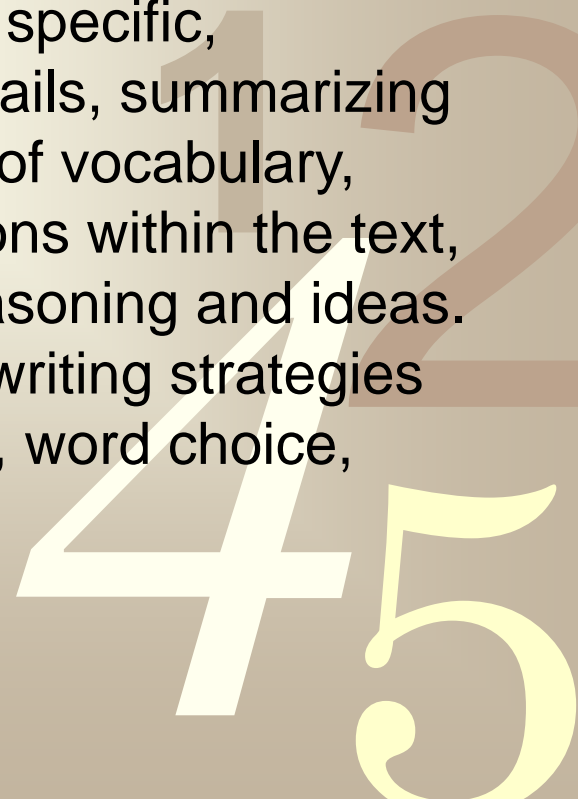
The process

-Stage Three: Data Collection

Step 1:

During September 2007 the sample was exposed to a pre-evaluation test (diagnostic test) on both reading and writing skills. The reading skills targeted were: " reading for specific, understanding major ideas and supportive details, summarizing texts, making inference, interpreting meaning of vocabulary, understanding text features, making connections within the text, analyzing author's purpose and evaluating reasoning and ideas. Whereas the focus of writing skills were "Pre-writing strategies and planning, ideas and content, organization, word choice, sentence fluency, and conventions."

- The results of the test were analysed.



The process

Stage Three: Data Collection

Step 2:

- At mid May 2008 the sample was exposed to a post-evaluation test (the same diagnostic test) on both reading and writing skills.

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The process

-Stage Three: Data Collection

Step 3:

- At mid May 2008 the sample was exposed to a post-evaluation test (the same diagnostic test) on both reading and writing skills.

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- The results were analyzed and compared with the results of the pre-evaluation test.



The process

-Stage Three: Data Collection

Step 4:

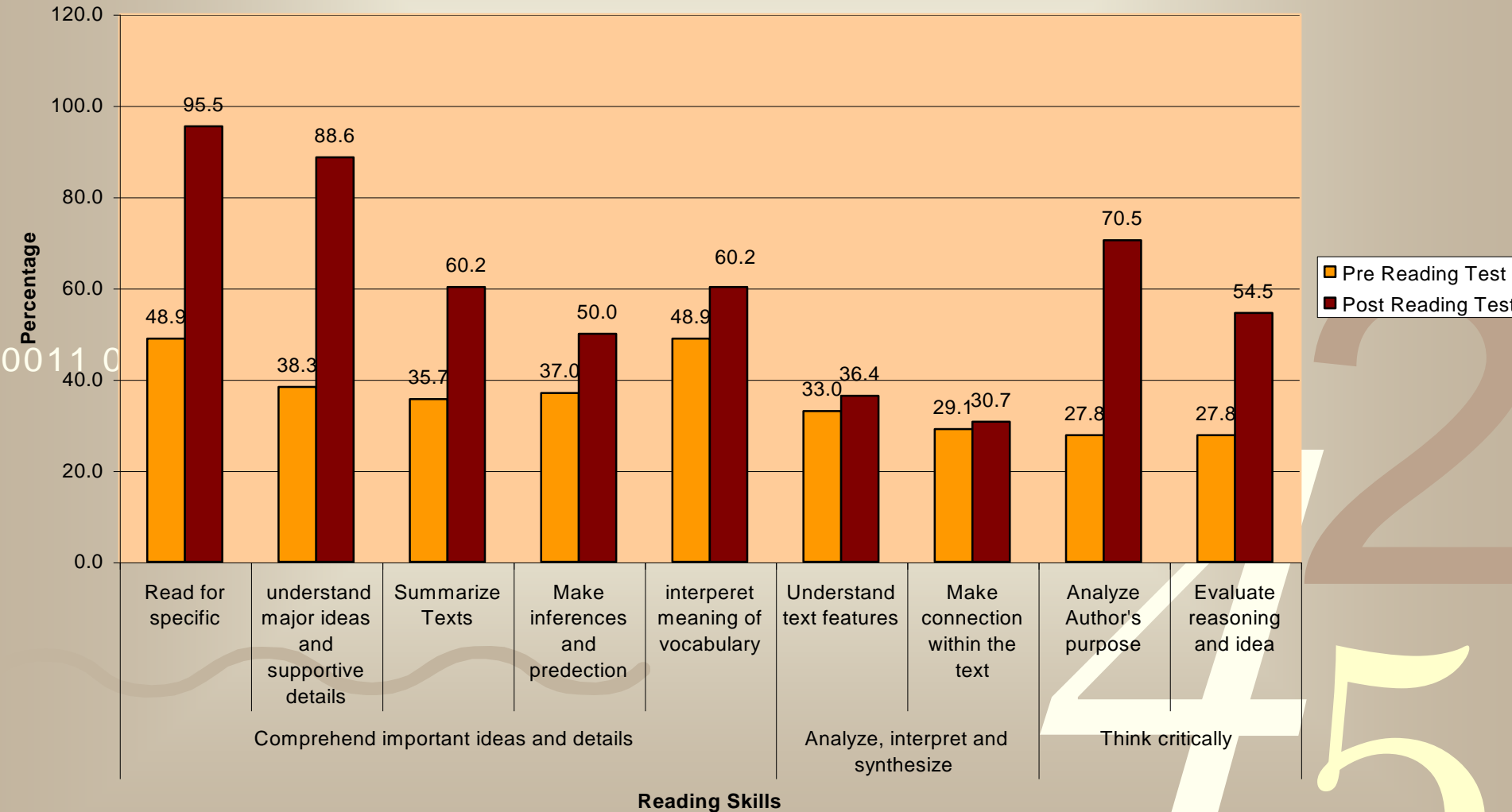
- The students were asked to do a questionnaire to assess how much students' opinions towards their improvement are aligned with the post test analysis results.

- The questionnaire was analyzed.



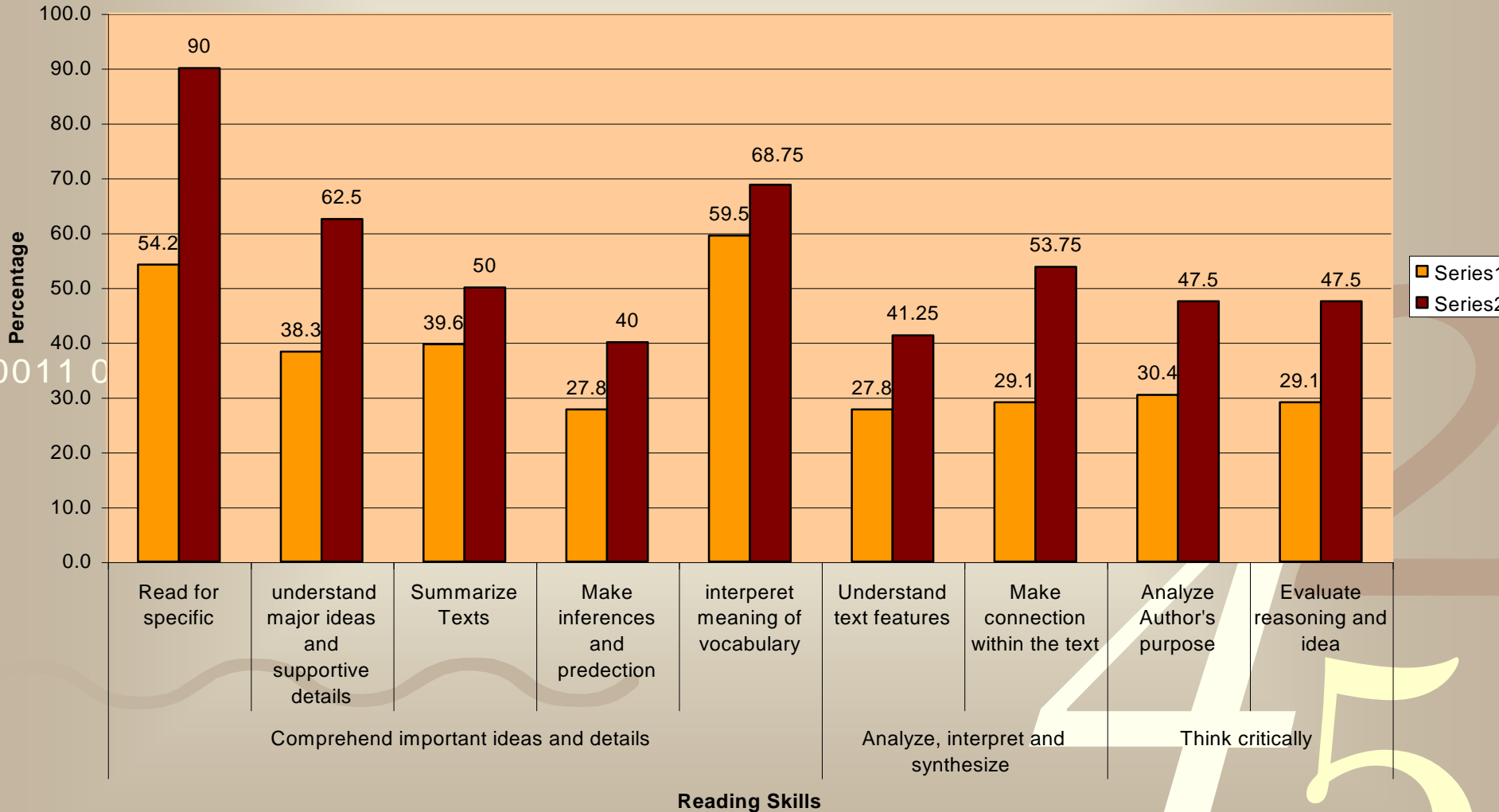
The results of the action research

Pre Reading Skills Test Vs Post Test Grade 8/4



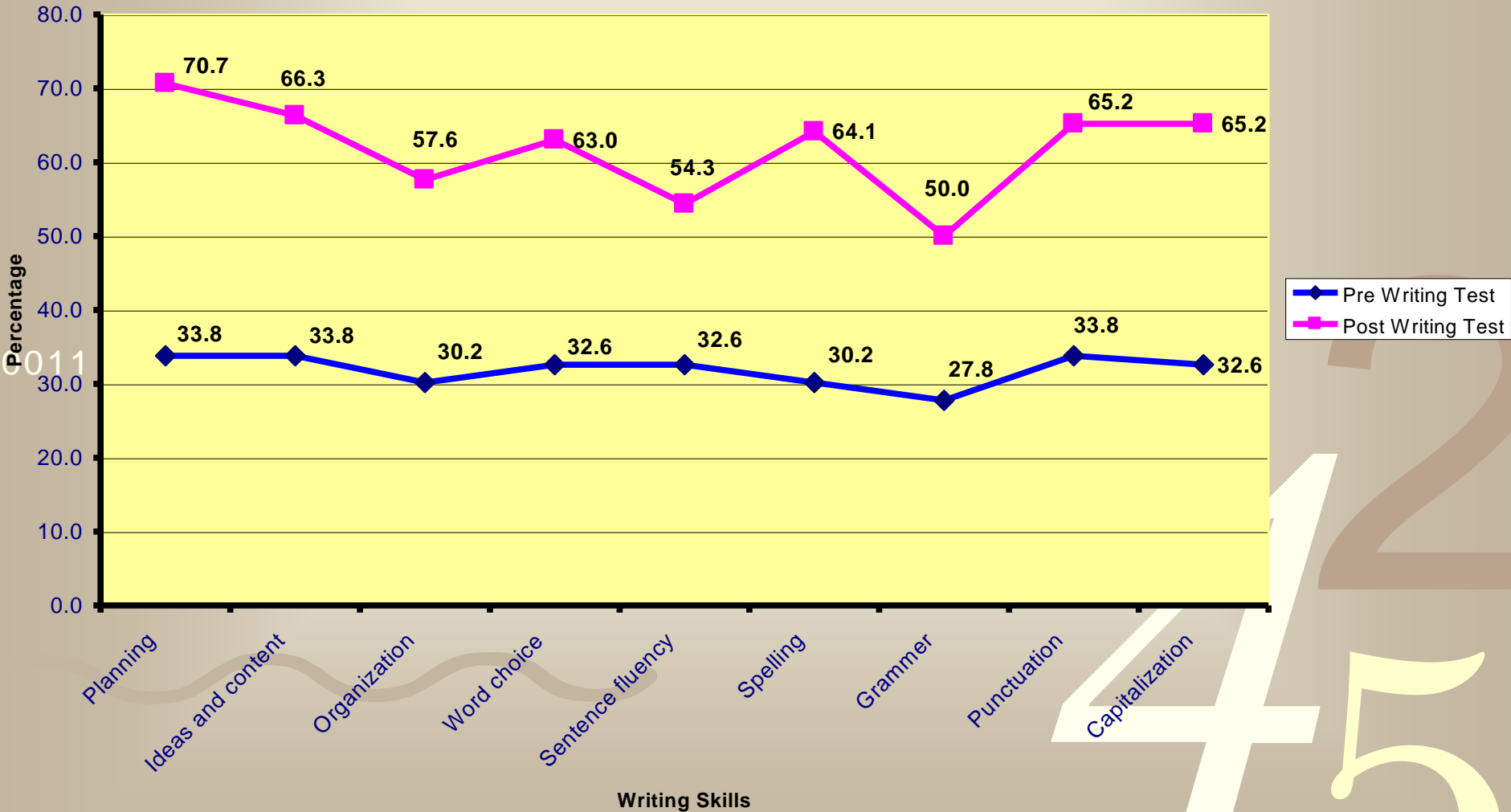
The results of the action research

Pre Reading Skills Test Vs Post Test Grade 8/5



The results of the action research

Pre Writing Skills Test Vs Post Test Grade 8/4



The results of the action research

Pre Writing Skills Test Vs Post Test Grade 8/5



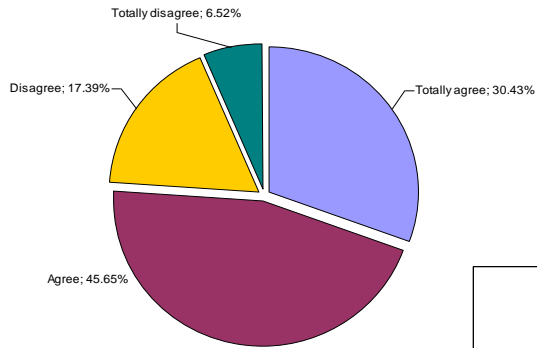
The student Survey in the reading part addressed two aspects

- Topics and their connection to student's real life and interests.
- Student's opinion on the course impact on their reading skills.



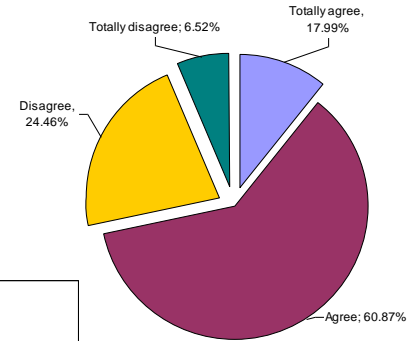
Student survey results - Reading

Elements of Literature- Students' Evaluation Reading



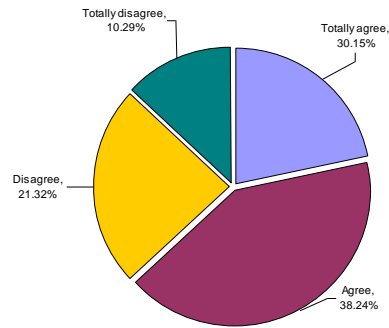
1. The book topics are connected to real life situations.

Elements of Literature- Students' Evaluation Reading



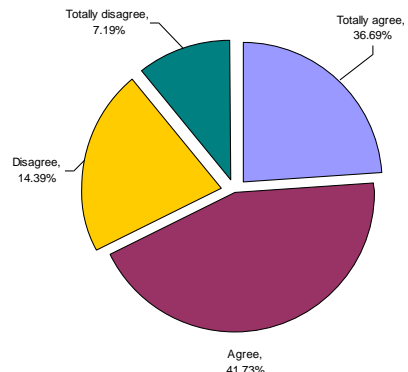
2. Book topics are connected to my interests.

Elements of Literature- Students' Evaluation Reading



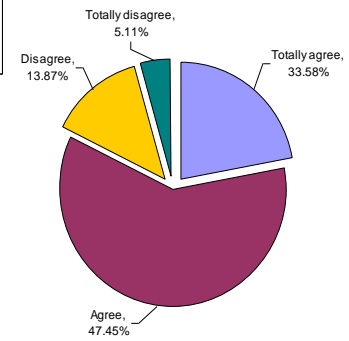
5. I have a greater awareness of different genres.

Elements of Literature- Students' Evaluation Reading



4. My ability to summarize has been improved.

Elements of Literature- Students' Evaluation Reading

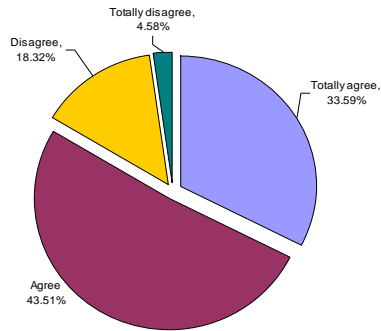


3. I can now identify and wonder about the writers' purpose.

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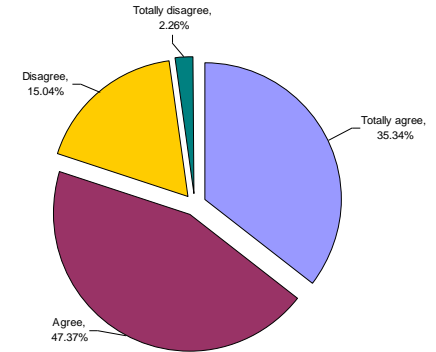
Student survey results - Reading

Elements of Literature- Student's Evaluation Reading



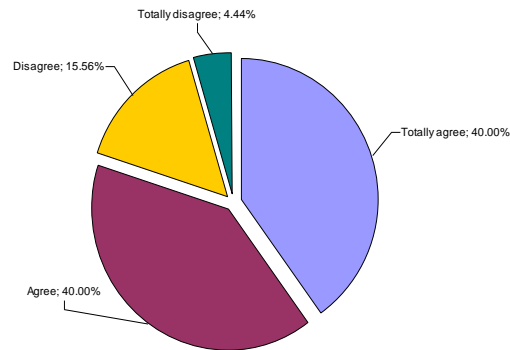
6. I have a greater awareness of various paragraphs organization.

Elements of Literature- Students' Evaluation Reading (Reading)



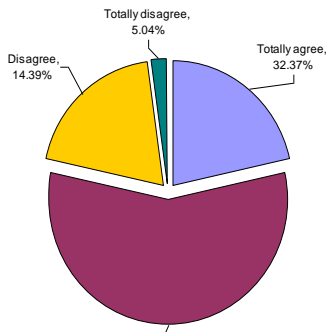
7. I have improved in identifying words from context.

Elements of Literature- Students' Evaluation Reading



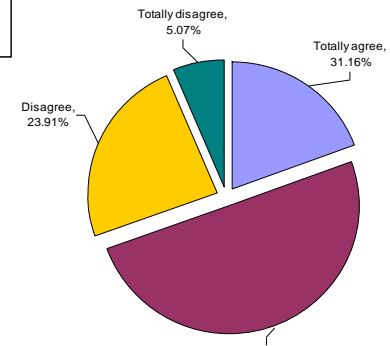
10. I'm more skillfull in evaluating & judging.

Elements of Literature- Students' Evaluation Reading



8. Now I'm more competent in identifying the main idea and its supportive details in a paragraph.

Elements of Literature-Students' Evaluation Reading

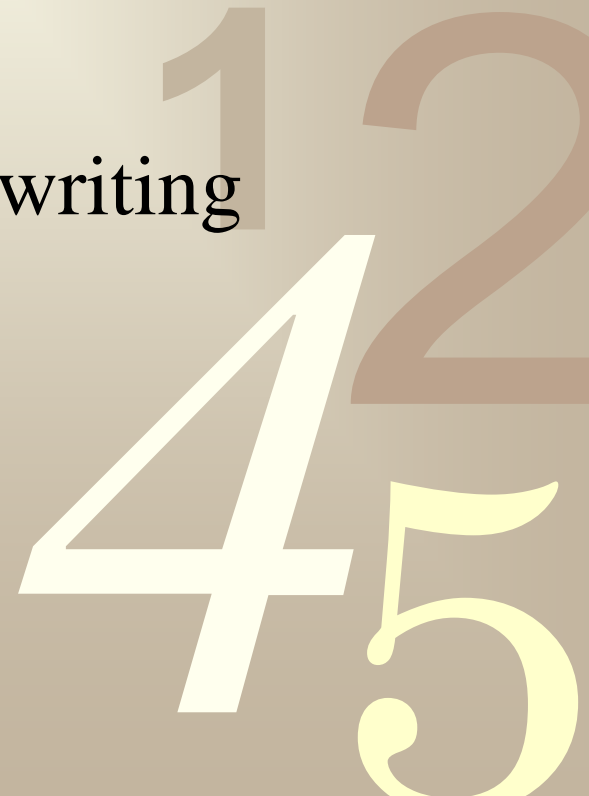


9. I can now better infer & predict

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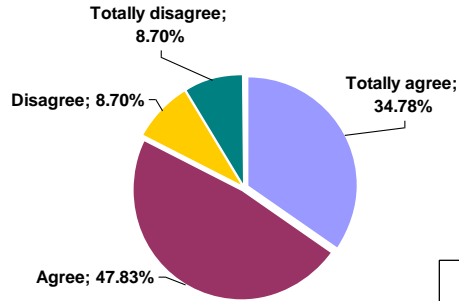
The student Survey in the writing part addressed these aspects

- Writing topics meet student's interests.
- Identifying different features for different types of writing.
- Student's improvement in the writing process.



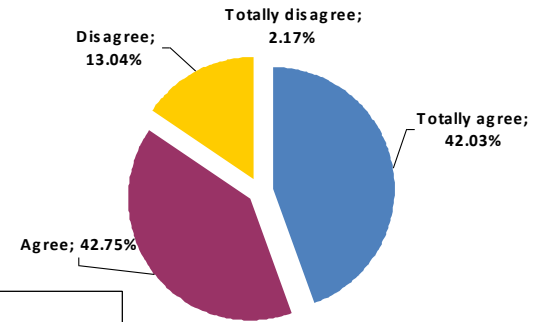
Student survey results - Writing

Elements of Literature- Students' Evaluation Writing



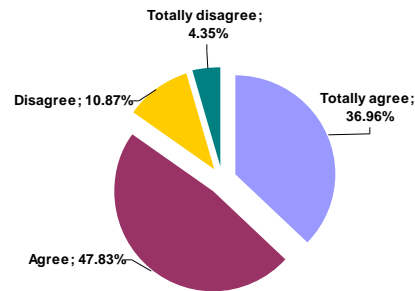
1. I identified different types of writing

Elements of Literature- Students' Evaluation Writing



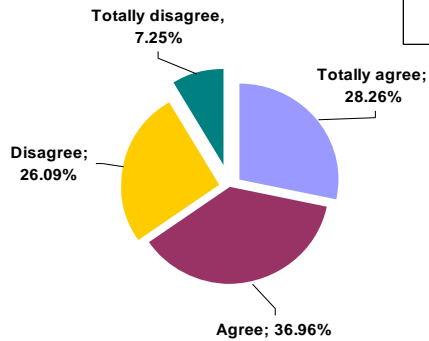
2. I identified some pre writing strategies

Elements of Literature- Students' Evaluation



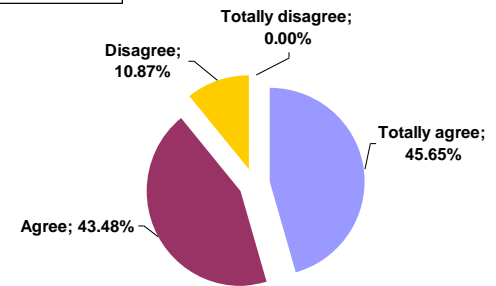
5. I identified the structure of the letter

Elements of Literature- Students's Evaluation (Writing)



4. I identified the structure of the informational text

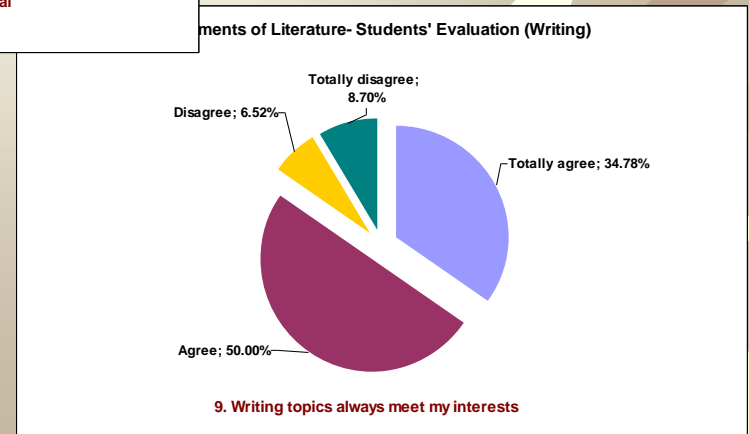
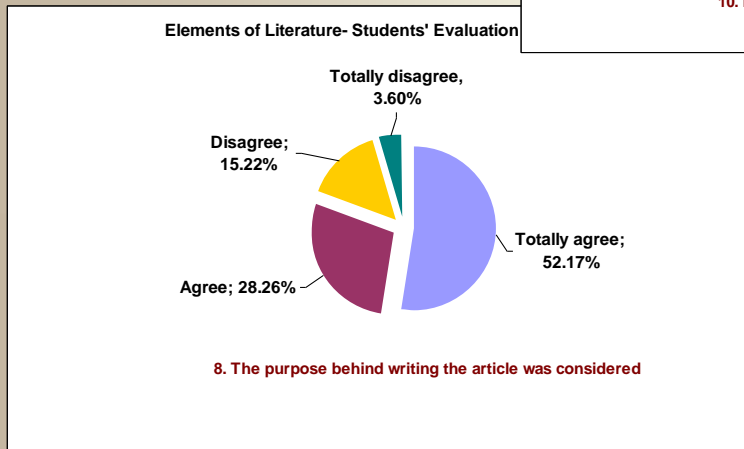
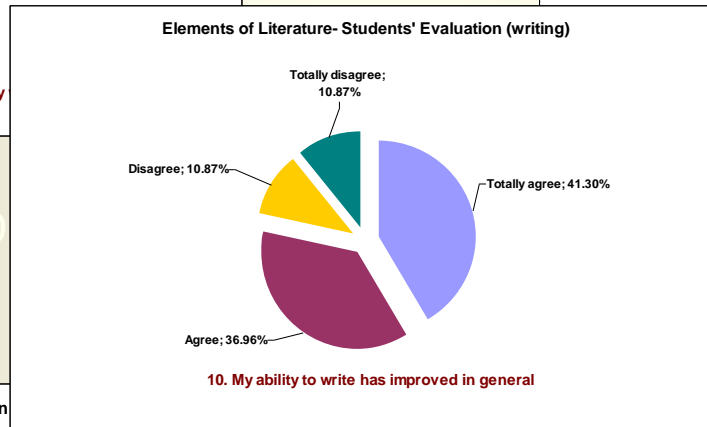
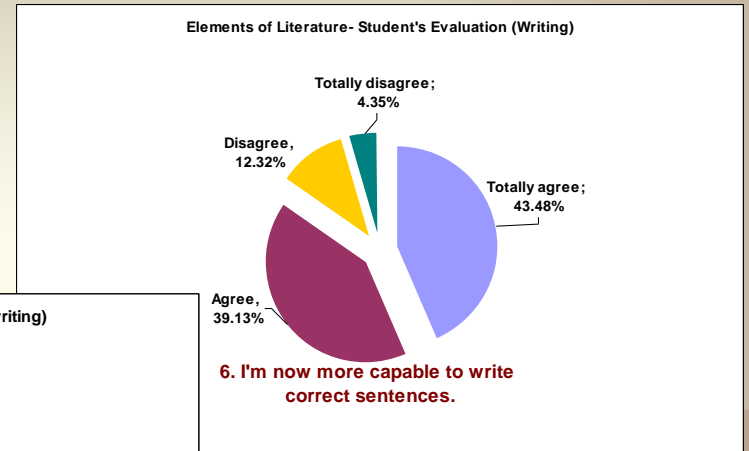
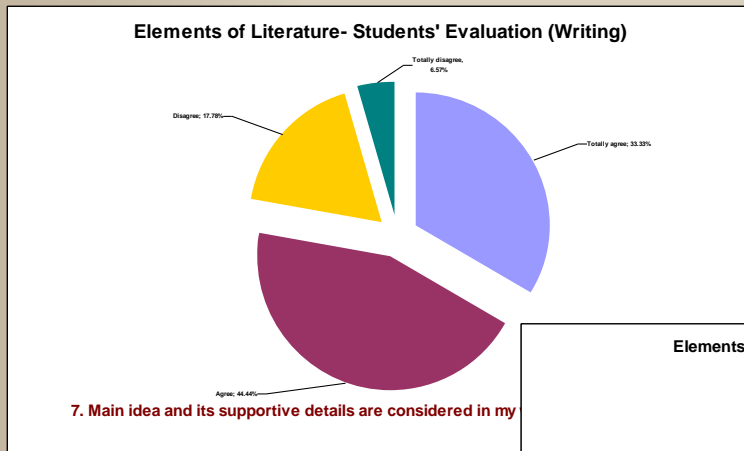
of Literature- Students' Evaluation (Writing)



3. I identified the story structure

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Student survey results - Writing



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Commenting on results of the action research

-There is an noticeable improvement in all reading and writing skills.

- The improvement in the critical thinking skills is greater than the one in the analytical skills.

- Almost 77% of the students think that the reading topics match their interests whereas 76% believe that the topics are connected to real life situations.

- Around 80% of students feel that they improved in various reading skills (Identifying the writer's purpose – different paragraph organization – defining main ideas and supporting details – identifying meaning from context – evaluating and reasoning)

Commenting on results of the action research

- 84% of the students think that the writing topics match their interests.
- The students' opinions of their improvement in identifying different writing structures (letter, story and informational texts) varied from 65%-84.
- Above 84% of students think that the planning stage has influenced their writing positively.



Acting Upon the Results

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- The school decided to continue using this course for the year 2008-2009
- Other support courses will be used for the purpose of standard coverage.

