

## Action Research: Data Collection Sample Research Instruments

Different instruments gather different types of information. The following instruments are designed to collect data on students' strategies use. How do they differ in information collected?

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### SAMPLE INSTRUMENT #1: CLOSED QUESTIONNAIRE MULTIPLE CHOICE

**Student directions:** Indicate how often you do the following when reading in a foreign language:

1. Before you read do you think about what it will be about?  
*Almost Never      Rarely      Sometimes      Usually      Almost Always*
2. While you read, do you imagine pictures in your head or imagine you are part of the story?  
*Almost Never      Rarely      Sometimes      Usually      Almost Always*
3. When you read a word you don't know, do you try to figure out its meaning by looking at the rest of the story?  
*Almost Never      Rarely      Sometimes      Usually      Almost Always*
4. After you read, do you think about how well you understood it?  
*Almost Never      Rarely      Sometimes      Usually      Almost Always*

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### SAMPLE INSTRUMENT #2: CLOSED QUESTIONNAIRE: RANKING

**Student directions:** Put the following learning techniques in order with 1 being the technique you use the most often and 4 being the technique you use the least.

- \_\_\_\_\_ Reading with a dictionary
- \_\_\_\_\_ Writing down key words when reading
- \_\_\_\_\_ Imagining pictures in your mind when reading
- \_\_\_\_\_ Guessing the meaning of new words when reading

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### SAMPLE INSTRUMENT #3: OPEN QUESTIONNAIRE

**Student Directions:** Answer the questions about what you do to help yourself read in *language*.

1. What do you do before you start to read in *language*?
2. What do you do while you are reading in *language*?
3. What do you do if you don't understand something when reading?
4. What do you do after you finish reading in *language*?

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#### SAMPLE INSTRUMENT #4: GROUP INTERVIEWS

**Student Directions:** In groups of 3-5 students discuss the following questions. Responses may be tape recorded, video taped, or summarized in writing by a note taker.

Reading:

1. What strategies do you use most when you're reading *language*?  
What do you do to understand?  
What do you do if you don't understand or it doesn't make sense?
2. Why do you use \_\_\_\_\_ (*the technique*)?
3. How does it help you learn?

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#### SAMPLE INSTRUMENT #5: INDIVIDUAL THINK ALOUD INTERVIEWS

**Teacher Directions:** Give student a reading task in the target language. As student reads, ask him to think aloud/tell you his thoughts about reading. Tape the interview. Use the following prompts to help the student think aloud:

- *What are you thinking about? What's going through your mind?*
- *Can you tell me more?*
- *What are you looking at? Why?*
- *How did you figure that out?*
- *How does that help?*
- *Is there anything else you'd like to add about what was going through your mind?*

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#### SAMPLE INSTRUMENT #6: LEARNING LOGS

**Student Directions:** Keep a weekly record of your language learning tasks and strategies.

Date	Language Task	Strategy (ies) you used	Effectiveness of the strategy (ies)—Did it help? Would you use it again? When?