Iranian EFL Teachers' Views on Action Research and Its Application in Their Classrooms: A Case Study

İranlı İngilizce Öğretmenlerinin Eylem Araştırması ve Sınıflarındaki Eylem Araştırma Uygulaması Hakkında Görüşleri

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Abstract
Action research is an efficient way to help teachers overcome their problems and enhance the teaching and learning practices. As teachers' beliefs play an important role in determining their teaching practices, their beliefs about action research can influence their use of classroom research. A group of 89 English teachers participated in this study to answer the items of a questionnaire which explored their beliefs about action research. In-depth interviews were also conducted with three participants to complement data. The results showed that this group of teachers regarded action research as one of the research types which is the duty of professional researchers not teachers. From among reasons mentioned for not conducting action research in their classrooms, some guidelines are provided at the end.

Keywords: Action research, teachers' beliefs, professional development, EFL teachers, teacher education

Öz
Öğretimi uygulamada öğretmenlerin inançlarının önemli rol oynaması nedeniyle, öğretmenlerin eylem araştırması ile ilgili inançları da sınıf içi öğretim uygulamalarını etkileyebilir. Araştırmada eylem araştırması konusundaki inançlarını-görüşlerini ortaya koymak amacıyla 89 öğretmenin görüşlerine başvurulmuştur. Ayrıca veri toplama sürecinde üç katılımcı ile derinlemesine görüşmeler yapılmıştır. Araştırma sonuçlarına göre, eylem araştırmasının öğretmenlerden ziyade profesyonel araştırmacıların işi olduğu kanısına varılmıştır. Öğretmenlerin sınıflarında eylem araştırmasını niçin uygulayamadıklarına dair nedenler ve öneriler araştırmanın sonuçları içinde yer almıştır.

Anahtar sözcükler: Eylem araştırması, öğretmenlerin mesleki gelişim inançları, İngilizce öğretmenleri, öğretmen eğitimi

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Introduction

Reflective teaching has been a common practice in teacher training and teacher development since the early 1980s.

It is believed that teachers should be encouraged to examine the aims and values of various traditions and methods, and reflect on their own teaching in the light of the experience and theoretical knowledge they have accumulated through experience, professional reading and the teacher education and development programs (Farrell, 2008). One of the mostly referred to ways of accomplishing this goal is action research.

There are different views about what action research actually is. Some researchers have defined it in terms of classroom-based research for professional development. Some others have broadened this view to a strategy for social change and justice (Ary, Yacobs, Sorensen, 1010; Dornyei, 2007; Carr & Kemmis, 1986). Kemmis and McTaggart (1990, p. 5, as cited in Cohen et al. 2007) define action research as "trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching, and learning." This definition reflects the first conception of action research. Somekh (1995, p.340) defines it as "bridging the gap between research & practice to overcome the perceived failure of research to impact or improve practice." Some researchers have dismissed this kind of action research as just what a good teacher might be expected to do as a strategy for professional development (Crookes, 1993).

In many EFL situations, teachers play a passive or non-existing role in curriculum design, materials development, selection and evaluation procedures (Troudi & Riley, 1996). These issues are mostly left to "experts" or "researchers" in the field. This is a result of the separation between theory and practice. However, in modern approaches to EFL teaching and learning, teachers are not regarded as the mere practitioners of others' theories. Rather, they are explorers in the same way as their learners are (Kumaravadivelu, 2006). Teachers should be able to construct their own theories of practice according to the particular context of their classroom, particular students, particular goals, and particular socio-cultural environment (Kumaravadivelu, 2001). In other words, teachers can redefine the curriculum and its content, interpret and transform the curriculum in a way that makes learning more manageable for the learner. As Richards and Renandya (2002, p. 358) state, "it is what teachers think and do at the classroom level that eventually determines what learners learn in the classroom."

Considering the key role of the teacher, it is essential that teachers constantly develop not only their knowledge of the subject matter, but also their knowledge of pedagogy. Most busy teachers are safe and secure with the classroom routines that they develop over the years. However, as Troudi and Riley (1996, p. 2) state, "one danger of not reflecting on these conscious and sub-conscious routines and rituals is that we might… become too busy teaching and ensuring the syllabus is taught that we ignore our teaching." However, it is possible to use the teachers' daily practices to gain a better understanding and improve those practices at the same time. Action research enables teachers to explore teaching practices, reflect on them, and try to improve them at the same time to meet their learners' needs (Holly et al. 2005). It also helps

teachers to examine their own theories and beliefs about their teaching, diagnose problems and weaknesses and provide solutions and plans for them (Kumaravadevelu, 2001).

Teachers are regarded as the major key in educational change and development (Hargreaves & Fullan, 1992). Meanwhile it is argued that, for language teachers, action research is "an approach to collection and interpreting data which involves a clear, repeated cycle of procedures" (Bailey, 2001, p. 490; Nunan, 1990). On the other hand, beliefs and attitudes which teachers hold about different aspects of teaching process are also important variables which are important in the construction of teachers' practices in EFL classrooms (Li, 2013). Regarding the important role that action research is believed to play in educational development and the efficacy of teaching and the important role of teachers' viewpoints in selecting their practices, the present study aims to investigate the beliefs Iranian EFL teachers hold about action research and its application in their classes.

Background
History of action research
As Taylor (1994) mentions, the root of action research goes back to the work of Kurt Lewin in the 1940s. Lewin believed that social scientists could study things through changing them and observing the effect. In his view, the best way to gain insight into a process is creating a change and then observing the effects which this change introduces and also the new relationships that are created. He described action research as "proceeding in a spiral of steps, each of which is composed of planning, action and the evaluation of the result of action" (Kemmis and McTaggart 1990, p. 8). Lewin argued that in order to "understand and change certain social practices, social scientists have to include practitioners from the real social world in all phases of inquiry" (McKernan 1991, p.10).

The construction of action research theory by Lewin made action research a method of acceptable inquiry (McKernan 1991). However, as Taylor (1994) asserts though action research was rediscovered by the 1970s, there is still strong opposition against it as "real research". This could explain the fact that examples of actual practice in action research seem to have been rare until recently. Nevertheless, there has been some interest in action research in the field of second language acquisition since the 1970s. Today, action research has been accepted both as a way of developing teachers' professional competence and creating change in their everyday practices and also as a way of creating social changes and movements.

Principles and procedures of action research
Broadly defined, action research can be described as a principled way of observing one's own teaching, reflecting upon it, and trying to diagnose its weaknesses and enhance its strengths. Richards and Lockhart (1994) regard it as "teacher-initiated classroom investigation which seeks to increase the teacher's understanding of classroom teaching and learning and to bring about change in classroom practice" (as cited in Troudi & Riley, 1996, p. 2). In other words, it is a way through which teachers can

help themselves and their students to overcome specific problems which they encounter in the course of language teaching and learning. Action research combines diagnosis, action and reflection, focusing on practical issues that have been identified by participants and are both problematic and yet capable of being changed. The idea of change is fundamental in action research (Cohen et al. 2007). As Somekh (2005, p. 91) asserts the driving force behind action research is "an impetus for change/innovation through deepening the participants' understanding of social processes and developing strategies to bring about improvement".

All these views and perspectives have four basic themes in common about action research: empowerment of participants, collaboration through participation, acquisition of knowledge, and social change. The process that the teacher-researcher goes through to achieve these themes is a spiral of action research cycles consisting of four major phases: planning, acting, observing and reflecting (Somekh, 2006). It contains plan-action-observe-reflect which will lead to more questions and inquiries.

Teachers' beliefs

As Burns (1999) maintains, the key to educational development at any level lies in the improvement of teaching. Language teachers are at the heart of language education and learning. What they do in classrooms is a reflection of what they know and believe about issues related to their professional practices. Goodman (1986) showed that some teachers hold beliefs which enable them to make crucial decisions on changing traditional classroom practices. These teachers can create innovations and changes in education, especially if they employ reflective practices and receive right professional support for their efforts. They tend to be more concerned with developing their own professional competence, helping other colleagues to improve and creating change in the curriculum.

Action research has been regarded as one of the most important practical tools for reflective teaching. Wallace (1991, p. 57) maintains that action research can be "an extension of the normal reflective practice of many teachers, but it is slightly more rigorous and might conceivably lead to more effective outcomes." Farrell (2008, p. 2) also believes that action research "involves investigation of the values held and the practices engaged in while carrying out an activity, in this case, teaching." Language teachers' knowledge and values construct the underlying framework which guides their classroom decisions, practices, behavior, and actions. It is evident that teachers' beliefs and values influence their teaching and their students' learning directly and serve as the background to their decision-making and action. Similarly, teachers' views and knowledge about action research influence their approach toward using it in their classes. These beliefs could be fundamental in constructing an action research approach toward reflective language teaching practices.

Although it is evident that language teachers' beliefs and values about research in general and action research in particular can influence their approaches to classroom practices and help them to adopt an action research orientation toward teaching, literature is sparse in this regard both in general education and in the field of language teaching. McDonough (2006) believes that teachers do not regard research as one of

their primary responsibilities though they will benefit greatly from conducting it in their classrooms. Jungck (2001, as cited in McDonough, 2006) asserts that in teachers' view, conducting research is related to some positivistic issues such as validity, reliability, generalizability, scaling, and statistics. Markee (1997) also believes that many language teachers find the language used in research articles highly technical and therefore useless for them. Finally, Crookes (1993) asserts that in language teachers' view, most research articles are not directly related to immediate classroom situation and needs. They also regard research an activity mostly conducted by "experts" and in particular contexts like laboratories. As was mentioned earlier, no particular study has addressed the issue of language teachers' beliefs about action research and its application in their classroom. The present article tries to explore views which Iranian language teachers hold about research in general and action research in particular.

Method
Participants and Instruments
A group of 89 Iranian English teachers (57 females and 32 males) answered the items of a questionnaire developed by the researchers. The teachers' range of teaching experience was from 5 to 28 years. They were teaching at state elementary and secondary high schools in the four educational districts of Shiraz, south of Iran. The questionnaire, which was constructed for the purpose of this study, contained 34 items. The first part of the questionnaire (including 25 items) investigated the beliefs which language teachers held about research in general and classroom or action research in particular. The second part, which contained 9 items, explored what these teachers did when encountered with some problems in their classrooms. An open-ended question was added at the end of the questionnaire in order for the participants to provide any complementary comments. Likert type scale (from strongly agree to strongly disagree) was used to rate the answers. It should be noted that the questionnaire was translated into Persian in order to secure the participants' understanding of the content of the questionnaire. This translation was back-translated into English by Ph.D. holders in TEFL to check for the credibility of the translation. Finally, three language teachers were chosen from among the respondents to take part in in-depth interviews in order to clarify some points which were obscure in the questionnaire part.

Data Collection and Analysis
Some of the questionnaires were answered during an in-service course. In other cases, superintendant teachers in different districts collected the questionnaires. In some cases, the questionnaires were emailed to the respondents. Three participants were selected to take part in the interview section of the research (two females and one male). The interviews questions addressed different topics about EFL teachers' professional development and the role of action research in this regard.
To analyze the data percentages and means were calculated for each participant. The mean scores obtained for each of the items in the questionnaire could be interpreted based on the internal evaluation scale (Bazargan, Hejazi & Es-haghi, (2007):

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    +————————+————————+————————+
    1        2.33     3.66      5
unacceptable              acceptable
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Figure 1: Internal evaluation scale
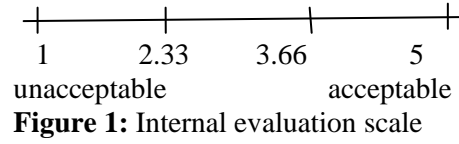
The interviews were transcribed for further investigation and analysis.

Results and Discussion

The results of this study can be summarized in two parts. The first part is related to the participants' answers to questionnaire items. The second part will be related to the interviews. Table 1 illustrates the means of the answers to the items of the first section of the questionnaire.

Table 1. Teachers' beliefs about research and action research

Items	Mean
1. Teachers must conduct research to solve their problems in the class.	2.28
2. In my view, research is the duty of "professional researchers".	3.89
3. Research is one of my prime duties as a teacher.	2.12
4. Action research is an important type of professional research.	2.02
5. A teacher should have necessary skills in order to perform research in her/his class.	3.86
6. Doing classroom research improves teaching and learning.	2.15
7. Performing classroom research needs familiarity with complex statistical concepts.	3.90
8. Problems in the classroom can be solved through using action research.	2.01
9. Research must necessarily include specific concept like variables, hypothesis, statistics, etc.	4.12
10. Classroom research is impossible.	1.93
11. Some research procedures like creating control and experimental groups are not suitable for classrooms (because some students are deprived from certain methods and materials).	2.97
12. Conducting research involves specific research skills (familiarity with different research types, data, statistics, etc.)	4.0
13. Research should necessarily be conducted by experts.	4.19
14. Subjects investigated by professional researchers are not often related to the daily problems of language classrooms.	4.21
15. Subjects investigated by professional researchers are not often related to the students' real needs.	4.54
16. The results of professional research are not beneficial to language teachers.	4.31
17. The language of professional research articles is highly specialized.	4.05
18. Even if professional research deals with classroom problems and students' needs, they are so specialized that are useless for language teachers.	4.25
19. A teacher can be a researcher by conducting action research in his/her classroom.	4.03
20. Classroom research helps teachers solve the problems of their classrooms.	3.33
21. Action research is one of the duties of all teachers.	2.23
22. I regard action research as the best way to improve my professionalism.	2.84
23. Action research helps my students learn better.	2.64
24. Whenever I encounter a problem in my classroom, I try to solve it through action research.	1.23
25. Action research is the most practical method of research for teachers.	2.14

As Table 1 demonstrates, most of teachers in this sample group regarded research as the duty of professional researchers not teachers (item 2). While they believe that performing research needs familiarity with research skills, they do not think that conducting classroom research is helpful to teachers and that teachers can be researchers in their classrooms.

Another finding of Table 1 is related to teachers' views about "professional research". Most of them regard research conducted by professional researchers as unbeneficial to language teachers (items 14 to 18). In their view, research involves familiarity with specialized knowledge of research types and procedures (12 and 13). Meanwhile, while they mostly agree that research must be done by experts, they do not reject the fact that classroom research is also possible (item 10). The reason for these seemingly contradictory results might be that teachers are not familiar with the formal definition and procedures of action research. While they disagree with the idea of research as one of their duties and that action research cannot be very influential in improving their teaching and students' learning, they believe that classroom research is possible, however, it is only needed for those teachers who want to acquire some professional degree like M.As (as was later clarified in the interviews).It seems that these language teachers do not believe in action research as a way out of their daily problems but rather as a research type conducted within classroom environment. The insignificant mean of the answers to item 23 shows that action research is not used among these teachers and they do not regard it as an aid for professional development. These results confirm previous research related to teachers' beliefs about research (Crookes, 1993; Markee, 1997).

The second part of the questionnaire consisted of 9 items which tried to explore what these teachers actually did in their classes when encountered with a problem regarding learning, teaching, or disciplining the classes. The results are presented in Table 2.

Table 2. Teachers' beliefs about solving their classroom problems

As a language teacher, if you encounter a problem in your classes, what will you do?	Mean
26. I consult other colleagues.	**2.13**
27. I consult the superintendent teacher.	**2.01**
28. I find a solution by referring to reference textbooks.	**2.23**
29. I try to take some action to solve the problem.	**3.39**
30. I reflect on my action and its effects on changing the situation.	**3.76**
31. Ii it important for me to create a change in a problematic situation.	**4.10**
32. I share my ideas with other colleagues through a blog, a journal, etc.	**1.87**
33. I inform other colleagues in the same school about my solution and the changes that have occurred.	**2.14**
34. I mostly take no action because I cannot solve all the problems.	**2.15**

As Table 2 reveals, answers to the items of this section shows that this group of teachers have concerns about changing the problematic situations in their classes and actually take some actions to solve these problems. An interesting point in this part relates to answers to items 26, 27, 32, and 33. Most language teachers participating in this study prefer individualistic solutions to their problems rather than collaborative ones. They prefer to find answers to their problems through taking some actions by themselves rather than consulting other teachers or a supervisor teacher. In addition, many of them were reluctant to share their experiences about the successful changes they had made in their classes with their colleagues.

Interview results

In the interviews, teachers were asked about their familiarity with action research, where and how they got acquainted with the concept, whether or not they utilized action research in their classes, and different types of problems which they encountered in conducting action research in their classes. All teachers mentioned that they were familiar with the concept of action research and that they had received instructions in this regard through in-service courses and workshops which were devoted to teaching this issue to teachers in general. However, they maintained that these courses were some theoretical conceptions which they regarded as useless to their practices in the classroom. They added that they took part in the courses and workshops because these courses had some merits for their professional career (e.g. promotions). They all said that they had never performed action research in a systematic and informed way.

Foreign language classrooms impose different types of problems to language teachers because of the very fact that the medium of instruction is a language which is different from the learners' native language and this makes language teaching different from teaching other school subjects. Therefore, in their classes, foreign language teachers encounter many particular problems which hinder them from working based on the syllabus or their own methodological procedures. The most important problems which this group of EFL teachers mentioned were students' low levels of proficiency in some schools, crowded classes, disciplinary problems, students' lack of motivation or their beliefs about the difficulty of learning a foreign language. However, most of the solutions which they had chosen to solve these problems and create some form of change and development in the learning and teaching process were spontaneous, uninformed, and not shared with other colleagues. In other words, they did have problems in their classes but they did not consider action research as a possible procedure to get round their problems and create change. The reason was that for this group of language teachers action research was a kind of professional research that must be performed by professional researchers. All interviewees mentioned that they regarded action research as the duty of researches not teachers or at least teachers who are researchers because they have higher degrees (M.A or Ph. D.) and need classroom research for their academic purposes, for example writing a thesis. In addition, they all maintained that they knew no place to share their experiences with other teachers in a

formal way except for the informal chit-chats which they had with friends or some colleagues about their teaching experiences and problems.

Discussion

The results of this study showed that most of the language teachers participating in this study were familiar with the basic principles of action research via instructions that they had received in their in-service courses and workshops. Nevertheless, they did not utilize it in their classes and regarded it as the duty of professional researchers not teachers. They also prefer not to share their experiences with other colleagues or as they mentioned they do not know a place to exchange information. Rossiter (2001) argues that because of many difficulties that teachers may encounter in doing classroom research, the decision of many of them is to abandon the task altogether. Dornyei (2007) proposes three reasons for the fact that teachers do not use action research in their classes. These reasons include language teachers' lack of time, incentives, and professional expertise in the area of research. The results of this study revealed another source of difficulty which hinders teachers from performing classroom research including action research and that is beliefs which they had formed about research in general and action research in particular. When teachers conceptualize action research as the duty of professional academic researchers, they will not regard it as a possible solution for improving the quality of teaching-learning process in their classes. Therefore, even though action research was first developed as a way to "democratize" research, oppose "a professional research model" and avoid the "top-down technology model" (David, 2002, p. 12) and even though in educational settings it can be claimed as one major tool in empowering teachers by giving the role of theorizers to the practitioners in the classes (Kumaravadivelu, 2006), they do not regard it as a way to deal with their educational problems. Teachers' beliefs play an important role in determining their practices in the classes. Therefore, teachers' beliefs about research in general and action research in particular may cause them to abandon the procedure altogether. As the results of this study showed, participants in this study did not use action research in their classes because they regarded it as the duty of expert researchers. This puts forward the construct of teachers' mentality as an important factor in determining teachers' beliefs and the relevant practices in the classrooms. Teachers' philosophical mentality regarding research may have a direct relationship with what they actually perform in their classrooms. Further research is needed to confirm this relationship.

Conclusion

Language teachers are facing different problems in their classes. They may perform some actions intuitively in order to solve their problems but are not familiar with the concept of action research in a formal way. Various means of specific instructions i.e.- in the form of workshops, or in-service courses, are necessary in order to familiarize teachers with the formal concept of action research and its powerful effect in solving their everyday problems in classrooms and also in developing their professional competences. As teachers' beliefs are important factors in determining their

practices and actions, teachers' positive beliefs about action research and its strong effect on teaching should also be encouraged.

The results of this study also revealed that language teachers are mostly unwilling to share their experiences with other colleagues. As collaboration among teachers is an important foundation of action research, this problem can be solved by encouraging teachers to conduct regular group work where they can solve their problems within their own local districts. Weblogs or a sort of local journal can be highly helpful in reflecting teachers' experiences and innovations that could be beneficial to other teachers. However, all these are not possible unless teachers feel responsible for the professional development of themselves as well as other colleagues and also for their learners' better learning. All participants should feel the necessity for change and action research is an important plan for creating change.

The view of teachers as researchers is a response to many social, educational, and professional inspirations. This movement which is based on reflective teaching and critical thinking, has created many great innovative trends in educational settings. A teacher who reflects on his or her practices in the classrooms and try to find informed solutions for them is more probable to create educational development a teacher who being a passive receiver of experts' directions waits for others' magic packages to solve his or her problems all through their careers. Therefore, paying attention to developing a positive mentality in teachers regarding their role as reflective researchers could be an important step in educational change.

Özet
Giriş

Eylem araştırması sosyal değişim yöntemi olarak ilk kez geliştirilmiştir (Cohen et al, 2007; Farrell, 2008; McKernan, 1991; Taylor, 1994). Uygulamada yeni fikirlerin denenmesi yöntemi ya da araştırma ve uygulamayı ilişkilendirme yöntemi olarak tanımlanmaktadır (Kemmis & McTaggart, 1990; Carr & Kemmis, 1986). Somekh, 1995).

Eğitimde, yön araştırması öğretmenlere problemlerin üstesinden gelmelerine yardımcı olan ve öğretme öğrenme uygulamalarını (Ary et al, 2010; Dornyei, 2007), öğretmenlerin mesleki gelişimlerini (Crookes, 1993) ve günlük uygulamalarının uzantısını geliştiren (Wallace, 1991) etkili bir yöntemdir. Değerlendirme, eylem, planlama, yansıtmayı içeren dönüşsel bir süreçtir (Kemmis & McTaggart, 1990; Somekh, 2005, 2006).

Pek çok eğitim bağlamında, uzman görüşleri düşünüldüğünde, öğretmenler pasif, alıcı rolü oynamaktadırlar (Troudi & Riley, 1996). Fakat, metod-sonrası devirde öğretmenlere daha pratik ve aktif bir rol verilmiştir (David, 2002; Kumaravadivelu, 2001, 2006). Öğretmenler kendi bağlamlarında kuramcıdırlar ve öğrenci için öğrenme, öğretmenin sınıf içi uygulamalarına bağlıdır (Richards & Renandya, 2002). Eylem araştırması, öğretmenlerin sınıf içi uygulamalarını geliştirmeye yardımcı olan etkili yollardan biri olarak kabul edilmektedir (Holly et al. 2005). Öğretmenlerin eğitimsel değişimde önemli rol aldıkları düşünüldüğünde (Hargreaves & Fullan, 1992), eylem

araştırması bu süreçte mümkün bir strateji olarak kabul edilmektedir (Bailey, 2001; Nunan, 1990).

Çalışmanın Önemi ve Çalışmanın Amaçları

Öğretmen inançlarını öğretme uygulamalarını kararlaştırmada önemli rol oyna-dığından (Burns, 1996; Goodman, 1986; Li, 2013; Richards& Lockhart, 1994), öğret-menlerin eylem araştırması hakkındaki inançları sınıflarında eylem araştırmasını kul-lanma veya kullanmamalarında etkili bir faktör olabilir.

Sınıflarda araştırma yapmanın çok faydası olmasına rağmen (Holly, Arhar, & Kasten, 2005; Kumaravadivelu, 2001), yapılan araştırmalar göstermektedir ki öğret-menler araştırmayı kendilerinin bir sorumluluğu değil (McDonough, 2006) profesyo-nel araştırmacıların bir görevi olarak düşünmektedirler.

Öğretmenler aynı zamanda araştırma makalelerindeki dilin ve istatistiksel anali-zin oldukça teknik olduğunu (Markee, 1997) ve sınıf uygulamalarıyla alakalı olmadı-ğını (Crookes, 1993) da düşünmektedirler. Bu yüzden, öğretmenlerin eylem araştırma-sı ve eylem araştırmasının sınıf içi uygulamalarını algılaması üzerinde pek az araştır-ma yapılmıştır.

Sonuç olarak, bu çalışma İranlı dil öğretmenlerinin araştırma hakkında genel görüşlerini ve özellikle de eylem araştırması hakkındaki görüşlerini ortaya koymayı hedeflemiştir. Aynı zamanda da öğretmenlerin sınıflarında niçin eylem araştırması uygulamadıklarını incelemeyi de hedeflemektedir.

Yöntem

89 İranlı İngilizce öğretmeni, araştırmacının öğretmenlerin araştırma ve eylem araştırması hakkındaki görüşlerini oraya çıkartmak üzere hazırladığı anketi cevaplaya-rak bu çalışmaya katılmıştır. İlk aşamada toplanan verileri tamamlamak için 3 kişi ile derinlemesine mülakatlar yapılmıştır. Sonuçlar, iç değerlendirme yöntemi kullanılarak yüzdelik ve ortalamalarla analiz edilmiştir (Bazargan, Hejazi, & Es-haghi, 2007).

Sonuç ve Tartışma

Sonuçlar araştırmaya katılan öğretmenlerin, eylem araştırmasını öğretmenlerin değil de uzman araştırmacıların görevi olan bir araştırma çeşidi olarak düşündüklerini ortaya koymaktadır.

Zamanın yetersizliği, araştırma yöntemlerini tanımama, eylem araştırmasını öğ-retme ve öğrenmeyi geliştiren bir araç ve mesleki gelişim için de bir strateji olarak düşünmeme, bu çalışmaya katılan öğretmenlerin sınıflarında eylem araştırması yap-mama sebeplerinden birkaçıdır.

Bu sonuçlar öğretmenlerin araştırmayla ilgili inançları hakkında yapılan diğer çalışmaları desteklemektedir (Crookes, 1993; Dornyei, 2007; Markee, 1997; McDonough, 2006; Rossiter, 2001), aynı zamanda öğretmenlerin mesleki gelişim ve eylem araştırması hakkındaki görüşlerini sınıf içi araştırma yapmayı engelleyen olası bir faktör olarak değerlendirerek bu konuda yapılan çalışmalara katkıda bulunmakta-dır.

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