

EFL Teachers' Opinions on Conducting Action Research: A Case Study

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Abstract

In the field of second/foreign language teaching, as in other fields of teaching, classroom research has become a useful professional development strategy as it enables language teachers to dynamically check themselves on the course of teaching. Action research, as a type of classroom research, is a method that allows teachers to reflect on interesting and/or problematic areas in a structured way (Wallace, 1998) so that they will be able to manage and eliminate the complexities emerging during their teaching. As Richards and Farrel (2005) suggested, thanks to action research, it is highly likely for second language teachers to develop a deeper understanding of many issues in teaching and learning while also acquiring useful classroom investigation skills. In this sense, it is essential to unearth the experiences of teachers in English as a foreign language (EFL) related to action research. The aim of this study is to explore EFL teachers' opinions on conducting action research. This is a case study in which three English teachers working at an English Preparatory Program of a School of Foreign Languages at a state university were referred to for their opinions on action research. The data of the study was obtained through a semi-structured interview that consisted of four items. The analysis of the data was performed through content analysis. The results of the study indicated that conducting action research is quite beneficial for teachers to develop themselves in their profession, to enhance the quality of their teaching and to help their students more effectively. It was also revealed in the study that all these three participants suggested their colleagues to carry out action research.

Keywords: *Action research; teacher development; English language teaching; English as a foreign language*