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EFL TEACHERS' ROUTINE AND INVESTIGATIVE BEHAVIOURS (ROLES)
IMPLEMENTED IN THEIR CLASSROOMS:
AN ACTION RESEARCH STUDY

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YÜKSEK LİSANS TEZİ

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ETİK BEYANI

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Rukiye ODABAŞ



ÖZET

İNGİLİZ DİLİ VE EDEBİYATI

İNGİLİZCE ÖĞRETMENLERİNİN SINIFLARINDA UYGULADIKLARI

RUTİN VE ARAŞTIRMACI DAVRANIŞLAR (ROLLER):

BİR EYLEM ARAŞTIRMASI

RUKİYE ODABAŞ

Bu çalışmanın amacı, İngilizce öğretmenlerinin sınıflarında uyguladıkları rutin ve araştırmacı davranışları tespit etmek; bu öğretmenlere Eylem Araştırması konusunda eğitim vererek, onların sınıflarında uyguladıkları araştırmacı davranış miktarını artırmaktır. Bu çalışmada nitel veri analizi tekniği; eylem araştırması ve durum çalışması yöntemleri kullanılmıştır. Bu çalışma, bir ilkokul, bir ortaokul ve bir lise olmak üzere 3 farklı devlet okulunda, 2023-2024 eğitim-öğretim yılının ikinci döneminde, 3 İngilizce öğretmenin katılımı ile gerçekleşmiştir. Çalışma boyunca bu İngilizce öğretmenlerinin dersine girdiği 3 farklı kademede (4. 6. ve 10. sınıf) sınıf gözlemi yapılmıştır. Çalışmada ayrıca nitel veri toplamak amacıyla, yarı-yapılandırılmış görüşmeler, gözlemler, araştırmacı ve öğretmen günlükleri ile alan notları kullanılmıştır. Veriler kodlama (Strauss & Corbin, 1990; Merriam, 2009) yöntemi ile analiz edilmiştir. Veri analizinin sonuçları, Eylem Araştırması çalışmasından önce İngilizce öğretmenlerinin sınıflarında daha çok rutin davranışlar kullandıklarını; Eylem Araştırması eğitimi sayesinde aynı öğretmenlerin rutin davranış miktarında azalış ve araştırmacı davranış miktarında artış olduğunu göstermiştir. Bulgular ayrıca Eylem Araştırması eğitiminin öğretmenlerin mesleki gelişimlerine olumlu katkılar sağladığını; öğrencilerin de öğretmenlerinin bu gelişimlerinden memnun olduklarını ve İngilizce dersine olan ilgi ve motivasyonlarının arttığını göstermektedir. Bu bulgulardan hareketle çalışmada öğretmenlerin Eylem Araştırması eğitimi almasının olumlu katkıları vurgulanmış ve yeni çalışmalar için de önerilerde bulunulmuştur.

Anahtar Kelimeler: Eylem Araştırması, Eylem Araştırması Eğitimi, Davranış, İngilizce Öğretmenleri, Rutin Davranış, Araştırmacı Davranış.

ABSTRACT

ENGLISH LANGUAGE AND LITERATURE

EFL TEACHERS' ROUTINE AND INVESTIGATIVE BEHAVIOURS (ROLES) IMPLEMENTED IN THEIR CLASSROOMS: AN ACTION RESEARCH STUDY

RUKİYE ODABAŞ

The aim of this study is to identify the routine and investigative behaviours that EFL teachers implement in their classrooms; to give these teachers Action Research (AR) training in order to increase the amount of investigative behaviour they implement in their classrooms. In this study, qualitative data analysis technique; AR and case study methods were used. This study was carried out in 3 different public schools; a primary school, a secondary school and a high school, in the second semester of the 2023-2024 academic year, with the participation of 3 EFL teachers. Throughout the study, classroom observations were made at three different grades (4th, 6th and 10th grade) where these EFL teachers taught. In this study, semi-structured interviews, observations, researcher and teacher diaries, and fieldnotes were also used to collect qualitative data. The data were analyzed using the coding method (Strauss & Corbin, 1990; Merriam, 2009). The results of the data analysis showed that EFL teachers used more routine behaviours in their classrooms before the AR study; thanks to AR training, the same teachers showed a decrease in the amount of routine behaviour and an increase in the amount of investigative behaviour. The findings also show that AR training contributes positively to EFL teachers' professional development; the students are also satisfied with the development of their teachers and their interest and motivation in English lessons has increased. Based on these findings, the positive contributions of teachers receiving AR training were emphasized in the study and suggestions were made for new studies.

Key Words : Action Research, Action Research Training, Behaviour, EFL Teacher, Routine Behaviour, Investigative Behaviour

TEŞEKKÜR

İlk olarak, tez danışmanım Dr. Öğr. Üyesi Ercan TOMAKİN'e Yüksek Lisans yolculuğum boyunca paha biçilemez rehberliği, katkıları ve destekleri için en içten teşekkürlerimi sunuyorum. Onun teşvikleri, yardımları ve destekleri olmasaydı bu tez tamamlanamazdı.

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Ayrıca, katılımcı İngilizce öğretmeni arkadaşlarım ve meslektaşlarıma bu çalışmama gönüllü olarak katıldıkları için minnettarlığımı ifade etmek isterim.

Son ve en önemlisi de biricik annem Şerife KILIÇ'a ve babam Ali KILIÇ'a, tez yazım aşamasındaki sonsuz destek ve teşviklerinden dolayı en derin şükranlarımı sunmak isterim. Ayrıca çok değerli eşim Mustafa ODABAŞ'a ve sevgili çocuklarıma sonsuz destekleri, teşvikleri ve sabırları için özel teşekkürlerimi sunmak isterim. İhtiyaç duyduğum her an yanımda oldukları için minnettarım.

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ABBREVIATIONS

AL	: Action Learning
ALM	: Audio-Lingual Method
AR	: Action Research
ARE	: Action research in Education
ART	: Academic Researcher Teacher
AS	: Action Science
CARN	: Classroom Action Research Network
CLT	: Communicative Language Teaching
CoHE	: Council of Higher Education
EFL	: English as a Foreign Language
EPI	: English Proficiency Index
ERIC	: Education Research Informaton Center
FIAC	: Flanders Interaction Analysis Categories
FTP	: Ford Teaching Project
HCP	: Humanities Curriculum Project
MoNE	: Ministry of National Education
R&D	: Research and Development
RIA	: Reflection in Action
ROA	: Reflection on Action
RP	: Reflective Practice
RT	: Reflective Teaching
ST	: Science and Technology
TLC	: Turkish Language Center
TPL	: Teacher Profession Law
TR	: Teacher Researcher
UK	: United Kingdom

1. INTRODUCTION

The aim of this study is to determine the routine and investigative behaviour (roles) of English as a Foreign Language (EFL) teachers in the classroom and to improve investigative behaviour through action research (AR) training. The introductory chapter first introduces the background of the study. Then the problem statement is presented in relation to the significance of the study. Finally, the purpose, the research questions and the general structure of the thesis are presented.

1.1 Background to the Study

Teachers are needed to transfer knowledge from one generation to another, but there are always debates about *how* and *with what methods* teaching should be carried out (Yıldırım & Vural, 2014). Curriculum and pedagogical formation (training) have always been two important elements in teacher education. Just as teacher education in our country can be discussed before and after the Republic, it can also be discussed in terms of the historical development of teacher education in the world because scientific developments and philosophies in the world and in Europe seem to have influenced the trends of teacher education in our country. Similarly, the relationship between pedagogical formation and teacher training cannot be ignored. While Egypt, Greece and Mesopotamia are mentioned when describing the history of pedagogical developments in the world (Kabulova, 2023), the official beginning of pedagogical formation in our country has been dated to 1979 (Turan, 2021). It is therefore not the aim of this study to explain the historical development of teacher training program and pedagogical formation in detail. However, in order to explain the problem of this work, the main lines in the development of these two concepts are briefly outlined.

Although the formal training of teachers in the West began in the mid-17th century (Yüksel, 2011, cited in: Yıldırım & Vural, 2014), the beginning of this history dates back to 1848, which coincided with the Tanzimat period in our country (Akyüz, 2008, cited in: Yıldırım & Vural, 2014). The term ‘teacher education’ in today’s sense is used to refer to the people who know *what* and *how* to teach. Here it becomes clear that teacher education in our country started 200 years after the West in the Western sense.

Until the period before the Republic, a few types of schools – Darülmualimin-i Rüşdi, Darülmualimin-i Sıbyan, Darulmuallimat, Darulmuallimin-i Ali – were opened (Bilir, 2011; Akdemir, 2013) to catch up with developments in the West. After the declaration of the Republic in Türkiye in 1923, many legal decrees and regulation were issued for the school system in the early republican period, the most important of which are: Village Teachers' Schools, Village Institutes, Educational Institutes and so on.

It is clear that sometimes a type of school was opened, continued its educational activities and then closed again some time later. Other times the name of the school was changed and the educational activities continued. The military coups of 1960 and 1980, the Primary Education Act of 1973, the introduction of the 8-year primary education in 1997 and the 12-year (4+4+4) compulsory education in 2012 became the most important cornerstones, although many other changes have been made from 1923 until today.

Another concept in teacher education is pedagogical formation, which was first officially defined almost five decades ago, but there have been many discussions and changes about *who* should teach it to students. The history of pedagogical education from 1979 to 2021 has been explained in detail in the Secondary Teacher Education Programs in Türkiye (Turan, 2021). In this pedagogical formation, the change processes continued in 1979, 1980, 1982, 1986, 1997, 2008, 2009, 2014 and 2021.

One of the main points of discussion was the question of which students – graduates of the Faculty of Education or the Faculty of Literature and Science – should be appointed as teachers. Another point of discussion was which faculty should teach the training courses. And last but not least, what kind of courses such as Introduction to Pedagogy, Educational Psychology, Classroom Management, Counselling, Field Specific Teaching Methods and so on should be taught to the students. In other words, not only the names of these courses taught during the training, but also the length of these courses were changed occasionally.

In addition to the types of school, the pedagogical training and the teaching programs, there was also a change of subject. This means that the content to be taught in schools was changed several times. This process of change can be analysed in two main ways: firstly in relation to the type of school and secondly in relation to the teaching programs. After the proclamation of the Republic until the death of Atatürk, the change processes were referred to as nationalisation (Gürol & Bavlı, 2015).

After this time, some political considerations and other things seemed to be at play. In the last two decades, curricula have been changed twice (2006 and 2013) for primary education and four times (2002, 2011, 2014 and 2016) for secondary education (Yücel et al., 2017). However, the literature shows that the English curriculum was changed 11 times from the Republic to 2011, when all normal high schools were transformed into Anatolian high schools (Can & Kartal, 2020).

As mentioned earlier, the other things that influenced the Turkish education system were the system of thought and philosophy of the West such as “positivism and nationalism” (Gürol & Bavlı, 2015, p. 354), the foreign thinkers and academics such as John Dewey and Kate Wofford (pp. 356-357), and the Turkish Republic's desire to become a full member of the European Union in 2004 (p. 362). From the 1940s until 2004, teaching/learning in schools was based on the behaviorist view of theory. From then on, the constructivist and cognitive theories were applied in education and this understanding has been used until the end of 2024. A new program called ‘Türkiye’s Century Maarif (Education) Model’ is on its way. There are positive and negative views about the new model, but there is no application of the model and its results yet.

In summary, although teacher education programs, school types, names and length of education courses and some other things have been changed in order to improve the quality of education, especially foreign language education in Türkiye, the current situation (problem) has been described as follows: “*Foreign language teaching, especially English, is not at the desired level in Türkiye and this view is accepted by academics, students, parents and bureaucrats*” (Sarıçoban & Oz, 2012, cited in Can & Kartal, 2020, p. 396). Therefore, the next section is dedicated to the problem statement in relation to the title of the paper.

1.2 The Problem Statement

It may be normal to encounter some problems in applying the teacher training programs or revising the previous school system during the establishment processes of the Republic. Besides, the new republic tried to build up some new institutions to maintain its legal, educational and social authority. In addition, it tried to increase people’s educational and economic life. As seen in the background section, opening village schools, village institutes, village teacher school are a few of these examples. Yet it was seen that from 1940 to 2004 only one type of paradigm – behaviorist-based learning – was

used in education. Suffice it to say here briefly, its learning principles are stimulus, response and reinforcement. That is, learning depends on these three elements. Learning is regarded as habit formation. Since learning depends on an outside source, it ignores human creativity and productivity.

It may be normal that there were some problems in the application of the teacher training programs or the revision of the previous school system during the building process of the Republic. Besides, the new republic tried to build some new institutions in order to maintain its legal, educational and social authority. In addition, it tried to improve the educational and economic life of the people. As described in the ‘background’ section, the opening of village schools, village institutes and a village teachers’ school are just some of these examples. However, it has been shown that from 1940 to 2004, only one type of paradigm – behaviorist learning – was applied in education. Suffice it to say briefly that its learning principles are stimulus, response and reinforcement. That is, learning depends on these three elements. Learning is seen as habit formation. Since learning depends on an external source, human creativity and productivity are ignored.

The English secondary school curriculum was changed 11 times from 1924 to 2011, with nothing added or deleted in those 49 years except the lesson hours (Can & Kartal, 2020). They further state that the first detailed change to the curriculum was made in 1973, the behaviorist view of the teaching principle was in force until 2004. The curriculum or program for teaching English kept changing. The primary curriculum has been changed twice and the secondary curriculum four times, even though the country has been governed by the same political party for more than two decades. The latest change to the curriculum has been announced by the Ministry of National Education (MoNE), but there is no information yet about its application.

Another problematic area is the appointment of teachers. They are appointed on the basis of written and oral examinations. The written exam ‘Alan Bilgisi Testi (ABT)’ has been applied since 2013, but teacher candidates are not happy about the objectivity of the oral exams (Ozoglu, 2010, cited in Akdemir, 2013). This issue is closely related to our dissertation title because the teachers who currently teach in the classroom apply either the routine or the investigative behaviour (roles). That is, the application of these roles depends on the courses they take during their studies. If they are taking a course called research methods or AR, it is possible that these teachers are using investigative roles (behaviours) when teaching.

In Turan's (2021) analysis the process of change in pedagogical training courses from 1979 for secondary education went on and the training courses applied in 2014 had an elective course called Action Research in Education (ARE). As will be seen in the literature on AR (next chapter), this course requires teachers to act as researchers. As mentioned earlier, the teachers who took such a course during their studies could adopt a researcher role (behaviour). However, it is also clear from Turan's analysis that the training courses were revised in 2021 and the course – ARE – was abolished. From this, it can be deduced that teachers who do not take an ARE course during their studies may be more likely to engage in routine behaviour in their classroom. This then can have an impact on the quality of teaching.

Many things can affect the quality of education, and the type of teacher is one of them, leaving aside all other effective elements. Currently, according to the Teaching Profession Law (TPL) (2022), the teaching profession is divided into three career stages after candidacy: Teacher, Specialist Teacher and Headteacher (TPL, 2022, Article 3). The question is whether all these types of teachers have completed the ARE or a similar course during their graduate education.

Besides, candidate teachers complete teaching practice at school and prepare or complete certain types of courses at the end. In doing so, they use templates or ready-made materials from the web/internet. In addition, teachers are appointed on the basis of written and oral examinations, but the physical and personal characteristics of the teacher candidates are not taken into consideration (Akdemir, 2013). For us, it is not desirable that teacher candidates use ready-made materials about school practice and ignore the personal characteristics in the appointment of teachers.

Pedagogy is one of the cornerstones that teacher trainees should complete during their studies, but the agreements on this are not credible. There is debate about which faculty should teach it and which students should take it. For example, the pedagogical training courses were abolished in 2012 and reintroduced in 2013 (Turan, 2021). Between the years 2010-2015, five different applications were carried out (Yıldırım & Vural, 2014).

It was noted that the National Strategy Paper for Teachers was prepared as a draft in 2013 and it was recently announced by the MoNE. This strategy requires teachers to be researchers (NSP, p.4). The concept of AR has already required teachers to be researchers to identify problems they encounter in their classrooms or situations that need to be

improved. That is, it aims for every teacher to be a researcher, enabling him/her to solve the problems s/he encounters in his classroom using scientific research methods. The unawareness of AR can be considered a problem, but the current teacher training programmes in all faculties of education include a course called ‘Research Techniques’ and it is hoped that the subject of AR is included in this course. The purpose of this study was to investigate whether the participating teachers were aware of the concept of AR and the types of behaviours (routine and investigative).

The constructivist approach accepted in 2004 requires students to learn the new information by building on their previous knowledge and experience. On the other hand, not only EFL teachers, but all other subject teachers must teach the content of the annual plan day by day and are expected to complete it by the end of the school year. A few questions arise here.

What sorts of behaviours do teachers use when teaching the annual plan?

Must they show routine behaviour and explain the topic of the day only once and pass the next topic?

What happens if some of the students in the class have not understood the topic after the teacher’s first explanation?

Must they show investigative behaviour and explain the topic of the day until the students have understood it?

Can teachers spend a little more time doing investigative tasks by taking the risk of being behind the year plan?

Are investigative behaviours an obstacle to finish the national curriculum?

Are the participant teachers aware of the investigative roles that reflect the teacher researcher (TR) movement?

The above points show *how* important the study is. AR has undergone some changes and one of them is the TR movement described by Stenhouse (1972). So acting investigative tasks require to know and apply the research methods and AR.

1.3 Significance of the Study

Teachers are one of the most important components of education and training. Teachers are the building blocks of the nation’s future (Yıldırım & Yıldızhan, 2014 cited in Yıldız

& Bayrak, 2019, p.93). They also state that “*teachers must be a person, who reads, investigates, follows, and inquires scientific developments about his profession, transfer knowledge to real life...*” (Yıldız & Bayrak, 2019, p.93). Nunan (1989, p.127) states that “*teacher research is an investigative process which is focussed on the teacher’s classroom*”. A review of the Thesis Centre of the Council of Higher Education (CoHE) indicates there are about 40 masters theses (to cite a few e.g., Çil, 2022; Töngel, 2023; Akgül, 2023; Şahin Özata, 2023) and 25 doctorate studies (to cite a few e.g., Güler, 2022; Yılmaz, 2022; Ceylan, 2023). Yet there have not been any AR studies that analyze EFL teachers’ routine and investigative behaviours in the classrooms.

From the above stated reasons, this study was applied to identify the participant teachers’ routine behaviours and to increase their investigative roles. This also necessitated the participant teacher to know the research methods and especially the TR movement, namely AR.

What is needed for a TR in their classrooms is to know the all the main elements – definitions, objectives, models, types, features – of AR (Tomakin, 2001). If the participants don’t know them, the researchers can introduce it through certain ways such as seminars, workshops, online courses, etc. Efforts to make the participants to be aware of them and preparing the conditions in the research context can be regarded as action (application). The topic of which behaviour – routine or investigative – is answered by Nunan (1989, p.23) by saying that “*...teachers follow habitual routines until something goes wrong. It is only then that the teacher whether to persist with her routine, adapt it in some way or abandon it altogether*”. However, in the AR method, teachers are expected to exhibit investigative behaviours rather than routine behaviours. In sum, this study is important in that it will show at least a slice (an instance) of the current understanding from three types of schools in Türkiye.

In literature, we encounter several studies about roles and behaviours that teachers implement in their classrooms (e.g. Miller, 1968; Hinely & Ponder, 1981; Leinhardt, et al., 1987; Richards & Lockhart, 1994; Renandya, 2012; Richards & Rodgers, 2014; An, et al., 2017; Yıldız & Bayrak, 2019). However; there is a lack of research about EFL teachers’ investigative behaviours or roles. Moreover, when we investigated the words ‘role, behaviour and routine’, we made some inference. If the terms ‘role, routine, investigative, behaviour’ are searched individually, some literature exists on them. If the terms ‘routine behaviour’ are searched, some information is available on it. Yet if the

terms ‘investigative behaviour’ are searched, it seems that no information is available. In the same token, no information on ‘routine behaviours (roles) in language teaching’ and no information on ‘investigative behaviours (roles) in language teaching’ is available. Thus, this AR investigated about these issues to fill this gap in literature.

1.4 Purpose of the Study

There are several studies dealing with EFL teachers’ behaviour and role, as detailed in chapter three, but the lack of a study defining their routine and investigative behaviour in the language classroom made it necessary to design and conduct this study. Therefore, this AR study was conducted to find out the extent of EFL teachers’ routine behaviours or roles and investigative behaviours, to increase the extent of these investigative behaviours of EFL teachers, and to decrease the extent of their routine behaviours in the classrooms through the use of AR training.

According to Dörnyei (2011), AR was conducted by teachers to gain a deeper understanding of their educational environment and improve their teaching effectiveness. In this study, teachers realised that they were using too many routine behaviours in their classrooms, and thanks to AR, they tried to reduce the number of routine behaviours.

In his study, Whitehead (2008, p.107) asks the question: “*How do I improve what I am doing?*”. The question “*How can I get the participant EFL teachers to question their practises in terms of routine and investigative behaviour?*” also guided this study. Thus, another way of framing the aim of the study is to examine the impact and extent of AR training on EFL teachers’ routine and investigative behaviours.

1.5 Research Questions

Althrichter et al. (1993) state that “*AR starts from practical questions arising from everyday educational work*” (p.6). They also state that “*every action researcher must find his or her own path according to the specific research questions*” (p.28). They further state that “*AR tries to avoid the dogma of fixed hypotheses,...*” (p.43). Therefore, with the aim of identifying the effects of AR on EFL teachers’ routine and investigative behaviours, this study investigated these following *main* questions:

1. How do the participant EFL teachers and students perceive the notion of *routine* behaviours that take place in classrooms?

2. How do the participant EFL teachers and students perceive the notion of *investigative* behaviours that take place in classrooms?
3. Can I raise participant EFL teachers' awareness of investigative skills by introducing and using a current AR study?
4. What is/are the effect(s) of investigative behaviour(s) on EFL teachers' perception of teaching and students' learning?

The above four questions are the main questions. Apart from these questions, many sub-questions were also asked in the study, such as the frequency of routine and investigative behaviour, the reasons for routine and investigative behaviour. The answers to these questions can be found in Chapter Five and a list of the questions can be found in Appendix A.

1.6 Structure of the Thesis

This work consists of six chapters. The first chapter is the introduction, which contains information about the background, the problem and the significance of the study. This section also states the purpose of the study, which includes the main research questions and sub-questions. It concludes with an overview of the study.

The second chapter gives an overview of AR, which is used in this study. A brief historical background and definition of AR, which includes reflective thinking (RT), action learning (AL) and action science (AS); aims, types and models of AR along with O'Leary's AR model used in this study are presented. In addition, the relationships between AR and understudied behaviours, characteristics, and a critique of AR are presented.

The third chapter explains the theoretical and conceptual framework of the study and provides an overview of the relevant literature on the terms 'role, behaviour, routine and investigative behaviour' as well as the studies on the role and behaviour of teachers.

Chapter four describes the methodology of the study, which includes the research design, the method, the context, the participants and the instruments used to collect the data. The course of the study is also explained in detail and the data analysis process of this current study is presented. In this chapter, issues of reliability and validity are explained.

In the fifth chapter, the results from all data collection instruments are divided in detail according to the processes before and after the action plan. This chapter reports on the qualitative data analysis.

In the final chapter, the results of the current study are first summarized and discussed on the basis of the main and sub-research questions. Then the limitations of the study are pointed out. Finally, conclusions and suggestions for further research are explained in this chapter.

Since the study aims to introduce the concept of investigative behaviour through small-scale AR and content training, the next section explains AR.



2. ACTION RESEARCH

2.1 Introduction

The purpose of any research is defined in many ways, namely *“to solve a problem, prove or disprove new existing ideas, to enlighten researchers and readers”* (Nunan, 1994). The term AR is one of the most commonly used terms in research methodology. According to McNiff and Whitehead (2011), ‘AR’ contains the words ‘action’ and ‘research’. ‘Action’ is about improving practice. ‘Research’ is about providing descriptions and explanations for what you do as and when you improve practice. As with all research, the purpose of AR is not to generate new knowledge, but to improve practice and solve the problems, as we will see in this chapter.

There are several other terms in the literature that have a similar meaning to the definition of AR. These terms are AL, AS, RT and TR movement. The terms AR and TR are widely used in educational studies and their popularity is increasing in our country. Although the terms AR and TR are interchangeable, the terms ‘reflective practice, practitioner research and classroom research’ have been used instead of these two terms (Nunan 1989). Therefore, a brief historical review of these terms is necessary to clarify the difference between them. A review is also necessary to explain *what type* and *which model* of AR was used in the study. The historical development, objectives, types and models of AR are explained. The chapter then presents the relationships between AR and investigative behaviour as well as the characteristics and criticisms of AR.

2.2 History of AR

The claims and causes, history and origin of AR vary in the literature. First, users of the term AR can be traced back to the early work of John Dewey in the 1920s and Kurt Lewin in the 1940s. This is because Hodgkinson (1957) traces the scientific study of educational practice back to John Dewey (cited in McTaggart, 1991, pp.12-14).

The first views about the history of AR usually refer to Collier.

Corey, whose name was to become associated with AR in the early 1950s, indicated that the idea of AR first appeared in the writings of Collier, the Commissioner of Indian Affairs in the US Bureau of Indian Affairs between 1933 and 1945 (Corey, 1953, cited in, McTaggart, 1991, p.5).

He also state that “*despite Collier’s precedence in the literature, it is the social psychologist Kurt Lewin who is regarded by many as the ‘father of AR’*” (Marrow, 1969, cited in McTaggart, 1991, p.6).

Apart from the term AR, Lewin has put forward several theories. For Zuber-Skerrit (1992b, p.90), Lewin developed the terms “*field theory and experiential phenomenology*”. In addition to this, “*Lewin is credited by his biographer, Alfred Marrow (1969), with originating the terms ‘group dynamics’ and ‘sensivitiy training’... his best statement is ‘there is nothing as practical as a good theory’*” (cited in McTaggart 1991, p.8). Most prominent figures dealing with AR refer to Lewin as the founder of AR (Carr & Kemmis, 1990; Hopkins, 1996).

Another source states that Lewin was involved in AR later than Moreno, who is usually ignored in these discussions (Gunz, 1996). This claim may be true, but it is not the aim of this study to prove who was first. However, it seems that the first AR model was proposed by Lewin himself (1948).

It seems that there is an agreement about the use of AR in education by Corey (1953) for the first time. McTaggart (1991) states that “*Corey introduced and developed the practice of AR with many US teachers... Corey was always was a teacher advocate and stoutly resisted the reduction of practical enquiry to mere technique and quantification*” (p.10). To him, Teachers’ College at Colombia University became the centre and “advocacy” of AR of teachers and they carried out many “teacher-led research projects” (p.2). Its educational usage went on in the United Kingdom (UK) with some projects as explained below.

It was in the UK that Lawrence Stenhouse first pointed out the link between AR and his concept of the teacher as researcher. One of these is the school-based curriculum reform to improve Secondary Modern Schools in the 1960s. In this study, teachers themselves actively sought to improve / create the curriculum (Elliott, 1991, p.6). Another study was the Humanities Curriculum Project (HCP) led by MacDonald (1967-72), which aimed to investigate how adolescent students develop their understanding of controversial value issues (war, society, ethnicity, family). It was found that the results of the trained teachers were not similar to those of the untrained teachers (Elliott & Adelman, 1973, p.8). The other educational project was the Ford Teaching Project (FTP), led by John Elliott and

Clem Adelman, which aimed to help teachers use “inquiry/discovery” learning in their classrooms.

As a result, teachers were found to develop more reflective practices and pedagogical theories in the FTP than in the HCP (Elliott, 1991, p. 35). The final point among others was the establishment of a Classroom AR Network (CARN) to inform and disseminate research findings. It seems that teachers were more and more extensively involved in AR. that’s why, the term “educational AR” coined by Carr and Kemmis has been used as a motto since 1986 as stated by McNiff (1995, p.20).

Until now, the names of the peoples were considered to be the developers of AR. Some events as well as people seemed to contribute to the development of AR and the following sections give a brief overview of these. *“Socio-political conditions at the time of Second World War were a vital impulse to the originators of AR”* (Kemmis, 1982, cited in McTaggart, 1991, p.6). There were many practical and theoretical problems of social life in the postwar US. Examples of these social problems are minorities in US society, changing attitudes towards them, and industrialization. These provided Lewin, a German Jew, fled Germany in 1933, with an environment in which practical and theoretical problems could be studied together and “AR was born” (McTaggart, 1991, p.6).

The other event that influenced the development of AR in both the UK and the US was curriculum studies. In the UK, curriculum studies began as a result of school development reform. The HCP and FTP mentioned above are just a few examples. McTaggart (1991) puts it this way;

During the 1970s in Great Britain, the idea of teachers as researchers in the curriculum field enjoyed a reconnaissance because of greater autonomy among teachers, a less influential conventional educational research establishment, strains placed on existing curriculum and school leaving age (p.22).

He goes on to say that in the UK and Australia one of the best known recent proponents of AR was Lawrence Stenhouse and his book - Introduction to Curriculum Research and Development (1975) - encouraged a new approach to the study of curriculum in both countries (p. 23).

Kemmis and McTaggart (1988) note that AR has experienced a revival in the US and Europe. Thus, AR has been a critical component of school improvement and educational research for more than a decade, and they cite two reasons for this resurgence: one is

school-based curriculum reform and the other is growing teacher awareness (Kemmis & McTaggart, 1988). The book they wrote – The AR Planner – was published in 1992 and thirty years have passed since then. Searching the web shows that AR and participatory AR are still taught at Deakin University under the title Qualitative Study Design (URL1). This indicates that AR studies continue there and the two improvements mentioned above – curriculum and faculty awareness – have been possible. For this reason, AR is still being taught.

For McTaggart (1991) there is a relationship or a cause - effect relationship between AR and curriculum, i.e. one has influenced the other, and this has been expressed as *“the resurgence of AR in education is linked to the emergence of the curriculum as a field of enquiry”* (p.21).

Academic studies also appear to have influenced the AR in the US and it says *“one of the key papers in the popularisation of AR was delivered in August 1946 in Chicago, at the 25th Annual Meeting of the Institute for Social Research entitled ‘The field of AR’. It was later published in the American Psychologist”* (Chein et al, 1984, cited in McTaggart, 1991, p.9). McTaggart (1991) says that AR studies went on two decades more in the US until the Hodgkinson (1957) published an academic paper. It says *“advocacy for AR waned for twenty years after Hodgkinson helped to put the final official nail in its coffin in North America”* (p.5), its place was replaced in the US by “research, development and dissemination” (p.20). The topic of why AR has lost importance in the US and some general criticisms of AR are discussed in section 2. 10 “Criticism of AR” at the end of this chapter.

2.3 Related Other Terms

The literature review on AR shows that there are some terms that seem to have similar definitions to AR. Therefore, it seems necessary to clarify the main difference between these terms. The other reason is which of these terms and definitions have been used by the researcher and to what extent. In the following part, they will be explained briefly and concisely.

2.3.1 Action Learning (AL)

One of the contested terms is action learning (AL). Bourner and Rospigliosi (2019) stated that Reg Revans coined the concept of AL, which was first practiced in the coal industry

in the early 1950s. This term emerged to solve the problem of coal mining after the Second World War. There was much need to increase coal production from the mines and taking managers out of the collieries to train them in management skills was inappropriate. This means that mine managers on the ground cannot learn from other managers if they do not have some understanding of each other's situation. AL means learning from experience and sharing experience with others, putting this advice into practice and discussing actions/advice with colleagues (Margerison, 1994). Five elements of AL are the group (people), the task (work), the progress (strategy), the consultant (guidance) and the project duration (Margerison, 1994). The related part of this notion is: Can I learn from the experiences of others (participating teachers) or do I have to do what they do in order to learn what they do? This question can be discussed in detail, but in a nutshell it can be answered logically as follows.

The first possibility is that one can learn from the experiences of others by observing them or talking to them. For example, I observed and interviewed the participating teachers and learned what they meant by 'routine behaviour and investigative behaviour'. Or I can also learn from the experiences of others just by reading, teaching reports, academic papers and books. So much for the simple and practical way of learning. On the other hand, if someone rejects the experience of others, like the mine managers mentioned above, then they can learn by physically doing the work/task and gain some experience of that work/task at the end. This second way is time consuming and tedious. The choice depends on others. To date, we have read dozens of research results in academic books and papers from which we can easily learn the results. To summarise, we do not have to do all things if we want to learn them.

2.3.2 Action Science (AS)

The second of these terms, which has a similar meaning to the term AR, is action science (AS). For Argyris and Schon (1991), it is a form of AR. If we take this view as the basis of AR, we can conclude that there is no difference between AR and AS. Therefore, it is necessary to look at other definitions. For Whyte (1991), AR assumes that the thought of doing something precedes the actual doing. It is true that a person thinks about something before physically doing it. But it is also true that people sometimes do something without doing it in detail. So from what Whyte said, we can deduce that any thinking/reasoning before doing is an AS. Whether we do something with thinking (thoughts) or without thinking (thoughts), we do and finish it in the end. The key point is that Whyte does not

mean that we are usually successful if we think something first and then do it. And in practical life there is no such thing as a general rule.

Last but not least, if it were true, there would not be so many failures in social, business and school life. That is, many people think before they start a job, a business or an education, but some of them end up being unsuccessful. As for my study, I have imagined the routine and investigative behaviours at school that I will observe after reading Tripp's (2005) article, but that does not make me an action researcher unless I go there and observe the teachers' actions. In this article he enumerates a list of characteristics of "routine practise, AR and scientific research" (p.5).

On the same term, one view states that *"AS includes features of AR and Participatory AR, but it focuses on the spontaneous, tacit theories in use that participants bring to practice and research"* (Argyris & Schon, 1991, p.86). This view can be explained like this: if AS includes the features of AR and Participatory AR, it can be argued that there is no difference between them, and in this case it is perhaps necessary to consider the date at which they appeared in the literature. It appears that the term AR was coined in the 1930s and the references to the term AS show a more recent date. Looking at the second part of the definition – spontaneous and tacit knowledge - research can be conducted on a spontaneous topic or on a detailed and long-considered topic.

Our experience so far shows that spontaneous, immediate or unprepared action is not advisable in our daily lives. We also have a saying about this. Haste makes waste. In order not to waste something, we must at least make a detailed plan and not spontaneous research and decision. They further states (ibid) that AS is more rigorous and systematic and produces more general rules, while AR is local and small scale. The explanation for the above statement is that all research depends on the researcher.

This means that research cannot be rigorous without its undertaker/researcher. I, for example, undertook this small AR study to do my best. If I am rigorous and systematic, my research would also be rigorous and systematic. Conversely, if I am lax, my research would not be rigorous and systematic. An AS can be humble and an AR can be rigorous, depending on the mood of the researcher. In short, in our view both AR and AS can be rigorous and systematic depending on the researcher.

2.3.3 Reflective Practice (RP)

The third term in the AR literature is ‘reflective practise’ (RP), which is currently widely used in language teaching and educational science. McTaggart (1991, p.4) states that “*an important advocacy for increased support of inquiry by practitioners came from Schon’s (1983) study of the RP*”. Two types of it have been much used in the literature. One is Reflection in Action (RIA) and the second is Reflection on Action (ROA) (Schon, 1983). The explanation is that when someone reflects in action, s/he becomes a researcher in the research context. RIA in this case means that the researcher is assessing someone’s success or evaluating the success of a programme at the time of the research. In this case, it is assumed that reflection and assessment/evaluation take place at the same time.

Schon (1983) further state that RIA is not always possible or feasible. In this case, the above assessment or evaluation can be done at a later stage and is called ROA. For example, AR requires teachers to be researchers in their classrooms. In Elliott’s (1991) notion of AR, teaching and research combine to form a unique phonemic. If we consider these two terms in relation to myself and my research, it seems to me that I have mainly engaged in routine behaviour when teaching in my classrooms. Perhaps unconsciously, I have sometimes taken on some investigative roles. After taking MA courses on academic research, writing, and AR, I began to reflect on my previous sessions. That’s how I learned about the requirements of ROA. Meanwhile, I am also trying to rethink my teaching in the classroom, and I have also learned to fulfil the requirements of RIA.

Although these are two different terms, both are necessary for the research process of a TR. Therefore, both terms contributed not only to me and my understanding of teaching, but also to the participating teachers, as I introduced them to AR, definitions, objectives, models, and examples of inquiry roles, as will be explained in the research process and procedures in Chapter Five. A final but important view among others is that Elliott (1991) states that Schon describes ‘RP’, but I call it AR. Moreover, for Gore (1987), the history of RT goes back to Dewey. Consequently, it is not the aim of this study to prove who first used the term ‘RP or teaching’. That can be the subject of another study.

In the AR literature, one of the terms frequently used and referred to is the ‘TR movement’ popularised by Stenhouse (Hitchcock & Hughes, 1995). Some of these were explained above when explaining the causes of AR, e.g. curriculum studies. Both HCP and FTP have involved many teachers in the study of the topic. Although the terms AR and TR were harshly criticised by Hodgkinson (1957), Stenhouse responded to the criticism with

the words “armchair critics” (cited in McTaggart, 1991, p.23). This is taken up again in the criticism of AR.

To summarise, the terms AR, AS, AL, RP, RIA, ROA, and TR seemed to be different but meant almost the same thing. In this study, I served as a teacher researcher, I conducted RIA and ROA. I learned about the experiences of the participant teachers. So it is partly AL. It is a systematic study during an MA phase. Therefore, it is also partly an AS. The possible nature of this AR is also addressed in 2.6.7. in this chapter.

2.4 Definition of AR

The concept of AR has been defined in different ways by different researchers. It is apparent that only the definitions, aims and models of prominent researchers can be found in the published literature.

Lewin (1946, cited in Burnes and Bargal, 2017, p.10) described AR as *“a comparative research on the conditions and effects of various forms of social action and research leading to social action”*. He also stated that social practices could only be understood and changed by involving practitioners themselves throughout an inquiry.

It is wise to include Corey (1953) because he used the AR in education for the first time. For him AR: *“the process by which practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and actions is what a number of people have called AR”* (p.6). He also stated that it is a process of teacher identifying the problems being faced by students in classrooms and solve them in a scientific way for the betterment of learners.

According to Kemmis & McTaggart (1988);

AR is a form of collective self-reflective enquiry undertaken by participants in social situations to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in these practices are carried out (p.5).

Another leading figure, Elliott (1991), defines it as a form of self-reflective enquiry undertaken by participants in social (including educational) situations to improve rationality and justice,

- Their own social and educational practices.
- Their understanding of these practices.

- The situations in which the practices are carried out.

AR is inquiry conducted to understand, evaluate, and then change to improve educational practice through planning, acting, evaluating, refining, and learning from experience (Bassey, 1998, p. 93 & Koshy, 2010, p.9). Adelman (1993) stated that AR involves the active participation of those who have to carry it out and that those who carry it out work to examine the problems they have identified. The ongoing process is constantly monitored over different periods of time and through different mechanisms (questionnaires, diaries, interviews and case studies). In Cohen and Manion's view (1996, p.186) *"it is a small scale intervention in the functioning of the real world and a close examination of the effects of such intervention"*. They also state that *"AR deals with a concrete problem located in an immediate situation"* (p.192). Levin and Greenwood (2001, p.105) tells that AR is a context bound and addresses real life problems. Stringer (2008) states that AR is a systematic process that seeks ways of improving a social issue in people's everyday life. AR can be seen as a dynamic and collaborative methodology.

We can make the following comments on the above definitions: Lewin's definition is very general and he speaks of social and AR. According to this definition, it is difficult to be TR in education. In fact, the terms TR and educational AR were not coined during Lewin's lifetime. As for Corey's (1953) definition of AR, two things are possible. One is that he applies AR to education. Secondly, his definition includes the term 'teacher'. Kemmis and McTaggart's (1988) definition of AR is somewhat longer and they mention cooperation, self-reflection and social situation. It is not possible to infer from this definition who conducts AR and how it is conducted. Elliott's (1991) definition is also similar to that of Kemmis and McTaggart (1988) and is, so to speak, the shortened form of this definition. Elliott (1991) also views AR as a social study and is very general. There is no focus on teachers and TR. Other definitions such as Bassey (1998), Koshy (2010), Adelman (1993) offer a general definition as just explained. Therefore, the question is whether a teacher can understand what an AR is from these definitions and whether he or she can conduct an AR study by reading these definitions. The answer to these questions is that teachers need to know the requirements of AR – definition, objectives, models, types, evaluation requirements, etc. - to conduct an AR. These requirements were mentioned by Tomakin (2001).

2.5 Goals of AR

The goals of AR have been stated by researchers in the following ways: Rapoport (1970), for example, cites the practicality of AR solutions to the immediate and painful status of people and the goals of social science. Kemmis (1985) defines the goals of AR in terms of education, stating that:

The objectives of EAR are educational practices... Practice... is informed, committed action: praxis. Practice is not... mere behaviour, but as strategic action undertaken with commitment in response to a present, immediate and problematic action context (Kemmis 1985, p.38).

For Corey (1988) action researcher should engage in the betterment of educative exercise in which he is dealing with. Similarly, Grundy and Kemmis (1988) reveals the point by saying that the goals in AR is to ameliorate and to include involve. They further state that the improvement must be in the fields of practice, practioners' professional development and the practice situation in which the study carried. In addition, McKernan (1991, p.3) expresses that "*AR aims to solve the immediate...problems of practitioners*". Cohen and Manion (1996, p.188) make the same point by saying that AR deals with problems "diagnosed in specific situations". They continue that AR is suitable if specific information is demanded for a certain question in a specified duty. In summary , it can be inferred that the above mentioned AR references tend to state that AR aims to solve current, instant, existing problems in practical situations.

On the other hand, there are some views that mention improvement by change. In Türkiye context, change or the behaviour change is usually attributed in defining the learning according to Bloom's Taxonomy. However, both of them are distinct topics. For example, Elliott (1991) states that the main goal in AR is to make better practice instead of generating knowledge. He also reveals that production of knowledge is less important than improvement of practice. He maintains that "*AR improves practice by developing the practitioner's capacity*" (p.52). In this view the dilemma of theory-practice issues is worked out through AR studies. Besides, McNiff et al. (1996) express that AR assists action researchers to perfect their professional application in every kind of workplace. In addition, Carr and Kemmis (1990, p.169) note that AR intends "*the improvement of practice, situation and understanding...*". Furthermore, Zuber-Skerritt (1992a, p.15) reveal that the aims are "*the improvement of the understanding of practice,... the*

improvement of the situation...”. McLean (1995, p.3) stresses the improvement by saying that “*AR is... a process of determining what works best*”.

To summarise, AR deals with current, immediate issues, problems, etc. It also deals with practical and feasible situations. It has also been found that improving the situation and solving problems means bringing about a change in situations and problems. This study does not claim that these two types of targeting are not discrete, but are useful classifications. A final word on the goals of AR can be said that the above goals are general goals of AR. Nevertheless, AR has its own types, as we will see below. Therefore, each type of AR is defined in terms of its kind.

2.6 Types of AR

AR can be carried out depending on the problem, question, situation, context and the chosen topic. These also determine how the AR is carried out. Different types of AR have been described in the literature and it seems that this way of categorising AR is not new. It started with Lewin and his associates (Adelman, 1993, p.13). It also seems that some of these types of AR that are counted in one article/book are not cited or mentioned in another article/book. Therefore, these types of AR will be enumerated first and then the most important ones will be explained in the context of our type of AR.

Chein et al. (1988) counts four types of AR, namely diagnostic, participatory, empirical and experimental. For Kelly (1985), the types of AR are also experimental social management, TR and simultaneous integrated AR. In addition, Carr and Kemmis (1989) identify three types of AR, namely technical, practical and emancipatory. In addition, Zeberr-Skerrit (1992b) offers a type of AR for the higher education system and calls it CRASP model. In addition, Stronach (1986) intends a generative AR apparently inspired by the notion of generative grammar (cited in McNiff, 1995). Below are two further references about types: Tripp (2005, p.3) first talks about technical, practical and political AR and then lists ‘socially critical AR’ and ‘AR dissertations’. The most important of these are now explained, as they can be used in further AR studies.

2.6.1 Diagnostic AR

It should create a necessary action plan. The change agents would intervene in an existing situation (e.g., an ethnic riot or anti-Semitic vandalism), diagnose the problem, and recommend remedies. However, if the proposed remedies were not feasible, effective and

acceptable to those affected, this type of action was often for naught. Our AR can partly be considered as this type of AR because, as mentioned in the first chapter, our study aimed to identify (diagnose) the routine and investigative behaviours of the participating teachers. The study also aimed to increase the number of investigative roles and their effects.

2.6.2 Participant AR

It is assumed that the residents of a community, district or neighbourhood must be involved in the research process from the beginning. This means that those affected must also be involved during the research process and when deciding on action plans. Chein, et al. (1988) state that participatory AR produces some facts about a particular community rather than providing general principles for other communities. This AR is not only a diagnostic AR, but also a participatory AR as it involves the teachers and students. Participation also refers to one of the main features of AR – collaboration, involvement and these features are briefly addressed in section 2.9.

2.6.3 Empirical AR

This type of AR is primarily about keeping records and gaining experience in daily work, ideally with a number of similar groups. This could lead to the gradual development of generally applicable principles, as clinical medicine has already shown. A research project may involve a number of researchers, teachers and students. Although these participants are part of a research project, each group (teachers, students) can keep records of their parts, perform analyses or formulate hypotheses. All these records and reports must be collected. The analyses and hypotheses are compared with each other and conclusions are drawn from the whole report.

2.6.4 Experimental AR

As described in the section on defining AR, researchers (Elliott, 1991; Kemmis and McTaggart, 1988) typically define AR as a social study. However, this type of AR utilises an experimental group and a control group as used in quantitative research methodology. Therefore, this type of AR can test the effectiveness of action plans (steps) in the research context. Of all the variants of AR, experimental AR seems to have a certain potential superiority for gaining scientific knowledge.

Apart from Chein, et al.'s (1988) classification, the type of AR - technical, practical and critical - posed by Carr and Kemmis (1983, cited in McTaggart, 1991, p. 27) are briefly explained below.

2.6.5 Technical AR

It aims to measure the efficiency of educational practices. It looks at the tools, methods and techniques that teachers use to solve problems. This type of investigation is about finding more effective pedagogical practices. It focuses on improvement and is similar to experimental AR.

2.6.6 Practical AR

It aims to improve practitioners' understanding and professional development. Not only this type of AR, but all other types of AR seek in one way or another to improve participants' understanding. For example, when an action researcher undertakes a technical AR to measure the effectiveness of a visual teaching tool, s/he comes to a conclusion about that tool at the end of the research. In this way, their understanding of this tool improves and they can develop professionally.

2.6.7 Critical AR (or Emancipatory AR)

The main difference with this type was noted by Carr and Kemmis (1989). Emancipatory AR requires special conditions that are not always present. Freedom of speech, a certain degree of freedom of action and the regulation of group affairs are required. Yet, they claim that only emancipatory AR fulfils the three conditions of AR. At this point, the term "freedom of speech" needs to be explained in terms of our research context – Türkiye. State officers – teachers, academics or other civil servants, whoever they are – are not allowed to talk about their work/task without getting approval from their supervisors or managers. For example, a language teacher may not publicly criticise an English book without getting permission from the relevant authority (head, manager, MoNE).

Why this explanation is necessary. Elliott (1991) states that research is a systematic enquiry that is made public. If the results of an investigation are not published, it is not considered research. In our context, action researchers are not allowed disclose some negative results or bad sides of their research if they use critical AR in their studies. To summarise, AR is divided into some types and as long as these types are concerned, the place or name of this AR is diagnostic, participatory, practical and empirical.

To summarize, AR is necessary for TR because it provides solutions to the problematic issues and improves teachers' professional and pedagogical practice. This new research can be categorized as diagnostic and practical AR. It can be categorized as diagnostic because the aim of diagnostic AR is to define the problem and create action plans. In this study, the overall situation before and after AR training is presented and then AR training is given to EFL teachers as an action plan. It is also a practical AR because its aim is to focus on professional development. This current study provides personal and professional development for both the researcher and the participating EFL teachers.

2.7 Models of AR

Since the advent of AR, various AR models have been used in different research contexts. Kemmis and McTaggart (1988) stated that AR has a self-reflective cycle, and Lewin first mentioned the steps of a repetitive cycle: examination of the general idea, implementation of the idea, fact-finding or evaluation, planning of the implementation, further fact-finding or evaluation, and reflection on the activities of the whole circle (Lewin, 1948, p.207). This method was proposed very early on and is not widely used in educational studies.

From then on, researchers produced their own AR models and the production of these models increased the diversity of models in the literature. Examples of these models include Ebbutt's model (1985), Kemmis and McTaggart's model (1988), Elliott's model (1991), McNiff's model (1995), and Cohen and Manion's model (1996). Each model is different from the other and this difference is sometimes confused between AR models and quantitative research. This is because quantitative research seems to have only one type of application, such as pre-test and post-test. Since there are many types and models of AR, readers of the AR study may be confused when they see other models when they only read about one model. That is, readers may think that there is only one model of AR. To prevent them from thinking so, the most important models are briefly explained here. The model of Kemmis and McTaggart (1988, p.11), for example, consists of four steps and seems to be easy to understand and apply; it includes the following processes: Planning, Acting, Observing and Reflecting:

- 1) Plan a change,
- 2) Take action to enact the change,
- 3) Observe the process and consequences of the change,

4) Reflect on the process and consequences.

There are four phases in an AR study and these four steps form a cycle. The study can be continued by revising the plan, acting, observing, reflecting again and so on. It can therefore be said that the entirety of the steps in an AR model is just one cycle. See Figure 2.1 below.

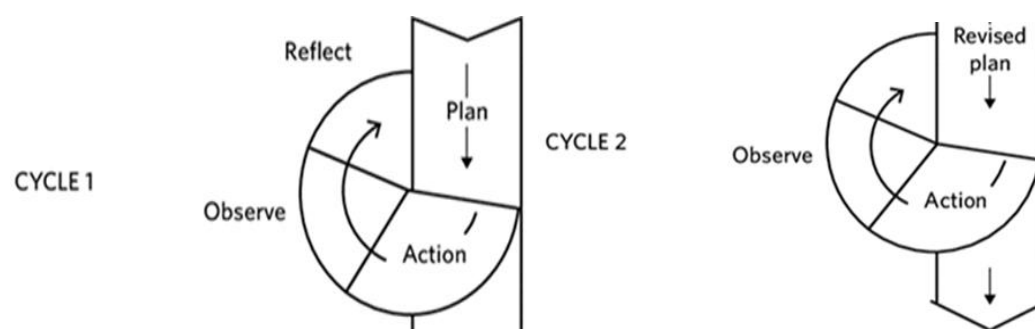


Figure 2. 1 Kemmis and McTaggart's AR Model

The AR model of Elliott (1991) has three cycles and more. For this reason it is included in Appendix B. His model follows this cycle: reconnaissance, general plan [includes action plans], implementation and monitoring. For him, the general idea must be modified as needed. Reconnaissance must include fact-finding and assessment and occur in every cycle. Implementation of action plans is important and researchers should not proceed with research if they have not properly monitored the current cycle.

Somekh's (1989) and McBride's (1995) model is similar to the qualitative approach that is claimed to be consistent with AR (Hitchcox & Hughes, 1995, p.29). It involves the following steps: Identify a focus of interest or problem, collect data, analyse data and form a hypothesis, plan action steps, implement action steps, collect data to monitor change, analyse and evaluate, spiral to the next circle (McBride 1995, p. 27).

Whitehead's (1989) model of AR consists of five steps and is similar to Kemmis and McTaggart's (1988) model. It includes the following steps: I experience a problem, I imagine a solution to my problems, I act toward my solutions, I evaluate the results of my actions, I change my problems/ideas/actions... (Whitehead 1989, p.43).

The model I used was suggested by O'Leary (2004, pp.140-141). This model includes the steps of observing (research, data collection), reflecting (critical reflexivity), planning (research, data collection) and acting (implementation) and these four steps form a cycle. In this study, O'Leary's AR model was used because the first stage in this study begins

with observation. Figure 2.2 below shows only one cycle. It continues in a similar way to the second and third cycles.

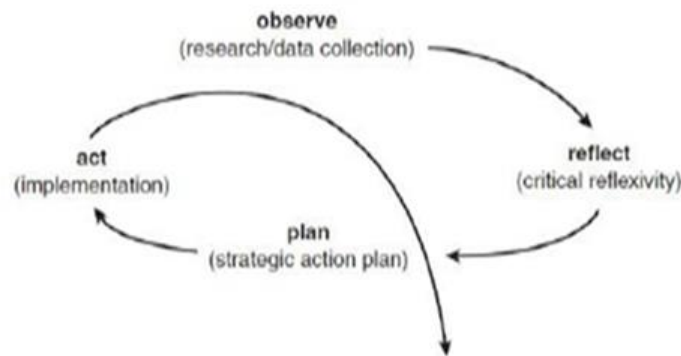


Figure 2. 2 O'Leary's AR Model

The reasons why I have chosen this model among others are as follows. As seen above, it begins with the step of observation. In this way, I conducted some classroom observations to identify the routine behaviour of the participating teachers (roles) before the study was verbally initiated. In this way, I observed 3 teachers and took notes of the teachers' routines in the classroom. Then I transcribed them and talked to these teachers to get their consent. This is because obtaining consent from participants is an ethical issue of AR itself. After obtaining their consent, I proceeded to the second phase of my study, in which I introduced the concept of AR and examples of investigative behaviours to the teachers. As stated in the research questions, our goal was also to increase the use of investigative behaviours among the participant teachers.

In this model, the second step is critical reflexivity, which refers to a systematic examination of self-understanding and self-realisation (Elliott, 1995). In AR, the researcher reflects from one step to the next, from one cycle to the next. In this way, knowledge is accumulated and in the end a solid body of knowledge is produced. In reflecting, I envisioned the entire experience of my teaching in terms of the routine and investigative roles. With reflexivity, I was able to review my understanding of teaching. In the same way, the participant teachers had the opportunity to review their way of teaching routine and investigative behaviours after being introduced to these terms and a short literature.

The third step was to plan the action steps. During this planning, I had already prepared a short and concise study material on AR and distributed it to the participating teachers due to time constraints. I also visited these teachers to explain these materials to them and

answer their questions. In the action phase of the model, the participating teachers tried to apply the studied behaviours and I observed their lessons. The research process followed this cycle.

2.8 AR and Investigative Behaviours

As Stenhouse (1975, cited in Hopkins, 1996, p.2) states, teachers are required to be researchers in their classrooms and this is referred to as the ‘TR movement’. Furthermore, Elliott (1991) states that AR combines teaching and researching as a unique phenomenon. These two references call for teachers to engage in inquiry behaviour. Therefore, this part briefly explains the relationships between AR and inquiry behaviour.

To begin, it is important to look at how action researchers view routines or routine behaviours. Altrichter, et al. (1993) take the following view:

The most important example of tacit knowing in-action are routines. Routines are actions or mind-sets which have been built up through frequent repetition, which are carried out comparatively quickly and which are executed largely unconsciously. Routines in education have frequently been considered inferior to conscious, planned and creative actions (p.204).

They see routines as unconscious, unplanned and repetitive. Therefore, it is important to know how much of the time/language in the classroom was spent on routine and investigative behaviours. These two terms are similar to Flanders Interaction Analysis Categories (FIAC) (Flanders, 1970, cited in Hopkins, 1996, p.109). The aim was to measure the amount of time spent by EFL teachers and students learning English in this classroom. It is a useful checklist to show the time and language indicators of teachers and students.

Just as important as FIAC is to determine the number of behaviours – routine or investigative. If they use mostly routine behaviours, students may be less successful. Perhaps this is why students can answer 4 to 6 out of 40 math, science, and even Turkish/Literature questions on university entrance exams. Similarly, students in Türkiye may not achieve higher grades, possibly due to routine behaviour. The English language skills of the Türkiye, for example, rank 33rd out of 34 European countries. This means that according to the English Proficiency Index (EPI) in 2023, Türkiye has a low and unsatisfactory level of proficiency in learning English (EF EPI, 2023). Therefore, it is important to make the TR smart and equip them with knowledge and examples of

investigative behaviours. Thus, the tasks lie on the shoulders of the teachers who are aware of and responsible for this.

Teachers can monitor who is 'on-task' and who is 'off-task' in the class, and they can encourage the non-taskers to participate in class. Pedler, et al. (2020) state that the teacher's most important task is to establish and maintain student engagement. The teacher's effort to involve students in the lesson can be seen as an investigative role. Eacute and Esteve (2000) explain that the role of the teacher is to facilitate learning. In this case, the teacher can divide the topic into parts to facilitate learning, as in the 'from easy to difficult' principle. The teacher can then keep track of the parts of the topic to find out which part is easy and which part is difficult to understand.

Hopkins (1996, p.102) gives examples of student participation in class. They can take part in lessons voluntarily, which is marked V on the lesson plan. They can also choose not to participate in the lesson, but the teacher can still ask them questions. This is marked A on the plan.

As a result, teachers can analyse how many of their students are V or A. They can also search for the reasons why some of the students are V. This type of search also helps to understand students' perceptions of language learning. In general, it can be said that *AR and investigative behaviour are mutually dependent*. AR has so far offered theoretical views on definitions, goals, models, types, etc., but not examples of some investigative behaviours. Therefore, this study aims to explore some examples of them. The examples can be found in Appendix I.

2.9 Features of AR

There are some common features of AR and every action researcher pays careful attention to these characteristics. These characteristics (Tomakin, 2001) distinguish AR studies from quantitative research. These characteristics will now be briefly explained because they have already been cited in one study.

The *first* features is the democratic research process (Kember, 1985). This characteristic is applied in such a way that every participant, whether student or teacher, has the same right to express his or her opinion. There are no relationships of dependency between the participants. Considering the quantitative research, there is usually one researcher who uses a questionnaire or scale and does not involve the students in any part of the research process, evaluation, etc.

The *second* feature is cooperation (Kemmis 1985; Cohen & Manion 1996). As mentioned in the first characteristic, the participant students and teachers come together at each stage of the AR process to discuss the data analysis and reach some conclusions together. This collaboration is also referred to as engagement and cooperation.

The *third* feature is practitioner-based research. The word practitioners means the insiders at classrooms and they have some advantages over outsiders (Nunan, 1989; Hopkins, 1996). Teachers having the daily access to the classroom have the opportunity to do more observations about the students. Teachers' doing longitudinal study is a merit for teachers (McCotcheon, 1981). In the past a researcher used to come classrooms and distribute questionnaires/scales, and went away. They did not ask the students how they learn, what are the obstacles in their learning, etc. Hence, asking and observing the learners (students) seems to be an advantage and this can be achieved only being a practitioners - TR - in their classrooms.

The *fourth* important feature is the action. Elliott (1991) uses the term action plan, while McBride (1995) and Somekh (1989) use the term action steps. Nevertheless, both terms are used interchangeably in the literature. Actions can be seen as the symbols of AR studies (Kemmis, 1985; McNiff, 1995). The actions can be illustrated as follows. If there is a problem, the action researcher produces a solution (or solutions) to that problem. What the researcher has produced as a solution is called an action plan or action step.

One of the *action* plans can be formulated as follows: If teachers are not introduced to AR and research methods, they tend to engage in routine behaviours when teaching in their classrooms.

The other *action plan* was formulated as follows: When teachers are equipped with the knowledge of AR, its requirements, and examples of investigative-based behaviour, they will hopefully use more investigative-based activities and behaviours in their classrooms. However, both of these action plans depend on knowledge of the AR literature and examples of inquiry-based behaviours.

It is true that the idea of doing something depends on knowing it, as Bennett (1996, pp.76-85) notes. This can be explained as follows: The participant teachers work at a primary, secondary and high school, but I did not realise that there were some materials on AR in their personal cupboard. Besides, I was with them for more than two months and I did not see any research methods materials in the teachers' hand or bag. Actions are important in

AR study, but somebody else must teach the AR literature and action plans to unknowers. That's why I served as a TR.

The *fifth* feature of AR is cyclical (Elliott, 1991; Nunan, 1994). That is, AR consists of several steps and each step is completed by the application of these steps. For example, Kemmis and McTaggart's model has four steps. The application of these four steps results in a cycle. Whitehead's (1995) model has five steps and the application of these five steps results in a cycle. The significance of this cycle is that the research process is longer than the quantitative application of questionnaire and scale. In the latter, the researcher is like a hit-and-run driver. The researcher applies the data collection documents and never sees the people from whom the data was collected. With AR, on the other hand, the researcher collaborates, discusses the research process and data analysis.

The *sixth* feature is reflection. "*It has an evaluative aspect*" (McTaggart, 1991, p.13). Reflection can occur in many ways, such as through discussion, reviewing past teaching and seeking feedback from those in the know. For example, if a teacher records their lesson and listens to/watches it later, they may recognise some weaknesses in their lesson. In this way, the teacher can better prepare their next sessions or they can get their colleagues to watch the recorded teaching sessions and get feedback.

2.10 Critique of AR

AR, like any subject, is criticised in many ways. This section offers the most important of these. But it also offers some responses to these criticisms by other scholars and by TR. One of the main criticisms is generalisation. Argyris and Schon (1991) state that "*generalisations are unlikely*". To some extent, the quantitative studies in particular have generalizable results. Considering Salkind's (2000) notion of research hypothesis and null hypothesis, generalisation is not possible even in quantitative research. He says that the research hypothesis refers to the sample and the null hypothesis refers to the entire population. Researchers work or test with the sample, not with the entire population. In this case, the result must be generalised directly to the sample, perhaps implicitly to the entire population.

Another criticism that has been levelled at AR is its internal and external validity. This point is answered by Ebbutt and Elliott (1985). They state that:

An account can be judged to be internally valid if the author demonstrates that the changes indicated by his/her analysis of a problem constitute an improvement. An account can be judged to be externally valid if the insights it contains can be generalised beyond the situation(s) studied (Ebbutt & Elliott 1985, p.11).

This point is well explained by McLean (1995), who says that AR studies are not valid when the results are generalised beyond the context in which they were conducted. For example, the school context is different in eastern and western Türkiye. It is true that the results of one situation cannot be generalised to other situations.

Some researchers, for example Hodgkinson (1957), state that *“teachers could not learn to conduct adequate research... and research was no place for amateur”* (cited in McTaggart, 1991, p.14). Kemmis and McTaggart (1991, p.21-22) count *“the four things AR is not”*. It says that it is not ‘the scientific method’ applied to teaching. There is not just one view of ‘scientific method’; there are many. AR is not just about hypotheses-testing or about using data to come to conclusions. Here the term hypotheses-testing gives us the clue of positivists’ view of research. For them research is scientific and quantitative that starts with hypothesis that is tested during the research. Yet for qualitative researchers, the hypotheses can be produced from the collected data at the end of the research (Robson, 1996). Currently it is known that knowledge is produced in both ways and teachers can make research in their classrooms and produce hypotheses.

Hodgkinson (1957, cited in McTaggart 1991, p.15) regards AR as *“commonsense approach”*, yet Kemmis and McTaggart (1988, p23) state it as *“systematic learning process”* while explaining ‘key points about AR’. He also states that *“AR is open-minded about what counts as evidence (or data)”* (p.24). He further states that *“AR allows us to give a reasoned justification of our educational work to others”*.

In conclusion, it can be stated that [scientific] knowledge is not under the monopoly of universities. Knowledge can be produced in everywhere and by everybody (teachers). Currently, people’s education, the internet, technology and facilities contribute to this.

2.11 Summary

According to the literature review on AR, we can conclude these following points:

-Kurt Lewin was claimed to have used the term AR for the first time in 1940s, yet the written records tend to show Collier.

- AR first was used in education by Corey in the US in 1953.
- The Educational AR was produced by Carr and Kemmis in 1986.
- AR combines the theory and the practice (Elliott, 1991).
- AR means teaching and researching at the same time (Elliott, 1991).
- Teachers are researchers in their own classrooms. It is called 'TR' (Stenhouse, 1985).
- AR includes several titles such as AL, AS, RP and TR. This study is an AR and TR.
- In literature, there are several types of AR and it is important to indicate the type of AR in studies. Mainly practical and diagnostic AR were used in this study.
- AR includes different models in addition to qualitative research approach.
- Several researchers produced their own model because each researcher thinks that his/her model is better than the others' model.
- In this study O'Leary's AR model was selected because O'Leary's AR model begin with the observation step.

In this section, the AR is described briefly and concisely. The aim of the study was to determine the routine and investigative behaviour of the participant teachers. Therefore, the question of routine and invetigative behaviour and the related literature are discussed in the following chapter.

3. CONCEPTUAL FRAMEWORK: ROUTINE AND INVESTIGATIVE BEHAVIOURS (ROLES)

3.1 Introduction

“‘Conceptual framework’ explains, either graphically or in narrative form, the main things to be studied – the key factors, constructs or variables – and the presumed relationships among them” (Miles & Huberman, 1994, p.19). Therefore, this part aims to introduce the conceptual framework of the study by referring to the two key concepts, namely routine and investigative behaviour (roles). In the previous chapters, it was stated that there is a lack of routine and investigative behaviours in language classrooms. In addition, some published materials on routine and investigative behaviours provide limited information, as the following two studies show. Anabousy (2016), for example, examines math teachers’ routines that can facilitate student learning. It is hard to believe that the paper is only one page long. That is, the aim, method, data collection, data analysis, result and references were given in an A4-sized paper. It was published in Google Academics and Researchgate. She concludes that “*learning occurred in two parts of the lesson when students’ narratives changed into acceptable ones*”. For her, “*the teacher used three types of pedagogical actions (routines) to facilitate learning: mathematical ... interpersonal... ... and textual...*”. Similarly, Yıldız and Bayrak (2019, p.92) examined prospective teachers’ views on teacher behaviours observed in the classroom. In the introduction of the article, views on teachers’ tasks are presented, but there is no separate section on routine or investigative tasks.

CoHE's Thesis Centre review shows that there are currently 12 studies on teacher’s role, but they are in other disciplines such as preschool, science, technology, and primary education other than English or language teaching. In other words, these studies are not routine or investigative roles, as was the case in our study. The review also found that there are 46 studies on teacher behaviour and only 9 of them on teacher behaviour in language teaching. This means that these studies are not about routine or investigative behaviours in the English classroom. A brief overview of these studies is cited in the literature review section. Last but not least, there seem to be only 4 studies on TR that come close to investigative behaviours.

3.2 Role

Role (n.): “It is the position or purpose that someone or something has in a situation, organization, society, or relationship” (URL-2). It is generally used as the synonym of ‘duty’. In linguistics, “it is particularly used in the analysis of syntactic or semantic functions, such as agent or locative” (URL-3, p. 418).

3.2.1 Teacher Role in Education

A role can basically be defined as “the part taken by a participant in any act of communication” (Ellis & McClintock, 1990). “The duty of a person or thing in a job” (TLC, 2024) (URL-4). For Gülhan (2019, p.8-9) “teachers’ role is defined as a unity of permanent or characteristic of behaviours and actions in a particular situation”. She further refers to Johnson et al.’s views (1999). Yet they classify the teacher roles in terms of play because Gülhan (2019) undertook a study in a pre-school area. For them the teacher roles are:

- Uninvolved: Teacher’s participation and their attention to play have not been occurred.
- Onlooker: During play, teacher watches children.
- Stage Manager: Teacher is helper for preparing play setting and assistant when play is underway.
- Co-player: Teacher is active participant just as a play partner.
- Play leader: Teacher is active participant in play in order to extend its content.
- Director/redirector: Teacher who has over control on children’s play by telling them what to do.

In the literature, it is also possible to see some role descriptions in different sources. Wood and Attfield (2005) stated eight roles in order to lead teachers. For them, teachers should be;

- a good planner to have balance in preparing child-initiated and teacher-initiated activity.
- a good observer to be aware of what is happening. Observer teachers are aware of what children need and know how to extend play.
- a good listener to listen children by respecting their thoughts.

-a communicator to understand children's expressions and body language via being in communication with them.

-able to influence children's enthusiastic level,

-able to supervise their physical and emotional environment,

-a co-player for children to improve them in their play,

-a researcher to advance quality (cited in Gülhan, 2019, p.29.)

For some researchers, roles are relatively fixed (doctor-patient or student-teacher, etc.) (Renandya, 2012; Richards & Rodgers, 2014); whereas for others, roles are temporary and open to debate (Richards & Lockhart, 1994). According to the former, teachers' working context influences their roles, for example; while some teachers see their roles in managerial and organizational terms; the others see their roles as a facilitator. According to Richards and Lockhart (1994, p.99-100), some of the different teachers' role types are counted below and interpreted in terms of our country conditions.

-‘Need analyst’ determines students’ individual needs... and uses it for course planning and development, but the teachers can make a plan about how to teach a pre-identified course as explained in b.

-‘Curriculum developer’ plans and develops his/her syllabus based on students needs. Yet curriculum and syllabus are determined by the MoNE in Türkiye.

-‘Material developer’ can develop the classroom materials they use.

-‘Counselor’ is responsible for solving the problems mainly and each classroom has a regular teacher in Türkiye.

-‘Mentor’ is also used in Türkiye, the newly appointed teachers are guided by an experienced teacher.

-‘Team member’ is applied among the same branch teachers in planning the annual plan, examinations and homework to be given.

-‘Researcher’ are encouraged to conduct research on language learning and teaching, yet it is not known if they take/took research methods and AR courses during their graduate education. That's why, this study investigates the participant teachers' positions.

-‘Professionals’ can improve their professional development by attending training courses, academic conferences and workshops, reading professional journals, etc.

They further state that the following roles may not be assigned to them by the institutions, yet they may feel responsible for doing the following roles (pp.105-106).

- ‘Planner’ may plan and structure the learning activities as fundamental to success in teaching and learning.

- ‘Manager’ is not about ruling the school, instead they may organize and manage the classroom environment to increase students success in classrooms.

- ‘Quality Controller’ maintain the quality of language use in the classroom.

- ‘Group Organizer’ develop an environment in which students work collaboratively.

- ‘Facilitator’ help students discover their own ways of learning and work independently.

- ‘Motivator’ build a classroom climate that will motivate students.

- ‘Empowerer’ let the students make decisions about what and how they want to learn.

They also mention that the role of teachers depends on various factors. These are: the type of school such as primary school, secondary school, etc.; the teaching methods such as Communicative Language Teaching (CLT), direct method, etc.; the cultural background of teachers, e.g. Western education emphasizes inductive approaches, and the individual personality of teachers may determine their role, e.g. in China, knowledge is presented by the teacher.

In contrast, according to Richards and Rodgers (2014, p.33), methods depend on teacher roles and teacher roles reflect both the aims of the methods and the learning theories. Teacher roles are linked to these issues.

- The types of functions that they are expected to fulfil,

- The degree of control that how learning takes place,

- The content of what is taught,

- The interactional patterns that develop between teachers and students.

Renandya (2012, pp.66-68) asserts that teachers have certain roles regardless of the approaches or methods they use in the classroom. These roles are: ‘Teacher’, ‘Motivator’, ‘Needs Analyst’, ‘Materials Developer’, ‘Observer and Evaluator’, ‘Controller’, ‘Prompter’, ‘Participant’, and ‘Resource’. In the following, however, these roles are referred to as traditional because, firstly, these roles are time-honoured and based on firm pedagogical principles, and secondly, teachers want to take on different roles depending

on the age of the students, their level of achievement, the aim of the lesson or the background of the students, etc. In addition to above counted one, Mındız Gülmez (2022, p.28-31) proposes major types of roles after reviewing the literature of role.

-‘Teaching role’ is about the main task of the teachers.

-‘Leadership role’ is the guiding role of the teacher.

-‘Model role’ is a model in the eye of the pupils in terms of their behaviours, actions, dresses / clothes they wear.

-‘Guide role’ is that pupils/students need help in many aspects and teachers guide them.

-‘Father/Mother role’ is that young learners need help in terms of affective learning and teachers can compensate this.

-‘Justice role’ forms the classroom rules and teachers apply them without taking any side.

-‘Discipline/Authority role’ appears if there happens unwanted events in the classroom and school.

On pages 31-43, Mındız Gülmez (2022) examines and explains the role of the teacher in the literature in terms of the student perspective, school administration, environment, classroom, school, extracurricular, leadership, expectations, education and responsibility. Finally, she lists the common characteristics of the roles counted as shown below.

- They involve different kinds of work and responsibility.

- They involve different kinds of relationships, interaction and communication.

- They involve different power relationships (p.98).

The question “*What are the routine roles?*”, “*What are the investigative roles?*” and “*What are their classroom examples?*” were not mentioned in the above reviews. Hence, suffice it to say that identification of routine and investigative roles in different classroom contexts is important in our study and this is expected to fill in a gap in this field.

3.2.2 Teacher Role in Language Teaching

The role of the teacher is determined by several things, and one of them is the approach and method of language teaching that the teacher uses when teaching. The review of these roles are: For instance, Direct Method defines very strict roles while teaching English (e.g. never translate, demonstrate, never explain, act...). In Cooperative Learning, the role

of the teacher is to “*share the responsibility... stimulate interactive language use, ...choose classroom tasks, ...coordinate group activities...*” (Richards & Lockhart, 1996, p.103). In CLT, the role of teacher is “*to facilitate the communication process, ... to act as an independent participant within the learning and teaching group*” (p.103). In Audio-Lingual Method (ALM) teachers’ role is central and teacher-dominated. The teacher gives the stimulus and approves the response. That is, the teacher decides what to teach. Students are passive and imitators of the what the teacher said. In Total Physical Response, the teachers’ role is “*to direct teaching English by using imperative sentences. This is being the case, the learners are passive imitators of the taught course*” (p.103). Renandya (2012, p.70-72) defines some of the well-known teacher roles in language teaching as:

- Native Language Model: In this model, teachers must use the native speaker standards of British or American English. They must have a native competence and it can be somehow problematic for the English teachers that they are not native speakers of English.

- Native English-Speaking Cultures: Teachers can be accepted as representatives of English-speaking cultures. Their task is not only to teach the language, but also to convey the cultural norms and conventions of these communities.

- The CLT Approach: Teachers must behave according to the roles of this approach. For example, they must focus more on the students and act as a mediator rather than an authority. They must also be a friend or counsellor.

To summarise, the roles of teachers often overlap. The roles are influenced by approach, method, philosophy, institution and interaction.

3.3 Behaviour

Behave (v.), behaviour (n.): “*The way we do things; to be polite or rude, to be noisy or quiet*” (Cambridge English Online, p.6) (URL-5). According to Britannica dictionary, behaviour is “*the way a person or animal acts or behaves*” (URL-6).

Becker (2010, p.4) draws a distinction between *rule* and *behaviours* and states that “*rules are not behaviours, behaviour is not as rules, potential behaviour is not the same as actual behaviour and so on*”. This point is important and challenging because ‘taking attendance in the classroom’ to record absent students is a rule or regulation at

the beginning of every lesson in the research context. 'Taking attendance' can therefore be both a rule in the sense of Becker (2010) and a routine in the sense of Hodgson (1997), who defines routines as frequent actions. You can find out more about this in the discussion section.

3.3.1 Behaviour in Education

In the books written in the field of educational science, such as Introduction to Education, Educational Psychology, Educational Sociology, the term education is usually defined as a process of change or behaviour modification, as in Ertürk (1978) and Demirel (1996).

Education is generally defined by several Turkish scholars (Ertürk, 1978; Demirel, 1996; etc.) as a process of behavioural change in individuals. According to Başaran (1994), behaviour means observable, measurable and conscious results of activities. For Binbaşıoğlu (1983), behaviour refers to changes that occur as a result of learning activities. Behaviour is defined by sequences of actions they perform as they move from state to state until they reach a target state (Banovic, et al., 2016). Yıldız and Bayrak (2019, p.95) list the ideal behaviours of teachers in their research. According to them, a teacher should:

- be willing and well-prepared for the lessons,
- be helpful, guiding, and childlike to the students,
- be tolerant,
- not discriminate between the students,
- love students,
- be smiling,
- sincere and frank,
- pay attention to the students' opinions,
- be good communicator, speak effectively,
- be patient.

Besides, Miller (1968, p.5-6) identifies four classes of teaching behaviour. These are:

-‘Instructional’ behaviour refers to the actions taken by the teacher or student to shape the long-term memory store or alter the cognitive process that acts on the concepts stored in memory. This was the main function of the teacher.

-‘Control’ refers to the influence of a person who ensures situationally appropriate behaviour. For example, a teacher asking a child to slow down, separating two children who are talking during class, etc.

-‘Routine administration’ refers to those behaviours that help establish the classroom or school environment as an institution. For example, sharpening pencils, saluting the flag, etc. e.g. Monday morning and Friday evening in Türkiye.

-‘Organisation’ contains the other behavioral classes and facilitates command, control and administrative functions.

In addition, Hinely and Ponder (1981, p.6) mention categories of teachers’ behaviour as:

-‘Procedural’: Any statement from the teacher telling students how to do something related to the routine or content. For example, filling out attendance cards, heading on papers, completing assignments, etc.

-‘Content’: All statements and questions about content that were instructional rather than procedural.

-‘Behaviour’: All statements concerned with acceptable and unacceptable behaviour in the classroom such as respect for property, raising hands etc.

-‘Desists’: Teacher statements and/or actions by the teacher aimed at stopping or reprimanding students for unacceptable behaviour.

-‘Accountability’: Statements by the teacher that indicate the things for which the students would be held responsible.

In some respects, Miller’s (1968) routinized and investigative behaviours are similar to Hinely and Ponder’s (1981) procedural behaviours. These references provide some examples of routinized behaviours, but what we need are examples of investigative behaviours in the language classroom, and these can be found in Chapter Five.

3.3.2 Behaviour in Language Teaching

Richards and Rodgers (2014) note that the ALM is directly related to teacher behaviour because this method was developed on the basis of behaviorist learning, an anti-

mentalist approach to the study of human behaviour. According to the ALM, learning is a habit, language is learned inductively, dialogues are memorised through repetition and imitation, and listening and speaking are the first stages in language learning, etc. Learning depends on stimulation, response and reinforcement. In the classroom it works like this: What the teacher says is the stimulus, the students' repetitions are the response and the teacher's approval, such as O.K. good, good, that is, that's right, etc. become the reinforcement. According to this view, learning usually takes place as a function of an external source.

According to De Naeghel, et al. (2014), there are some teacher behaviours that are observed in the language classroom to support students' psychological needs and provide intrinsic motivation. These include teacher support for autonomy, teacher implementation of structures, and teacher engagement. For Said (2017), the seven dimensions of EFL teacher behaviour for effective teaching and learning practises include 'promoting student-teacher contact', 'developing reciprocity and cooperation among students', 'using active learning techniques', 'providing timely feedback', 'emphasising time on task', 'communicating high expectations', and 'respecting diverse talents and learning styles'.

3.3.3 Routine Behaviour

According to Becker (2010, p.230) routine behaviour is "*absence of complex search*". Cambridge dictionary (URL-7) defines routine as "*a usual or fixed way of doing things*". Britannica dictionary (URL-8) defines the routine as "*a regular way of doing things in a particular order*". There are also several definitions of routine in literature. For example, Hodgson (1997) defines the routines as frequent actions that people perform in different situations that are the cause of those actions. Taylor (1950) says that routines are a type of purposeful behaviour made up of goal-directed actions. According to Banovic et al. (2016), routines enable people to perform purposeful, repetitive tasks on many levels, from the structure of their day to the way they drive across an intersection. Leinhardt et al (1987) claim that routines are a non-cognitive process for both teachers and students and their research shows that most routines are taught by teachers on the first day and teachers build on and apply these routines. They have categorised classroom routines into three main categories:

-‘Management or class running routines’: They can be seen as tasks of housekeeping, discipline, maintenance and dealing with people, e.g. hanging up coats, never interrupting, etc.

-‘Support or lesson running routines’: They define and specify the behaviour and actions necessary for the exchange between learning and teaching, such as the distribution and collection of documents, the provision of materials, etc.

-‘Exchange or interactional routines’: They define the interactive behaviour that enables the exchange between teachers and learners. These are largely language contacts between teachers and students. For example, choral exchanges, teacher travels and checks the students’ work (Leinhardt, et al., 1987, p.9-10).

According to Leinhardt, et al., (1987, p.1), teachers’ routine behaviour must include several features. These are:

-Routines are small cooperative behaviour scripts used to support various activity structures. These structures and the routines that support them enable targeted, predictable and fluent teaching.

-Routines can be thought of as places of socially scripted behaviour or they can be shown in their role as supporting actions for achieving some goal.

An, et al. (2017, pp.1359-1366) divide teachers' routines in the classroom into two categories. They are ‘routine tasks’, which include noticing, mediating, dialoguing, reflecting, and others; ‘routine experiences’, which include multitasking, interrupting, reflecting, and others.

3.3.4 Investigative Behaviour

While the term ‘routine behaviour’ occurs frequently in the context of this study, the term ‘investigative behaviour’ is not found very often in the literature. As of 03.06.2024, the results of the literature research on this topic can be summarised as follows:

First, when the concept of ‘investigative behaviour’ was researched in English, it was found that there is no dissertation on this topic on CoHE's Thesis Centre site. However, there are 86 results on the Education Resource Information Centre (ERIC). When the concept of investigative behaviour was searched in Turkish as ‘araştırmacı davranış’ on the Thesis Centre of CoHE site, no results were found. When this concept was entered

into Google Scholar, we came up with 46 studies, but several of them were written in the field of language teaching.

As can be seen from the rationale, inquiry-based behaviour requires teachers to be researchers in their classrooms (Nunan, 1989). This brings us to review the studies that aim to act as TRs. It seems that there are only four studies when the Turkish terms - araştırmacı öğretmen – are typed into the Thesis Centre search engine. However, when the English word – TR – was entered, there appears to be only one study. Therefore, the researcher reviewed all of them by considering the first four.

3.4 Literature Review

3.4.1 Teacher Behaviours (Roles) in Other Fields

The following studies are about the role of the teacher in education, not directly about language teaching. The researcher felt that an overview of the obvious areas and studies would be useful to readers. Two of these studies (Mındız Gülmez, 2022; Bahşi, 2020) deal with the role of teachers in cinema. In the first study, the roles of teachers were analysed and the roles of teachers in the films recommended by MoNE for prospective teachers were presented. The data was collected qualitatively and with the help of document analysis tools. The data was analysed descriptively. Based on the data collected, it was found that the roles of ‘educator’ and ‘discipline provider’ were very common. The least common role in the films was that of ‘justice provider’. In the latter, she examined the organisational commitment, the role of teachers in the history of Turkish cinema from the Republic to the present. In the study, the period between 1966 and 2016 was divided into the sections 1960-1970, 1970-1980, 1980-1990 and 2000 to the present. By identifying two films for each section, the role of the teacher was examined in a total of ten films and the behaviours of ‘organisational commitment’ were determined.

Two further studies (Gülhan, 2019; Meran 2019) deal with preschool education. The first study investigated play in early childhood education and the role of teachers in free play time. The teachers were observed 8 times in two months. Teachers' roles as ‘non-involved’, ‘observer’, ‘playmaker’, ‘participant’, ‘participant observer’ and ‘leader’ were considered. The research results show that teachers attach great importance to play in early childhood education due to the various contributions it makes to children and teachers. Although the teachers stated that they would get to know the child better by

observing him or her during play, no teacher was observed making systematic observations. In the latter study, the prospective teachers believe that games can be harmful and that free play contributes to children's learning and development, especially when they are not under adult supervision.

Two of the studies (Koç, 2010; Uçkan, 2019) deal with the role of the teacher in the teaching of scientific and technical knowledge (ST). Koç (2010) investigated how ST teachers fulfil their constructivist teacher role in primary school. The data was collected using questionnaires and analysed using SPSS. Uçkan's (2019) study focuses on the relationship between teachers' views on constructivist teacher roles and their self-efficacy perceptions regarding science education. The data were collected from 158 ST teachers using a questionnaire. As a result, it was found that the teachers were quite independent towards the constructivist approach to education and their self-efficacy perception towards ST literacy was at a high level. Nevertheless, the teachers stated that it is not appropriate to use the constructivist learning approach in ST lessons.

Another study (Yıldırım, 2021) deals with science teachers and examines how science teachers deal with social science topics in terms of discourse and discourse patterns. The analysis of the video recordings was presented using a barcode system developed in this study. At the end of the study, it was found that three of the teachers involved in the study chose the role of 'neutral impartiality' and one teacher chose the role of 'committed impartiality'. This means that the role preferred by the two teachers in the study and the role they showed in their lessons differed from each other.

There is another study on ST teaching (Tatlı, 2007). The data were collected from primary school teachers whose aim was to measure the degree of fulfillment of the constructivist teacher role. The data were collected using the scale developed by the researcher and analyzed using the one-way ANOVA technique. The results of the analysis showed that the classroom teachers in the city center of Burdur mostly fulfill the role of constructivist teacher in ST classes.

A study by Karagöz (2009) deals with the perception of the effective teacher role by formal and private primary school teachers. The data were collected using a personal information questionnaire and an effective teacher role questionnaire consisting of 30 questions developed by the researcher under the supervision of Suat Anar. The questionnaire was administered to 357 teachers. It was found that there was a significant

relationship between gender, age, marital status, seniority, type of school, primary school level, branch, faculty and socio-economic level of the school in relation to the perception of effective teacher role.

Three of the studies (Akarca, 2002; Karakuş, 2003; Yeşilyurt, 2006) on the role of primary school teachers and they all put restrictions on theses. The former study aimed to investigate the role of teachers in total quality management in education and teachers' views on these roles [no permission to publish the paper in a database]. 390 teachers responded to a questionnaire consisting of 45 prepositions. The study contains some results: Primary school teachers' participation in the suggestions about their role in the total quality management approach was generally high. It was found that teachers generally held similar opinions. Regarding the gender variable, the participation of female teachers was generally higher than that of male teachers. In addition, the participation of teachers who had completed teacher training was lower and the participation of teachers with more seniority in the proposals was higher.

The study by Karakuş (2003) aimed to determine the extent to which primary school teachers adopt a structuralist teacher role [no permission has been granted to publish this work]. Data were collected from 240 primary school and branch teachers. No significant difference was found between the responses of the teachers who participated in the survey depending on the variables. As a result, they were found to embody a constructivist teacher role. The basic principles of the constructivist teaching approach are adopted by the teachers even if the teachers were not aware of the constructivist teaching approach.

The study by Yeşilyurt (2006) deals with teachers' opinions about the role of the teacher in primary school teaching [this work has not received permission for publication]. The data were collected from 110 primary school teachers using a questionnaire. Some of the results: Of the teachers' opinions about their role in the classroom, the highest mean score is that they present the topics to the students in a way that they can relate to their daily lives. ($X=4.84$), the lowest mean was found in the expressions 'planning the physical layout of the classroom' ($X=4.30$). To summarise, there are some studies on the role of teachers, but there is no study on teachers investigative roles.

3.4.2 Discussion

If we look at the literature dealing with the role of the teacher in other fields, the existing studies have examined the roles that teachers routinely perform, such as the 'educator',

the ‘discipline provider’, the ‘justice provider’, the ‘neutral, impartial role’, etc. In the literature on language teaching, there is no study that examines the investigative behaviour of teachers. Therefore, the aim of this study is to identify teachers’ investigative behaviour as well as their routine behaviour.

3.4.3 Teacher Behaviours (Roles) in Language Teaching

As mentioned earlier, CoHE's Thesis Centre review shows that there are 46 thesis on teacher behaviour, but only 9 of them concern language teaching. A brief overview of them are:

For example, four of the studies on teachers’ or students’ ‘motivational behaviours’. First, Partlak (2014) aimed to explore much and least motivating behaviours together with the effects of gender on motivating behaviours. Data were collected from 299 students and 17 lecturers through the use of a scale, interviews and open ended questions. The results showed that having good relations among the teachers and lecturers and willing and sincere behaviour are regarded as motivational behaviours. It was also seen that the gender factor had a significant effect on students' perceptions of motivating teacher behaviours.

The second motivational study conducted by Kahraman (2014) examined students’ perceptions of teachers’ ‘motivational behaviours’ in general. The study also analysed the most and least motivating behaviours as well as the impact of learning methods on student achievement. Data were collected from 351 students studying at 5 different universities. It was found that behaviours related to the personal characteristics of the teacher were perceived by the students as the most motivating behaviours. Behaviours related to the teacher's teaching style were not perceived as very motivating by the students. While the female students rated the teaching style, the assignment and the teacher's assessment more positively, there was no significant difference between the opinions of the female and male students with regard to the other factors (personal characteristics of the teacher, the teacher's interaction with the students, the teacher's assessment methods and the handling of errors).

The third motivational study by Ölmezer Öztürk (2012) focused on the ‘motivational behaviour’ of teachers in the language classroom. The study also investigated the least motivating behaviours and their perception by students and teachers. Finally, gender differences and differences in teachers’ and students’ perceptions were also considered.

The data were collected from 314 students and 27 lecturers at a state university. It was found that there was no significant difference between students and teachers in the perception of motivational teacher behaviour overall, but that certain teacher behaviours were perceived differently by students and teachers. It was also found that gender played an important role in the perception of motivating teacher behaviour for students, but was not important for teachers.

The fourth study by Seniye (2007) deals with the perceptions of teachers and students regarding the motivational behaviour of teachers. The participants were 7 lecturers and 138 students at a state university. The data was collected through classroom observations, interviews and questionnaires. It was found that teachers' and students' perceptions of motivational teacher behaviour were similar despite some differences. Both teachers and students believe that a good teacher-student relationship and friendly and supportive teacher behaviour are the most motivating. Besides, while teachers felt that encouraging students to work harder and asking them to work towards a predetermined goal was motivating for students, students did not find these behaviours as motivating as teachers did.

Hınız (2022) designed and implemented an online professional development programme that addressed teacher behaviours that influence student engagement in EFL courses. Data (interview, focus group and reflection report) were collected qualitatively from 10 female lecturers and analysed thematically. The results showed that most participants' engagement in professional development activities and reflective practises was insufficient, unsystematic and limited. Some new insights were gained in relation to the course content, the activities, the strategies used by the participants to promote active and meaningful student engagement, and the strategies used to manage student apathy. They were also found to have gained new perspectives on professional development and student engagement.

In the records of the Thesis Centre, the Turkish summary of a study (Yolak, 2016) states 'öğretmen davranışları', but the English summary states 'teacher attitude'. Nevertheless, the study was included in this group. The study investigated teenagers' perceptions of teachers' attitudes and the effects of teachers' attitudes on students' lives in public schools. Data were collected through semi-structured interviews with 36 high school students studying in five Anatolian high schools with low socioeconomic levels. The constant comparative method was used to analyse the data. The results showed that

teachers' attitudes change students' lives in different ways. The results showed that teachers' positive attitudes foster students' desire to continue their education by making them enjoy the classroom and increasing their motivation, academic success, and self-efficacy and confidence. Conversely, irresponsible, indifferent, selfish, unloving, insulting, biased, and unfair attitudes of teachers can cause students to experience psychological problems and develop low academic success, self-efficacy, and self-confidence.

It seems that there is a study on the behaviour of effective teachers. Akıl (2010) investigated students' perceptions of the behaviour of effective teachers. The data were collected from 170 students using a questionnaire and statistically analysed. It was found that there was no statistically significant difference between students' English proficiency and their ratings of teachers. The students' performance was correlated with the ratings they gave to their teachers. As a result of the correlation, it was found that there was no statistically significant relationship between academic achievement and teacher effectiveness. Teacher effective behaviour was found to have no impact on student achievement.

Doyran (2000) wanted to find out how teachers' non-verbal behaviour, teachers' behaviour, and students' preferred learning style affect English proficiency and to what extent these perceptions depend on students' gender and department. A questionnaire, scale and learning style inventory were administered to 314 students. In addition, a material and activity scale was administered to 27 seven academics engaged in English language learning. It was found that there were significant correlations between teachers' use of coverbal behaviour and students' English proficiency. In addition, negative correlations were found between teachers' use of proxemic behaviours, students' department, kinesthetic learning style, and achievement test scores. Female and science students' perceptions of teachers' use of verbal behaviours differed significantly from those of other students.

Turanlı (1995) investigated students' expectations and perceptions of teachers' behaviour in 'classroom management' [No permission to publish in the database]. The data were collected using a questionnaire in a teacher's preparation class. Data analysis revealed students' expectations and perceptions of some management behaviours summarised in the sub-dimensions of classroom management. In addition, the results showed that students' perceptions of the teacher's classroom management were lower than their

expectations, and these results were interpreted as “students were not satisfied with the teacher's management behaviours”. The difference between students’ expectations and their perceptions of classroom management differed in some subscales according to the variables considered in the study. In summary, there are some studies on teachers’ behaviour but no study on EFL teachers’ investigative behaviour.

3.4.4 Discussion

When we examine the literature on teachers’ behaviour in the field of language teaching, we find that 4 out of 9 studies in this field deal with EFL teachers’ motivational behaviour. In this study, students’ motivational behaviour was identified as an investigative behaviour, but only one investigative behaviour was examined in depth in the literature. However, other investigative behaviours were not discovered. In this sense, the significance of our study is that all investigative behaviours that EFL teachers use in their classrooms were identified in this study. The other 5 studies found in the literature examined different types of teacher behaviours, such as teachers’ professional development, teachers' attitudes, teachers’ affectivity, teachers’ nonverbal behaviours, teachers’ classroom management’, etc. These behaviours examined in these studies not qualify as investigative behaviours. In summary, only 4 of the 9 studies available in the literature focused on a single investigative behaviour, while the other 5 studies did not investigate investigative behaviour at all.

3.4.5 Teacher Researcher Studies

As can be seen from the rationale, investigative-based behaviour requires teachers to be researchers in their classrooms (Nunan, 1989). This brings us to review the studies that aim to act as TRs. As indicated in the literature review, there are five studies as TR – araştırmacı öğretmen –.

The first study (Tanrıverdi Köksal, 2023) aims to investigate the experiences of EFL teachers who become academic researchers during their doctoral studies in Türkiye. In particular, the study examined the practices and beliefs of five teachers regarding ‘working on the dialectic’ and the opportunities and challenges they face in their multiple role transitions and in the process of becoming Academic Researcher Teachers (ART) during their doctoral studies. Data were collected from participants through semi-structured interviews and other sources of information (voice messages, researcher’s previous history with participants, etc.). The findings revealed that there are several

challenges related to coping with multiple roles and that the existence of support mechanisms helps EFL teachers to overcome the challenges.

The second study (Topal, 2022) aimed to investigate the attitudes of teachers employed in research and development (R&D) departments and their metaphorical perceptions towards the concepts of scientific research and researching teachers. The study used a mixture of qualitative and quantitative methods and data was collected from 184 teachers. They were found to have positive attitudes towards educational research. The metaphor they used most often for the concept of scientific research was the metaphor of light and the metaphor they used most often for the concept of the researching teacher was the bee metaphor.

The third one (Yıldırım, 2018) aimed to create a model of TR identity to be used as a framework in theoretical and practical studies. It was conducted in a qualitative grounded theory pattern. Interview data were collected from 21 teachers. According to the results of the research; four main themes were achieved. Circumstance: Teacher, Student and School; Opportunity: Teacher as Researcher; Guide: Teacher Research and Research with Children; Alternative: On the way to Researcher Society. The themes were evaluated in detail in comparison with the literature in the discussion section and are presented in the findings section.

The last study (Saribaş, 2018) investigated how preschool children learn verbal addition and subtraction problems. The research data were collected through interviews, observations and documents and a content analysis was conducted with an inductive view of the data obtained. The researcher encountered some problems that originated from herself and from external factors. It was concluded that the large group, small group and individual activities used by the researcher in this trial contributed to the development of preschool children's mathematical verbal problem solving skills. In addition, the Wilcoxon Signed Ranks Test revealed that the children showed a significant difference in verbal problem-solving skills. At the end of the research process, it was concluded that verbal problems related to addition and subtraction can be applied in the preschool years.

The work of Iner (2020) aimed to provide insight into the relationship between language teachers' emotions and engagement in AR. To this end, the distribution of emotions in the different phases of AR is examined in relation to the focus of the emotion and the context. The study presents the emotion concepts evident in the reports of 50 language teachers

from k-12 and university contexts and the changes in their emotions, following the grounded theory approach. The findings suggest that AR contributes to language teachers' well-being and professional development by transforming the negative emotions they felt before the AR process into empowering positive emotions. In summary, research in the form of TR or AR can be conducted for various purposes, but the above 5 studies do not refer to investigative behaviours.

3.4.6 Discussion

In this study, the concept of 'TR' related to AR was also searched in the literature and 5 studies were found on this topic. Two of these studies were on EFL teachers, one of them investigated ART, but not k-12 EFL teachers, the subject of our study. The other study found that AR had positive effects on EFL teachers' well-being and professional development, but it did not examine EFL teachers' inquiry behaviour. The results of this second study appear to be consistent with the results of our study because our study found that AR training increased EFL teachers' investigative behaviour. Details of this study can be found in the conclusions section (see Chapter Six).

3.5 Summary

In this third section, the concepts of routine and investigative behaviour, which form the basis of the study, are explained as a conceptual framework. In addition, the importance of the concepts of 'role and behaviour' in the literature, both in the field of education and in the field of language teaching, is mentioned. Furthermore, the importance of teacher behaviour (roles) in different fields and in the field of language teaching is mentioned in the literature. Finally, the concept of 'TR' has been explored in the literature and its relationship to AR has been explained in this chapter.

So far, the background and rationale for the study have been explained in Chapter One. In addition, the AR literature was critically reviewed in Chapter Two with regard to the research questions and objectives. Furthermore, the contextual framework and key concepts - role and behaviour - were clarified in Chapter Three to set the research framework. Therefore, the next chapter explains *how* these key concepts were investigated in a small AR study. To this end, the research design, method, rationale, context, participants, data collection and analysis are explained.

4. METHODOLOGY

4.1 Introduction

This chapter aims to explain the methodological choices made in conducting the study. First, the research design, the research method, the context and the participants are presented. It then details the process of the current study, which includes the fieldwork and the preparation of the participants for the research, as well as the action plans in terms of O’Leary’s AR model. Finally, this chapter presents the data collection instruments, the data analysis techniques and the reliability and validity of this study.

4.2 Rationale for the Study

The review of the Thesis Centre of CoHE revealed that there was no AR study that examined the routine and investigative behaviours (roles) of EFL teachers in classrooms, as noted in Chapter One (see 1.3.). Chapter Two also noted that the major figures in AR cite the definitions, goals, models, and types of AR, but only a few action researchers (Nunan, 1989; Altrihter, et al., 1993) explain some information about routine and investigative behaviours in relation to AR and TR. Among the cited references, only Tripp (2005) provides a table titled ‘Eleven Characteristics of AR’. Under this table, there are three columns listing characteristics of routine practise, AR and scientific research respectively (see Table 4.1). From this table we get an idea of what examples of routine practises and investigative behaviours might be.

Table 4. 1 Tripp’s Eleven Characteristics of AR

Row	Routine practice	Action research	Scientific research
1	Habitual	Innovative	Original resourced
2	Continious	Continual	Occasional
3	Responsive contingency driven	Pro-active strategically driven	Methodologically driven
4	Individual	Participatory	Collaborative/Collegial
5	Naturalistic	Interventionist	Experimental
6	Unexamined	Problematised	Commissioned
7	Experienced	Deliberated	Argued
8	Unarticulated	Documented	Peer reviewed
9	Pragmatic	Understood	Explained/Theorised
10	Context specific	-	Generalised
11	Private	Disseminated	Published

Cohen and Manion (1996, p.192) state that “*AR relies chiefly on observation and behavioral data*”. They also state that “*we have also to be consider the context in which the project is to be undertaken*” (p.194). “*The principal justification for the use of AR in the context of the school is improvement of practice. This can be achieved only if teachers are able to change their attitudes and behaviours*” (p.192). We therefore looked at the context, which has easy access to the school due to its access. We focused on teacher’s teaching behaviour and the lack of investigatives ones caused us to conduct this study.

4.3 Research Design

In this AR study, a qualitative research design was mainly used to investigate the routine and examination behaviours of the participating teachers and to try to improve the latter. There are several main reasons for using qualitative research. First, qualitative research methods were used because they describe and interpret the conditions, situations or events in a holistic way. Second, according to Strauss and Corbin (1990) qualitative research is one of the information process that produce information that shows people's lifestyles, stories, behaviours, and social change. It can investigate *why* and *how* of human behaviours along with what, where and when. Third, qualitative research has been recognizes as understanding humanbeings’ personal experiences in a humanistic and interpretive approach. In Robson’ view (1995) qualitative studies are explanatory. That’s why the study aimed to explore the participants’ teaching habits *pre* and *post* training. In doing so, the data from interview, observation and diary were triangulated.

This triangulation was performed to increase the reliability of the study. In this way, evidence from one source (e.g. interview) was supported by other sources (e.g. diary). Similarly, the statements of participant teachers were compared with those of other participant teachers. Finally, teachers’ views were compared with those of students and vice versa when they supported each other. According to Denzin and Lincoln (2000, p.6), qualitative research involves the natural interpretation of our world. As stated in Chapter One when formulating the research questions, there is no place for dogmatic questions and hypotheses in AR. This study has attempted to describe the natural interpretation of the participating teachers’ lessons in the research context. Last but not least, qualitative research begins with a research question/topic, data collection and analysis, and hypotheses are generated at the end of the research (Robson, 1995). Therefore, this chapter is a brief history of the research process.

4.4 Research Method

This study was designed as an AR method that combines teaching and research at the same time (Elliot, 1991). In the teaching part, as a researcher, I taught the participant teachers the requirements of being a researcher (AR, objectives, model, types, characteristics, examples of investigative behaviours). On the participant teachers side, the participant teachers tried to convey the content of the English books to their students with the help of investigative behaviours. For me, teachers' conscious, careful and attentive observation of language, answers to questions and homework, noting wrong answers and trying to teach a topic in a different way are examples of investigative behaviours. The teachers were also told that "*AR is not just a problem solving (p.21)*"; "*it is a systematic learning process (p.23)*". (Kemmis & McTaggart, 1988). For the research part of AR, I designed, planned, prepared the relevant materials and conducted the research from start to finish. Since AR aims to find practical solutions to the research problems, the study did not aim to generalise the results to the other context. Nevertheless, every research result or finding is implicitly generalised by the research questions or hypotheses. In conclusion, as a novice researcher, I have done my best to unite the teaching and research parts of AR.

The case study method was also used in this AR study for the following reasons. The study was conducted in three different schools. Each school has its own boundary and if something is bounded, it is considered a case (one student, one teacher, one classroom, one school) (Adelman, et al., 1984; Marriam, 1988; Punch, 1998). In our study, there is one primary school, one secondary school and one high school. We can therefore say that we have three different cases. In the literature, this is referred to as a multi-site case study.

It is also true that there are several alternative definitions of the case, only a few of which will be mentioned here. Nisbet and Watt (1984, p.73), for example, state that "*a new teaching method...*" is a case. In line with the definition, our effort to get participant teachers to use investigative behaviours in their teaching sessions is a case. Moreover, Yin (1989, p.31) states that "*a unit of analysis*" is a case. Based on this definition, our search for 'routine and investigative behaviours' is a case. As a result, views on the case and its boundaries are vast and it is not the aim of this study to determine where a case begins and where it ends. To summarise, AR and case studies can be used in the same investigation as Tomakin (2001) has done.

The study used O’Leary’s (2004) AR model, which comprises four stages. The action plans in this study aimed to decrease EFL teachers’ routine behaviours and increase their investigative behaviours. First, classroom observations were conducted to determine the extent of EFL teachers’ behaviours. O’Leary’s AR model was selected because, unlike other models, it begins with observation.

4.5 Research Context

This study was conducted in three public (state) schools at three different levels: an elementary school, a secondary school and a high school in the Altınordu district of Ordu, a city in Türkiye, in the 2023-2024 educational year. These schools were deliberately selected because the EFL teachers who participated in this study as teacher researchers worked there. The total number of 4th grade elementary school students was 19 ($n=19$) and the classroom teacher voluntarily participated in the study. The total number of students in the 6th grade of secondary school was 29 ($n=29$) and the teacher participated in the study at her own request. Finally, the total number of 10th grade high school students was 25 ($n=25$) and this classroom teacher was included in the study at her request. The logic of including volunteers is explained below in 2.6.1. by McNiff, et al. (1996). The 10th grade taught by the EFL teacher was also randomly selected in this school. To summarise, the schools were chosen to be practical and close to the researchers so that they could be easily reached when needed.

4.6 The Participants

The participants in this study are mainly three EFL teachers. Since the data of the study were also collected from the students, they can also be considered as partial participants. I will start with the participant teachers.

4.6.1 EFL Teacher Participants

A total of three different EFL teachers ($n=3$), one primary, one secondary and one high school teacher, working in state schools in Ordu province, Altınordu district, were selected for this study. The sampling model used in qualitative research is called ‘purposive sampling’ (Robson, 1995). The main purpose of the purposive sampling model is to collect in-depth information about the person, event or situation that is the subject of the research for a specific purpose (Maxwell, 1996). The other way of stating the criteria for the selection of participants is stated by McNiff, et al. (1996, p109). For

them “*there is no point in inviting people who are hostile, indifferent to your research to be in your validation group*”.

In this study, three EFL teachers were selected through purposive sampling among teachers who met some criteria. These selection criteria are, first, that the EFL teachers must be voluntary and willing to participate in this study; second, that they must work in Altınordu district in terms of their closeness to the researcher conducting the study so that lessons can be easily followed and observations and interviews can be easily conducted; and third, they may not receive training or courses in AR during their studies. That is, the study took care to include those teachers who were not contextwise. As the EFL teachers wished to conceal their names, their first and last names were not used directly in the study for reasons of research ethics and anonymity. Hence, they were coded as T1, T2 and T3.

Profiles of EFL Teachers

Teacher 1 (T1)

T1 is 33 years old. She has completed her studies in English at a Turkish state university. While in high school, T1 tried to learn English with a more test-oriented approach, e.g. by repeating words, studying grammar and taking tests; in university, on the other hand, she tried to learn English with more modern approaches, e.g. with interviews or movie analysis and presentations, etc. Her EFL teacher used speaking activities when teaching English. She has been an EFL teacher for 11 years. She now works at a state primary school. She thinks that a classical approach (i.e. using quizzes, tests, etc.) and an investigative approach can be more effective in teaching English as she takes the students' examination process into consideration.

From her answers we can conclude that she learned English as a student using test-based techniques, so now as an EFL teacher she also believes that she should use such techniques. She is aware that inquiry methods should be used when teaching English, but she thinks that classical methods should also be used due to the exam-oriented education system.

Teacher 2 (T2)

T2 is 38 years old. She is a graduate of the English Language Teaching Program of a Turkish state university. She stated that she learned English by repeating words, watching foreign movies and listening to foreign music when she was a student. Her EFL teacher taught English by conducting tests, memorizing vocabulary and doing speaking and listening exercises. She has worked as an EFL teacher for 16 years and now works at a state secondary school. She believes that English should be taught using speaking methods and vocabulary training.

We can conclude from this that T2 was taught English as a student by her EFL teacher using both testing procedures and speaking and listening comprehension exercises, and that she also believes that it should be taught in this way.

Teacher 3 (T3)

T3 is 36 years old. She has a degree in English language and literature from a Turkish state university. As a student, she learned English by repeating words, using the words she learned in sentences, watching foreign movies and listening to music. The teaching methods used by her EFL teacher were word games, watching foreign movies and quizzes. She has been working as an EFL teacher in a state high school for 12 years. Based on her experience as an EFL teacher, she believes that English lessons should be conducted with speaking methods and that techniques such as group work, dialogues, drama, etc. should be used.

If we examine what T3 teacher said about herself, we see that her own EFL teacher used more investigative teacher behaviours when teaching English and that she is aware that she should use these behaviours when teaching English. However, although she knows that she should use investigative behaviours, the techniques she uses in her classroom do not correspond to TR behaviours and include more routine behaviours than investigative behaviours. Table 4.2 illustrates summary information about the teachers.

Table 4. 2 EFL Teachers' Profile

Features	T1	T2	T3
Age	33	38	36
Gender	Female	Female	Female
School	Primary school	Secondary school	High school
Experience	11 Years	16 Years	12 Years
Education	BA	BA	BA
Learned English via	Repeating words; studying grammar; testing; interview or film analysis; presentations	Repeating words; watching foreign films and listening foreign musics	Repeating words; watching foreign films; listening to foreign musics
Her EFL Teachers's Method	Speaking-based activities	Doing tests; memorizing vocabulary; doing speaking and listening activities	Playing word games; watching foreign movies; taking quizzes
English Should be Taught	Using classical and investigative approaches	Using speaking-based methods and vocabulary teaching techniques.	Using speaking- based methods and group work, dialogue, drama

As Table 4.2 shows, T2 was older than the other EFL teachers and had more experience than the other EFL teachers. They had all previously worked at different schools in the MoNE. The different age or teaching experience of EFL teachers may lead them to have different attitudes towards teaching methods and apply different behaviours in their classrooms.

We can conclude that as students they all learned English by repeating words, watching foreign movies and listening to music. They also used test-based techniques. Their EFL teachers used classical (e.g. test-based or memorization-based activities) and innovative methods (e.g. speaking or listening comprehension-based activities, word games, etc.) at the same time, and even now as EFL teachers they think that they should use such techniques.

They are generally aware that investigative methods should be used when teaching English, but believe that classical methods should also be used due to the examination-oriented education system. Accordingly, the English learning methods used and taught during their studies are effective in teachers' professional lives and the same methods continue to be used.

4.6.2 Student Participants

The participant EFL teachers and students all live in a northern city called Ordu, Türkiye. The primary and high school students involved in the study have two hours of English lessons, but the secondary school students have three hours of English lessons per week. Each lesson lasted forty minutes. As the students did not want to be disturbed during the lessons, interviews were conducted with 4 students from each class after the lesson observations. As the students were not the main element of this study, no contact was made with them during the lessons. The profiles of the participating pupils are listed in Table 4.3.

Table 4. 3 Students' Profile

Students	School	Grade	Number	Gender	Nationality
T1's students	Primary School	4	19	Female=12 Male=7	Turkish
T2's students	Secondary School	6	29	Female=16 Male=13	Turkish
T3's students	High School	10	25	Female=0 Male=25	Turkish

As you can see in table 4.3, the students' mother tongue is Turkish. The students in all grades who participated in this study have taken in English since the 2nd grade. In accordance with the Basic Law on National Education of 1739, male and female students are taught together in classrooms. In contrast to the other grades in the study, the 10th grade students are all boys, as the school under study is a high school that provides religious education (National Education Basic Law, Article 15).

4.6.3 Teacher Participants from Other Disciplines

During the breaks, interviews were conducted with 4 teachers from other branches of each type of school. The purpose of these interviews with the teachers was to *strengthen* and *triangulate* the researcher's findings and to increase the reliability and validity of the research. The profile of these teachers is given below.

Table 4. 4 Other Branches' Teachers Profile

School Types	Branches	Number	Gender	Nationality
Primary School	Primary School Teachers	4	Female= 4	Turkish
Secondary School	Maths, Turkish and Science	4	Female= 4	Turkish
High School	Maths, Tr. Lan. and Lit., Info. Tech.	4	Female= 3 Male= 1	Turkish

4.7 Procedure

The first step was to identify the participant schools and EFL teachers. Then, the necessary permissions were obtained from the Institute of Social Sciences of Ordu University (Appendix C), the Provincial Directorate of National Education (Appendix D), the participating EFL teachers (Appendix E) and the students' parents (Appendix F). The study was conducted in three different types of schools in Altınordu district.

In the second step, the EFL teachers were informed about the research procedure and the data collection (classroom observations, interviews and diaries). Subsequently, 4 students from each class were identified and informed about the objectives of the study. Finally, the appropriate dates for classroom observation were determined by obtaining the consent of the participating teachers.

After obtaining the consent of the teachers and students, the researcher began to visit English classes and observe the behaviour of EFL teachers in their classrooms. During the observation, the researcher took notes on the observed behaviours of these teachers. Each lesson lasted forty minutes. After each lesson, the researcher recorded her thoughts about the observations in her diary.

This AR study lasted 10 weeks from February 19, 2024 to May 06, 2024. This section consists of 4 phases (observation, reflection, planning and action) and these phases are based on the AR model by O'Leary (2004). It expresses these phases as follows:

Research for the 'observation' part of the cycle is likely to be in the form of a case study and, as with all case studies, might involve a variety of approaches, methodologies, and methods in a bid to gather data and generate knowledge. The 'reflection' part of the cycle can be informal and introspective, or can be quite formal and share many elements with formative evaluations discussed earlier. The steps related to 'planning' and 'action', however, are likely to go beyond reflection and research, and may require practitioners to delve into literature on strategic planning and change management (O'Leary, 2004, p.140).

In this study, O'Leary's AR model was applied in 4 stages in only 1 cycle. These stages mentioned above were implemented as follows.

4.7.1 First Observation Phase

In the first phase of classroom observation in this study, EFL teachers were observed in their classrooms and the behaviours they used in their classrooms were determined. This phase lasted 3 weeks in order to observe the EFL teachers in their general classroom

situation and to determine how much routine they display in their classrooms and what behaviours they engage in.

4.7.2 Reflection and Planning Phase

The second phase consists of reflection and planning phases according to O’Leary’s AR model. In this phase, the initial observations were evaluated and it was determined how much of the EFL teachers' behaviour was routine and how much was investigative behaviour. AR training was then planned to be given to the EFL teachers as an action plan to improve their investigative behaviour.

4.7.3 Action Phase

In this action phase, the participating teachers were offered 4 weeks of AR training. Three weeks of the training took place online and one week was held in person. In this phase and online, the teacher sent a total of 8 flashcards to the participant teachers, each containing basic information about scientific research, AR, its models, types, characteristics, etc. In the 4th week of this training, each school was visited a couple of times, the teachers were asked if they had any questions about the study materials, the teachers’ questions were answered in person and some notes were taken.

On the last day of these visits, the participant teachers were asked about the issues contained in these notes and a quick assessment of their answers was marked as plus (+), somewhat (S) and minus (-). That is, the correct and satisfactory answers were coded as plus, little known topics were coded as somewhat and unsatisfactory answers were coded as minus. Once it was ensured that the EFL teachers had understood the AR and the requirements for investigative behaviour, the second observation phase was initiated.

4.7.3.1 The First Week

In the first week, the answers to the most basic questions about AR were sent to the EFL teachers. These questions were “*What is qualitative/quantitative research and AR?*”, “*Who is the inventor of AR, the first person to use AR in education, the TR movement, etc.*”. The flashcards also included information about the process and models of AR. Flashcards 1, 2 and 3 below were sent to teachers to inform them of these headings. The detailed answers to these basic questions can be found in Appendix G.

What is AR? *Qualitative/quantitative research, Action Research. *Aims in qualitative / quantitative and AR. *Originator was Kurt Lewin. *Corey used AR in education. *Carr & Kemmis produced 'Educational AR'. *'teacher researcher' term is important. *Teachers must know about AR.
--

Figure 4. 1 The 1st Flashcard of AR Training

Procedure of AR *Determine statement/issue/problem/situation. *Collect data and analyse it. *Procedure the action plans. *Implement these plans/ reflect on it and re-plan. *Control the achievement of reseach objectives and change the situation.
--

Figure 4. 2 The 2nd Flashcard of AR Training

Models of AR *Each model has the same process; -Plan a change, -Take action, -Observe the process, -Reflect on the process... so on. *Plan, Act, Observe, Reflect, Revise plan, Act,...so on.
--

Figure 4. 3 The 3rd Flashcard of AR Training

4.7.3.2 The Second Week

The flashcards sent to EFL teachers in the second week contain the purpose of AR: to deal with an immediate, current problem. The other purpose of AR is to improve practice. The teachers – as researchers – are collecting data to make changes. If there is a problem, they can solve it; if there is no problem, they can conduct AR to improve the situation. Depending on the need, they can also do the following activities. The flashcards 4 and 5 were given below and the detail information about these issues was in the Appendix H.

Purpose of AR *Gathering evidence to implement change. *Solving a problem and improving practice. *Helping educators' critical self-reflection. *Helping educators to explore new strategies. *Allowing educators to learn through own actions. *Improving personally and professionally. *Transforming educators into teacher-researchers.

Figure 4. 4 The 4th Flashcard of AR Training

- *be researcher, questioner and observer,
- *be theory producer,
- *be learner,
- *uses scientific research methods.
- *investigates problems. issues in their classrooms.

4.7.3.3 The Third Week

Examples of Investigative Behaviour

- Being conscious, aware, mindful, sensible, attentive, open-eyed.
- Makes the subjects clearer with extra effort, movement etc.
- Encourages students to participate.
- Teaches through analogy, simulation etc.
- Takes notes about own teaching/observation.
- Verifies the techniques like role-play, demo, etc.
- Meets and talks students one-by-one.
- Increases students interaction and motivation.
- Determines students' participation with taking notes/observation forms.

Figure 4. 6 The 6th Flashcard of AR Training

[illegible]

Example 2

TL	/	/	/				/	/		
TQ				/					/	
TR						/				
PR					/					/
PV									/	
S										
X										

This is the most common pattern observed

Figure 4. 7 The 7th Flashcard of AR Training

In the third week, I also introduced them to O'Leary's (2004) model that was used in this study, e.g. what O'Leary's AR model is, what phases it consists of and when and how we use these phases in this study, etc., as well as the features of a TR implementing AR.

O'Leary's AR Model	
-Start with observation (research/data collection),	
-Continue with planning and action,	
-Observe again, ...so on.	
-In this study, this model was used.	

Figure 4. 8 The 8th Flashcard of AR Training

4.7.3.4 The Forth Week: General Evaluation with EFL Teachers

After three weeks of information, a short-answer survey consisting of 7 questions was administered to EFL teachers to determine the extent to which they had learned the basic principles of AR. In this visit, teachers were asked questions about AR such as “what is AR, what is its purpose, what are its models, what is a TR, how can a TR behave, etc.” to move to a next phase. All these questions can be found in Appendix J. The EFL teachers' answers to these questions are marked in Table 4 with '+' (plus), 'S' (somewhat) and '-' (minus) in the Table 4.5 below. These signs have the following meanings in this study: '+' means that the EFL teachers have sufficient knowledge on this topic; 'S (somewhat)' means that the EFL teachers have some knowledge on this topic; '-' means that the EFL teachers have no knowledge on this topic. The following table contains summarising notes:

Table 4. 5 EFL Teachers' Knowledge About AR

EFL Teachers	What is AR?	Aim of AR	Features of AR	Models of AR	Data Collection Tools	What is Teacher-researcher?	Examples of Investigative Behavior
T1	+	S	+	S	S	+	+
T2	+	+	+	S	+	+	+
T3	+	+	+	S	S	+	+

Looking at this table, we can see that all participant teachers have sufficient knowledge about what AR is, what its characteristics are, how to define a TR and how to model the behaviour of researchers. While two teachers have sufficient knowledge about the purpose of AR, one teacher does not know enough, but still has some knowledge about it. We can say that one teacher knows the data collection tools of AR at a sufficient level, while the other two teachers have some knowledge on the subject. From the table, we can conclude that the topic that teachers understand the least is AR models, because each teacher saw only one AR model in the training. However, if we look at all these answers, there is nothing that teachers do not understand about AR. We can say that the participating teachers have sufficient knowledge of the basic principles of AR to move on to the next phase of classroom observation.

During this week, the EFL teachers were also interviewed face-to-face to assess the information exchanged and to plan the second observation phase. The EFL teachers were satisfied with this visit as they asked the researcher all the questions they had about AR. The survey responses and contributor notes were discussed in detail and ensured that they learned the basics of AR. During this week, half of the first cycle was completed and the necessary plans were made to continue the other half of the first cycle. The action phase is illustrated in Figure 4.9.

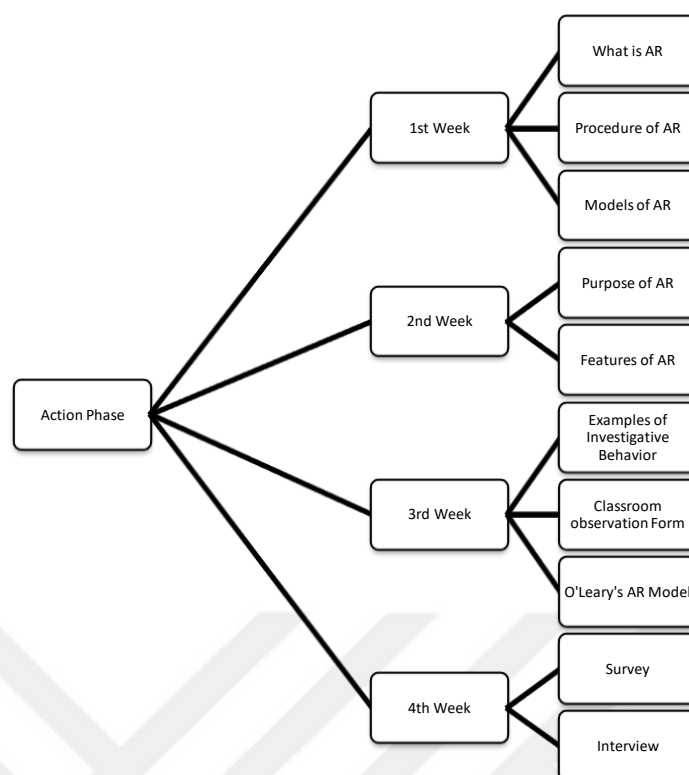


Figure 4. 9 Action phase flow

4.7.4 Second Observation Phase

The second phase of classroom observation in the 1st cycle lasted 3 weeks. In this phase, the researcher again observed the routine and investigative behaviours of the participating teachers, conducted overt observations by taking notes, and assessed the extent to which these behaviours were holistic from the beginning to the end of the AR.

4.8 Data Collection Tools

In this study, data were collected before and after the AR training phase. Classroom observations were conducted for 3 weeks prior to the AR training phase. During this period, the EFL teachers' routines and examination behaviours were observed. After this phase, EFL teachers were given some basic information about the topics (main contents) of AR and were enabled to become TR. This training program lasted 4 weeks. After the AR training phase, classroom observations were conducted again for 3 weeks and it was observed whether this training brought about behavioral changes in the EFL teachers. During all these phases, interviews were conducted with the EFL teachers and diaries were kept by both the EFL teachers and the researcher. The researcher also took notes of classroom observations and teacher interviews at each stage. In addition, the routine

spreadsheet used by the researcher during the observation was also used as a tool for data collection.

In addition to observations, the researcher also used interviews and diary entries to collect data from EFL teachers and students. Thus, the interviews were used to find out EFL teachers' and students' views on AR and action plans. That is, whether there is any behavioural change in terms of routine and investigative behaviours. The researcher also made diary notes to record what happened during the actual AR study. The data collection instruments are shown in Figure 4.10.

Pre-Action Process	Action Process	Post-Action Process
• Interviews • Classroom observations • Fieldnotes • Researcher's diary	• Interviews • Fieldnotes • Researcher's diary • EFL Teachers' diaries	• Interviews • Classroom observations • Fieldnotes • Researcher's diary • EFL Teachers' diaries

Figure 4. 10 AR Procedure and Data Collection Tools

4.8.1 Semi-Structured Interviews

The interview is a useful tool for data collection as the researcher can collect data from educated or non-educated people. It can take place between teachers and students, researchers and teachers, and or between students and students (Hopkins, 1996). It seems that there are mainly three types of interviews in the literature, namely structured, semi-structured and unstructured (Robson, 1995; Fielding, 1996).

It also appears that the format and structure of the interviews depended on the researcher's objectives and research questions. Therefore, semi-structured interviews were conducted with the participant teachers before and after the AR training in order to triangulate the data. All of these interview questions were determined with the dissertation advisor collaboratively.

At the beginning of the process, we wanted to find out the EFL teachers' basic personal information, their familiarity with AR and their AR knowledge. These questions were also asked to determine these teachers' perceptions of routine and investigative behaviour. Interviews were conducted at the end of the training to assess whether EFL teachers' thoughts about routine and investigative behaviours had changed and whether the

information about AR contributed to their personal and professional lives. The semi-structured interview questions can be found in Appendices K and L.

During the study, students and teachers of various disciplines were also asked interview questions about routine and investigative behaviours to confirm and triangulate the researcher's behavioural observations. Although a semi-structured interview was used, I sometimes asked further questions about the answers given in order to elaborate on them and obtain detailed responses. In general, I was able to gain an overview of the participant teachers' routines and investigative behaviours by asking direct and follow-up questions.

4.8.2 Classroom Observations

In qualitative research, observation is just as important an instrument for data collection as the interview. Observation allows for the recording of behaviours as they occur and is a useful strategy for understanding ill-defined phenomena (Merriam, 2009). Three types of observation are generally distinguished in the research literature: open observation, directed observation and structured observation (Hopkins, 1996). What these three types of meaning meant to the researcher is that she conducted an open-ended observation during her pre-training of AR. She wanted to find out how the participating teachers teach English and what types of behaviours they usually use. This open-ended observation gives the researcher the advantage of recording everything she observes. Focused and structured observations, on the other hand, limit the researcher's focus, e.g. routine and investigative behaviours.

For Denscombe (1998) it is a good idea not to go into the field with preconceived hypotheses, but with a flexible plan. As mentioned earlier, the researcher was familiar with the two words (routine and investigative) in the research context, but had no further idea of their examples. Therefore, the study was conducted to investigate them.

Another point about observation, mentioned by Bell (1993), is that the determination of the focus precedes the performance of the observation task. In this context, Hopkins (1996) refers to the need for joint decision-making between researchers and teachers. While it is true that the focus as a design can be determined prior to observation, as Denscombe (1988) notes, involving teachers in determining the focus of observation appears to be difficult or sometimes impossible. The reason for this was that supervisors (lecturers) at the university usually regularly review the literature of their areas of study and come across or notice what has not yet been studied in the field. It is true that EFL

teachers are not tasked with identifying the deficits in AR. So the topic was decided by my supervisor and me, presented to the EFL teachers, and the volunteers were included in the study.

According to Chesterfield (1997, p.8), there are four strategies that can be used when observing classrooms. These are the strategies, but the following parts a), b), c) and d) show the reasons why I have partly used them and partly ignored them.

a) In this first ‘observation point strategy’ the researcher is in a place from which he can see the entire class and visually scans the classroom at regular intervals. The observer has little contact with teachers and students during the observation and is generally not involved in the main events in the classroom. As a prerequisite for this strategy, I always sat at the back of the room, constantly observing students and teachers and taking observation notes. This ensured that the students were not disturbed by the presence of the researcher.

b) In ‘piece of the furniture strategy’, the observer sits at the student's table and becomes part of the table. That is, it does not play a role in the questions asked and ongoing activities by students. This strategy is often used when focusing on teachers' interactions with students. It is true that as a researcher, I sat on an empty student's seat and desk, but I focused on not teacher's interactions with the students, but the types of roles the teachers used while teaching English.

c) In ‘teacher's helper strategy’, the observer moves around the classroom like a teacher or teaching assistant and responds to students' questions or requests. This strategy is often used when observing individual children. Although this strategy is suggested, it is not appropriate to use it in the Turkish context. The observer's gaze must always be focused on the teacher. The observer must not walk around the regular teacher as the observer might miss some points because he/she sees the teacher from the side.

d) A final strategy is to take on the role of a student and actually participate in classroom activities as if you were a member of the class. This strategy allows in-depth information to be gathered about why children behave in certain ways in the classroom. Although this strategy is suggested, it can be difficult to determine who takes on the routine and investigative roles: the researcher (observer) or the teacher?

In general, the researcher observed the teachers' classroom 3 weeks before the training and 3 weeks after the training. The observation lasted 2 hours per week for each school

level (primary, secondary and high school). As mentioned earlier, approval from the MoNE for the classroom observations was obtained at the beginning of the study. Likewise, the approval of the ethical committee of Ordu University and parental consent form were submitted prior to these observations.

4.8.3 Researcher and Teacher Diaries

Several terms are found in the literature for the practise of written recording, namely diary, logbook, aide-memoire, journal and dialogue journal. In this study, the term diary was used, meaning “a personal document” (McKernan, 1991, p.84). Bailey (1997, p.215) also considers it as “*a first-person account of language learning or teaching experience*”. As keeping a diary involves the researcher writing down their observations, feelings and hunches about the researcher's subject, it is often used in qualitative studies to record the data collected.

The researcher can write down what he/she reads, writes, observes and what he/she thinks about the research process. In this study, both the three EFL teachers who participated in the study on a voluntary basis and the researcher who conducted this study kept a diary to record their experiences throughout the study. Thus, the EFL teachers noted the changes they noticed in themselves before and after the AR training phase, and the researcher noted whether the behaviours she observed in the classrooms had changed. The teachers and the researcher wrote their notes in their journals after each classroom observation. The results obtained by analysing the notes written in the diaries were reported in the findings chapter (see Chapter Five).

4.8.4 Fieldnotes

The field notes include all notes made by the researcher from the beginning to the end of the investigation. These notes include the notes taken by the researcher after the weekly classroom observations, notes from the interviews with the teachers at the beginning and end of the study, notes containing the topics necessary to inform the teachers, and notes from the telephone conversations with the teachers.

4.9 Data Analysis

Qualitative data analysis is a process in which the researcher organizes the data, divides it into units of analysis, synthesizes it, uncovers patterns, discovers important variables, and decides what information to reproduce in the report (Bogdan & Biklen, 1992). Strauss

and Corbin (1990) defined the process of qualitative data analysis as ‘coding’. Merriam (2009) defines coding as the creation of symbolic abbreviations for different aspects of the data. The researcher begins the coding process by conceptualizing the data. Conceptualization is the process of naming the relevant event, thought, or phenomenon based on an observation, sentence, or paragraph. Based on the answers, events and facts are then compared and similar events are conceptualized under the same names. At the end of this process, the researcher obtains a large number of concepts. At this stage, the researcher discovers different categories (themes) by grouping related concepts. This reduces the number of units to be analyzed. As in the conceptualization phase, the categories are given names. The data analysis process developed by Strauss and Corbin aims to develop a theory using an inductive approach.

Both coding, which aimed to categorize the data from the interviews, observations, diaries and field notes, and descriptive analysis were used in this study. Descriptive analysis is a type of qualitative data analysis in which the data obtained through various data collection techniques are summarized and interpreted according to predetermined themes. The researcher reads and organizes the data based on the framework he/she has previously established (Yıldırım & Şimşek, 2003). In this study, the main themes that were previously determined are the routine and investigative behaviors of EFL teachers.

4.10 Reliability

Reliability can be defined as the probability that the same measurements will yield the same results when administered by different researchers to different groups of participants in a given study (Schwandt, 1997). Merriam (2009) explains that reliability refers to the extent to which research findings can be repeated, but emphasizes that this is a problem in the social sciences because human behavior is not static. To ensure this, the concepts of consistency and confirmability have been developed in qualitative research. Consistency means that the results of the various data collection instruments agree with each other. Confirmability means that more than one researcher agrees on a topic (Noble & Smith, 2015; Coleman, 2022).

In this study, the researcher triangulated the data from interviews, observations, diaries and telephone conversations in two ways. In the first method, the data collection instruments were varied and the results were compared to assess whether or not they matched. For example, the statements of one participating teacher were compared with

those of other participants. Similarly, teachers' assertions about routine and investigative behaviours were compared with students' views to see whether teachers' assertions were supported or refuted by students and vice versa.

The researcher's observations were also verified through interviews with teachers and pupils. In a second step, all data were analysed and evaluated by the researcher in the form of an interim report and sent to the thesis supervisor to review the codes, categories and themes provided by the researcher. After the supervisor gave his approval, the results were organised and presented in a logical order. Thus, the researcher met the criteria of consistency and confirmability of the study.

4.11 Validity

Creswell (2009) defines the concept of validity as the accuracy or appropriateness of results for qualitative research. According to Nunan (1994, p.14), "*validity [...] has to do with the extent to which a piece of research actually investigates what the researcher purports to investigate*". From this point of view, validity is about the aims and purposes of the research. There are two types of validity: internal and external. The former is about how well the research results match reality, the latter is about generalisation.

In this study, internal validity was achieved through triangulation and confirmation of the data by the participating EFL teachers and the counsellor. Generalisation is not the main goal of qualitative research and not at all of this study.

4.12 Summary

This chapter first explained the rationale, research design and methodology. Secondly, the research context and the selection of participants were explained. Subsequently, the data collection instruments and the process of this study were explained in detail. Data analysis was conducted using coding and descriptive analysis methods. Finally, the issues of reliability and validity of this study were explained.

So far, the rationale for the research, the aims, the research questions, the need for a literature review and the reason for the method and design have been explained. The next chapter will explain how the training affects the routine and investigative behaviour of the participant teachers.

5. FINDINGS

5.1 Introduction

This chapter aims to portray the situation of the teaching and learning environment and the practises of the participant EFL teachers after the AR training process and to determine whether the perceptions and opinions of EFL teachers regarding routine and investigative behaviours have changed compared to the situation before the AR training. The climate in the schools and classrooms was detailed for comparison with the post-implementation situation. The purpose of this chapter is also a descriptive analysis of the findings from the different data collection tools, such as observations, interviews, diaries of the researcher and TRs, etc. As a result of these analyses, it was found that the rate of routine behaviours implemented by EFL teachers in their classrooms was higher than that of investigative behaviours prior to AR training. Bennett (1996) mentioned that *“teachers can not teach what they do not know ... but neither can they teach well what they know without the other knowledge bases for teaching”*. For this reason, it was concluded that AR training of EFL teachers would decrease their routine behaviour and increase their inquiry behaviour. According to McLean (1995), researchers in AR studies seek answers to predetermined research questions. I have provided detailed analyses for each observation, interview and diary. In this context, this chapter first presented the pre- AR training observation phase and its results, then the results of the AR training phase data, and finally the post-AR training observation phase and its results.

5.2 The Overall Situation of Pre-Action Process

The whole part aims to describe the portrait of classroom teaching and teachers' and students' views on routine and investigative behaviours before the action process. This description is a necessity in the AR literature to define learning/teaching activities in the research context (Elliott, 1991; Tripp, 2005).

Under this heading, the general climate in the schools and classrooms observed by the researcher is first described. Next, the researcher's observations of the language classroom situations are reported. Then, the analyses of the semi-structured interviews, classroom observations, EFL teachers' language teaching field notes, and the researcher's diary prior to the AR training are presented. Tables were used to facilitate understanding of the analyses.

5.2.1 General Climate of the Schools

Since this study, as mentioned in chapter four, was conducted in three different types of schools – a primary school, a secondary school and a high school in the province of Ordu – their physical descriptions are given below.

The primary school has four floors and each floor consists of two separate corridors. The 4th grade is located in the right corridor on the fourth floor of the building. In this school, 36 classrooms, a teachers' room, a canteen, a conference room, a library, prayer rooms and a large school garden are shared by the primary school students and teachers.

The secondary school has three floors and each floor consists of two separate corridors. The 6th grade is located in the middle part of the third floor of this building. This secondary school includes an independent primary school and a religious (Imam-Hatip) secondary school. This school has 13 classrooms, a staff room, a canteen, a conference hall, a library, prayer rooms, two computer science classes, a science laboratory, a sports centre, an art class and a large garden.

The high school has three floors and each floor consists of two corridors. The 10th grade is located on the right side of the second floor. In this building, 31 classrooms, a staff room, a library, a conference hall, a sports centre, a dining hall, a dormitory for male students and a large school garden are used by students and teachers.

All three of these schools accept students under the MoNE's address-based enrollment system. In other words, anyone who lives in the neighborhood of these schools can send students to these schools. Unlike the primary and secondary schools, the high school, which is an Imam Hatip school, includes a curriculum that focuses on religious courses.

5.2.2 General Climate of the Classrooms

The 4th, 6th and 10th grade classrooms in which the study was conducted have the characteristics of a typical state school. There is a smartboard on the wall with a whiteboard and a teacher's desk in front of the smartboard. The students sit on their personal chairs in front of the smartboard and the teacher's desk. The smartboard has an internet connection and can play audio files. In all classrooms, the children sit in groups of two. The classrooms also have a bookshelf near the smartboard, coat hangers and maps on the wall and an Atatürk corner above the blackboard. There are also private lockers for students.

The 4th classroom consists of 12 females and 7 males, 19 (n=19) students in total. It has 12 desks for the students. The classroom has a view of a stream in the backyard of the school. The 6th grade classroom consists of 16 female and 13 male, totaling 29 (n=29) students. It has 15 desks for the students. This classroom has a view of the buildings behind the school. The 10th classroom consists of male students only. There are 15 desks and 25 (n=25) male students in the class. From this classroom you have a view of the school garden.

According to the researcher's observations, the 4th and 6th graders seem to be interested in the English course and most of the students seem to be willing to participate in this course. Since the 6th grade is more crowded, it is noisier than the 4th grade. However, the 10th grade does not seem to be very motivated for the English course in general. Also, they are not very good at pronunciation and reading. They have the prejudice that they will not be successful in learning the English course.

5.2.3 Classroom Observations

In this study, observational data were recorded to identify EFL teachers' language teaching situations and assess the frequency of patterns in order to understand which patterns are most and least used by EFL teachers and students in the classroom.

5.2.3.1 EFL Teachers' Language Teaching Situations

The researcher observed lessons for 2 hours per week in each class, totaling 6 hours prior to the AR training phase. A total of 18 hours of classroom observations were conducted for all EFL teachers. These observations focus on how the EFL teachers teach English language and how the students respond during the preparation process by taking notes regularly during the lessons.

After coding the data collected from these observation sheets, it was found that the three participant teachers and students generally repeated 15 patterns, such as. 'greeting', 'taking attendance', 'filling class register', 'controlling lesson equipment', 'giving or checking homework', 'revision', 'using the smartboard', 'explanation', 'using target language', 'giving feedback', 'warning about rules', 'correcting the mistakes', 'trying to understand', 'asking or answering the question' and 'motivating students'. Some of these patterns are explained below and the rest can be found in Appendix M.

Greeting: Students must stand up when the teacher enters the classroom. The teacher greets the students at the beginning of each lesson with ‘Good morning’ or ‘Good afternoon’ and the students respond in the same way. Then the teacher asks "How are you today?" and the students answer again. Finally, the teacher asks them to sit down and all students take their seats. (obs, 19.02.2024 p.1; 26.02.2024 p.3; 04.03.2024 p.5; etc.)

Taking attendance: The participant teacher counts the names of the students aloud, identifies the students who are absent from the classroom and notes them in the class register. (obs, 19.02.2024 p.6; 26.02.2024 p.10; 04.03.2024 p.12; etc.)

Using target language: The teacher uses the target language to give simple instructions, such as ‘close the door’, ‘clean the board’, ‘open your course books’ or ‘copy your exercise books’; to ask simple questions about the topic; to repeat the newly learned structure or vocabulary; and to give feedback to the students (obs, 19.02.2024 p.8; 26.02.2024 p.11; 19.02.2024 p.14; etc.).

Warning about the rules: The participant teacher sometimes warns the students about some issues. For example, ‘don’t speak without raising hand’, ‘don’t make noise’, ‘listen to when someone is talking’, etc. (obs, 04.03.2024 p.12; 19.02.2024 p.16; 04.03.2024 p.20; etc)

5.2.3.2 Analyses of Classroom Observations

The researcher collected all the observation sheets and evaluated how often a pattern was repeated in the classroom. As Cohen and Manion (1996, p.192) state in chapter four, “*AR relies primarily on observational and behavioral data*”. This is also noted by Tripp (2005) who provides a table of routine practise, AR and academic research. In this table, some of the characteristics of routine behaviours are “*habitual, unexamined, continuous, context-specific, etc.*”. In this case, the teacher’s ‘greeting students’ in every lesson is a habit, that is, a habitual behaviour. It is also ‘unchecked, continuous’ because it happens at the beginning of every lesson. Similarly, ‘taking attendance’ can also be seen as habitual, unchecked, continuous and context-specific.

In summary, the behaviour of the observed teachers was compared using Tripp’s Routine Practise Table and an interim analysis was made. Once approved by the supervisor, the naming of behaviours/roles was completed in this manner. Table 5.1 shows the routine and investigative patterns of the EFL teachers.

Table 5. 1 The Frequency of Patterns

Routine Patterns	Investigative Patterns	T1	T2	T3	Total
Greeting		3 Times	3 Times	3 Times	9 Times
Taking attendance		3 Times	3 Times	6 Times	12 Times
Filling class register		3 Times	3 Times	3 Times	9 Times
Give/Checking homework		2 Times	1 Time	3 Times	6 Times
Warning about rules		10 Times	21 Times	16 Times	47 Times
Explanation		14 Times	14 Times	13 Times	41 Times
Correcting mistakes		3 Times	7 Times	4 Times	14 Times
Controlling equipment			1 Time	3 Times	4 Times
Revision		6 Times	12 Times	2 Times	20 Times
Ask/Answering question		6 Times	13 Times	7 Times	26 Times
	Trying to understand	4 Times	7 Times	5 Times	16 Times
	Giving feedback	3 Times	3 Times	6 Times	12 Times
	Motivating students	3 Times	4 Times	8 Times	15 Times
	Using smartboard	4 Times	6 Times	2 Times	12 Times

From this table showing the frequency of patterns, we can conclude that ‘warning about rules’, ‘explaining something’ and ‘asking or answering questions’ are the patterns most frequently used by EFL teachers in the classrooms; ‘controlling lesson equipment’, ‘giving or checking homework’ and ‘filling the class register’, on the other hand, are the least used by EFL teachers.

The investigative patterns such as ‘giving feedback’, ‘motivating students’, ‘using smartboard for different activities’ or ‘trying to understand of a behaviour’ do not have as much usage rate as routine behaviours. When we look at the total behaviour rate, 55 out of the total 243 behaviours observed in the classrooms are investigative behaviours. This is %22.63 as a rate. The routine behaviour rate is %77.37.

5.2.4 Classroom Observations on Participant Teachers’ Language Teaching Sessions

EFL teachers were observed for 3 weeks and these observations were recorded after each lesson to illustrate the participants’ language learning situation prior to the AR training process. These field notes from the observations on EFL teachers’ language teaching situation in the classroom before AR training can be summarized as follows:

- The participant teachers use the target language for basic instructions, e.g: Open your books, raise your hands, do this activity, etc. (*obs, p.1, p.4, p.5, p.8*)
- Participant teachers use the target language for feedback during and after an activity. (*obs, p.2, p.7, p.8, p.14, p.19*)
- The participant teachers use the target language when explaining and giving examples of a grammar topic, but if there is a part that they think the students do not understand, they give explanations in the mother tongue.. (*obs, p.3, p.5, p.10, p.12*)
- Participant teachers use the target language when asking questions and giving answers for speaking activities. (*obs, p.2, p.8, p.10*)
- The participant teachers use the mother tongue when they want to attract the students' attention or point out the rules in the classroom. (*obs, p.2, p.3, p.4, p.6*)
- As the participant teachers only have limited teaching hours, they sometimes use their mother tongue to cover the curriculum. (*obs, p.1, p.4, p.8.*)

5.2.5 Analysis of Researcher Diary

In addition to the observations, the researcher's diary also reflects the language teaching situation of the participating teachers before the AR training. These notes shed light on the EFL teachers' experiences of teaching English.

The observations made in the Primary School: it was observed that the students generally had a positive attitude towards English lessons. The following extract from the researcher's diary shows the students' attitudes: “....*In general, students are enthusiastic and interested in the course. When the teacher asks a question, almost the entire class raise their fingers to answer...*(researcher diary, 19/02/2024, p.1).”

According to the teacher of T1, the class consisted of students whose English level was lower than that of the other 4th graders in the primary school. For this reason, the students have difficulty understanding when the EFL teacher speaks English. Therefore, the teacher often has to give explanations in Turkish. According to the observations, teacher T1 only gave explanations to explain some abstract topics and concepts but did not support them with illustrative material. The following notes were written on this topic in the researcher's diary:

...Today the teacher talked about the colors that can be obtained from color mixtures. It is an abstract topic that cannot be done by imagination or visualization. Therefore, the students sometimes gave wrong answers. A more lasting learning outcome could have been achieved if the teacher had asked the students to use watercolors to find the colors by mixing them... (researcher diary, 27.02.2024, p.3)

...There a an experiment in their textbook. The teacher opened it on the smartboard and showed the steps. The students did not have a long attention span. More lasting learning would have been possible if they had done this experiment together in class.... (researcher diary, 04.03.2024, p,5)

The observations made in the Secondary School: it was found that the T2 teacher spoke English for most of the lesson but gave explanations in Turkish from time to time. The biggest problem observed with these 6th grade students is that they constantly make noise. As a result, the T2 teacher sometimes has difficulty delivering the lesson. The following quotes show this situation.

... This classroom is extremely loud. Sometimes you can't hear what the TR is saying from the back of the class. The participating teacher has to constantly hush the class.... (researcher diary, 19.02.2024. p.2)

In another observation, I wrote the following note about the same problem, stating "*...the classroom was very noisy and the TR had to constantly silence the class while doing an activity.....the TR should develop a specific solution to this problem*"...(researcher diary, 27.02.2024. p,3). Despite the noise problems, the students' desire to learn English is noted as follows: "*...the classroom is very noisy but still most of the students are willing to participate in class...*" (researcher diary, 04.03.2024. p,6).

The observations made in the High School: They showed that the 10th grade students' English proficiency is extremely low. They are also not interested in learning English and do not seem very willing to learn it. Thus, the T3 teacher often speaks Turkish. The below note in the researcher's diary confirms this:

...Students are generally reluctant to participate in class and are unresponsive to duties such as homework and course material. Although the participating teacher tries to motivate them on these issues, she does not try to find solutions to these problems...(researcher diary, 27.02.2024. p,3)

As a result of the first three-week observation in each type of school – primary, secondary and grammar – it can be concluded that the way EFL teachers deliver lessons was the same in these schools each week. The tasks that the participant teachers usually undertook were 'greeting', 'taking attendance', 'revision', etc. That is, no new lesson plan or style

was observed in the participant teachers' classrooms, which is referred to in the literature as "saturation". It has been proposed by qualitative research theorists such as Glaser and Strauss (1967). Saturation is a point in data collection and analysis where no additional themes and categories emerge from the data (Daher, 2023). Observations prior to AR training were conducted for three weeks as no new situations were observed and saturation had occurred.

5.2.6 Analysis of Semi-Structured Interviews

Prior to the study, the researcher conducted interviews with the participating teachers, some students and teachers of other subjects from different schools to understand their thoughts and perceptions about routine behaviour. This was done to match the researcher's observations with their views. This chapter presents the analyses of these interviews.

5.2.6.1 Participant Teachers' View of Routine Behaviour

The interview questions asked of the three participant teachers prior to the AR training phase can be found in Appendix K. The following section contains an overall analysis.

Perceptions of Role / Behaviour: T1 and T2 give almost the same answers, saying "to be a role model, to guide, inform, engage and motivate students". T3 expresses that "what T1 and T2 list above is to teach students, role or behaviour". It seems that three of the teachers indicate being a role model and guiding and motivating students.

Definition of Routine Behaviour: For T1, routine behaviour is "things that are done regularly in every lesson, in every classroom", for T2 it is "the responses shown at regular intervals and continuously" and for T3 it is "what is done every day". In summary, it can be said that three of them state that it is routine behaviour when something is done regularly.

Routine Tasks: "Greeting", "revision", "filling class register" are examples of routine tasks for T1. For T2, "taking attendance", "warning", "giving homework" are routine tasks. For T3, "greeting", "giving homework" and "warning" are routine tasks. It is noticeable that three of the teachers state the same routines. It is important that these routines are similar to what the TR observed and recorded in her diary.

Reasons for Routine Tasks: "To improve the student, to make our work easier and to make us feel comfortable and safe are the reasons" (T1). "To facilitate our work and to

create a certain control system” for T2 and finally “to create a certain order and system in the classrooms and to establish rules” for teaching” are the reasons for routines for T3. To summarise, doing things easier and in a certain way are causes of routine tasks.

Rates of Routine Tasks: Three of the teachers give the similar rates almost as follows: For T1 the rate of routine tasks “%70-75”, for T2 “%80” and according to T3 “%70”. Considering this rate of %70 as an average, two things can be asserted: Either the behaviours under investigation are not used in the schools, although the participant teachers are aware of them. Or the participating teachers do not know the concept of investigative behaviour in connection with the TR movement, which is why they do not or cannot apply it. Since we assumed that they do not know these terms, we introduced these terms by creating study notes about AR and investigative behaviours. This also shows that we need to provide training before the second observation phase.

Suggestion to avoid routine tasks: Three of the teachers expressed different views on this proposal. T1, for example, thinks that “the course hours should be increased, the curriculum reduced, the course material and the teaching location differentiated”. T2 thinks: “giving students responsibility for learning, create learning environments outside school” and T3 thinks: “doing various activities in class and plan joint activities by taking students' opinions into account”.

External Help for Investigative Behaviour: Three of the teachers answered this question briefly and concisely with “yes”. Cohen and Manion (1996, p.194) list three conditions for the implementation of AR. These are the context, the teachers and the organisational conditions. They go on to explain that “they [teachers] know what the goals are”. As stated in Rates of Routine Tasks, we cannot expect teachers to know AR, research methods, and inquiry behaviours. We cannot expect them to acquire this content on their own as part of their school, course, and exam assignments. One possible obstacle is that they do not have access to the most relevant and practical books and articles on AR and research methods.

5.2.6.2 Participant Teachers' view of Investigative Behaviour

Definition of Investigative Behaviours: Three of the participant teachers state that there must be an investigation on behalf of the students. For T1, “investigating students' interest and emotional state”, for T2, “investigating and improving the cause and effect

of events and emotions” and for T3, “reflecting on students’ behaviour” are examples of investigative behaviours.

Examples of Investigative Roles: Three of the teachers agree that some tasks need to be done by the teachers and students. They explain these as follows. For T1, ‘giving homework according to students’ interests and abilities’, ‘giving research-based homework’, ‘using different teaching methods and materials’ (T2) and ‘trying to involve students who do not participate in class’, ‘giving feedback’, ‘talking with students’, etc. (T3) are the examples of investigative behaviours. Please note that these suggestions were not observed by the TR during her observations in the sessions prior to the training. This suggests that at least one initiator is needed to turn the participating teachers into researchers in the classroom.

Possible Reasons for Research: The following three reasons were given by T1, T2 and T3 respectively. “Trying to find out the reasons for students’ feelings and behaviour”, “giving students responsibility for getting information” and “finding out the causes of behaviour and trying to turn negative behaviour into positive”.

Rate of Investigative Tasks/Roles: For T1 “it is %25-30”, for T2 “it is %20” and “%30” from the point of view of T3. We can say that the rate of the investigative role or task is %25. We think that this is not a good rate in education.

External Help for Investigative Task/Role: Three of the participant teachers indicate that they are open to any help and guidance by saying “yes”.

5.2.6.3 Discussion

If we examine the responses of the participating teachers, we can see that ‘role’ and ‘behaviour’ express the responsibilities of the teaching profession for all teachers. EFL teachers defined ‘routine behaviour’ as work that is performed continuously and regularly. As examples of routine behaviour, they mentioned ‘greeting’, ‘taking attendance’, ‘revision of the previous lesson’, ‘giving and checking homework’. The examples of routine behaviours given by the participating teachers are consistent with the literature (Hinely & Ponder, 1981; Richards & Lockhart, 1994; Renandya, 2012). According to the teachers, the percentage of routine work is between %70 and %80 because they believe that there should be routine behaviours in the classrooms because these behaviours facilitate their work and are necessary to create a system and order in their classrooms. This idea can also be found in the literature, e.g. according to An, et al.

(2017) routines make our everyday actions unobtrusive and unexciting and they are used to make classroom activities successful. When asked for suggestions for dispensing with routines, two out of three teachers suggested solutions that they could implement themselves, such as planning other activities and providing learning environments outside of school. However, one of the teachers made suggestions that they could not change, such as increasing teaching hours or reducing the curriculum. All teachers stated that they were open to suggestions from outsiders to avoid routine work. This is an indication that EFL teachers are open to change and development.

All participating teachers defined ‘investigative behaviour’ as reflecting and investigating the students’ behaviour and the reasons for the events and to improve the negative things. As examples of investigative behaviour, they mentioned the ‘using different teaching methods’, ‘giving project-based homework for students’ and ‘using visual and audio materials’. According to the teachers, the percentage of investigative work in the classrooms is between %20 and %30, and these behaviours are generally used to find out the reasons for students' feelings and behaviours and to turn negative behaviours into positive ones. EFL teachers stated that they are as open to external suggestions for investigative behaviours as they are for routine behaviours.

5.2.6.4 Students’ View of Routine Behaviour

To confirm the researcher’s classroom observations, interviews were conducted with several students from each school. Students were asked before the AR training, "What are the routine behaviours that your EFL teacher usually practises in your classroom?" 4 students from each school, totaling 12 students (n=12) answered this question. The following patterns in Table 5.2 were created based on the responses of four primary school students (S1, S2, S3, S4).

Table 5. 2 Primary School Students’ Patterns

Students	Patterns (routines)
S1 (Female) S2 (Female) S3 (Male) S4 (Male)	Greeting, Filling the class register, Warning about the rules, giving / Checking homework, Using the smartboard

As you can see, four of the students stated the same things about the routine tasks at school. Only S2 and S3 indicated another routine, namely ‘making quizzes’ as well as the ones mentioned above.

The following patterns in Table 5.3 were formed on the basis of the answers of four secondary school students (S5, S6, S7, S8).

Table 5. 3 Secondary School Students’ Patterns

Students	Patterns (routines)
S5 (Female) S6 (Female) S7 (Male) S8 (Male)	Greeting, Taking attendance, Filling the class register, Warning about the rules,

The interviewed students give four common patterns (routines), but apart from these patterns, for S5 ‘controlling lesson equipment’ is another routine. For S7 and S8, ‘giving/checking homework’ and ‘using the target language’ are also routine behaviours.

The following patterns in Table 5.4 were formed on the basis of the responses of four high school students (S9, S10, S11, S12).

Table 5. 4 High School Students’ Patterns

Students	Patterns (routines)
S9 (Male) S10 (Male) S11 (Male) S12 (Male)	Greeting, Taking attendance, Filling the class register, Warning about the rules, Controlling lesson equipment, Giving/ checking homework,

Apart from the routines mentioned above, S10 and S11 state that ‘motivation’ and, according to S10 and S12, ‘using the smartboard’ are routine behaviours that are implemented at school.

5.2.6.5 Summary of Routine Behaviours

If we look at the students’ sample tables above, we can see that students in all grades think that EFL teachers use similar routine behaviours in their classrooms such as ‘greeting’, ‘taking attendance’, ‘filling the class register’, ‘warning about the rules’ and ‘giving or checking homework’. In contrast to the others, the primary school students rated ‘making quizzes’, which their EFL teachers carry out at regular intervals, as routine behaviour. While primary school students did not rate ‘controlling lesson equipments’ as

a routine behaviour, some secondary school students and all high school students rated this behaviour as routine. While secondary school students did not consider ‘using the smartboard’ as a routine behaviour, some of the high school students and all of the primary school students considered this behaviour as routine. Only some secondary school students considered ‘using target language’ as a routine behaviour and some high school students considered ‘motivating’ as a routine behaviour.

5.2.6.6 Teachers’ Views of Routines from Other Disciplines

In addition to the students’ opinions, many teachers from different schools were also interviewed to *triangulate* the researcher's observations. Teachers were asked, “*What are the routine behaviours you use in your classroom?*”. 4 primary school teachers, 4 secondary school teachers and 4 high school teachers, a total of 12 teachers (n=12) answered this question. Table 5.5 below shows the answers given by these teachers (T4, T5, T6, T7).

Table 5. 5 Primary School Teachers’ Patterns

Primary School Teachers	Patterns (routines)
T4 T5 T6 T7	Greeting, Taking attendance, Filling class register, Controlling lesson equipment, Revision, Give/checking homework, Warning about rules, Checking lunch box,

The table 5.5 shows that 8 patterns are common or routine according to these teachers. Besides, the ‘organising the classroom’ is also a routine pattern for T4, T5 and T7, except T6.

Four secondary school teachers were also interviewed about routine behaviours and the following Table 5.6 shows their overall responses to the question (T8, T9, T10, T11).

Table 5. 6 Secondary School Teachers’ Patterns

Secondary School Teachers	Patterns (routines)
T8 (Maths Teacher) T9 (Maths Teacher) T10 (Turkish Teacher) T11 (Science Teacher)	Greeting, Taking attendance, Filling class register, Controlling lesson equipment, Revision, Using smartboard,

They all indicate that the above points are common routines implemented by teachers in schools. For T8 and T10, ‘talking with students’ is also a routine action. Furthermore, ‘giving/checking homework’ is a routine according to T9 and T11.

Finally, the high school teachers’ views on routine behaviours were explored through interviews and the following Table 5.7 shows the average of their responses (T12, T13, T14, T15).

Table 5. 7 High School Teachers’ Patterns

High School Teachers	Patterns (routines)
T12 (Maths Teacher) T13 (Maths Teacher) T14 (Turkish Lang& Lit.) T15 (Info.Tech.Teacher)	Greeting, Taking attendance, Filling class register, Controlling lesson equipment, Revision,

According to Table 5.7 there are 5 types of routines. But for T8 and T10, ‘talking with students’ and ‘using the smartboard’ are routines, although the latter is a technical device. Moreover, for T10 and T11, ‘organising the classroom’ and ‘giving and checking homework’ are routines for T11.

5.2.6.7 Discussion

If we analyse the views of the other disciplines, we can see that all the teachers of the different disciplines apply similar routine behaviours in their classrooms, such as ‘greeting’, ‘taking attendance’, ‘filling the class register’, ‘revision’ and ‘controlling lesson equipment’. However, in contrast to the subject teachers, the primary school teachers consider ‘warning about classroom rules’ and ‘checking lunch boxes’ as routine behaviour. While all primary school teachers and half of the secondary school teachers consider ‘organising the classroom’ as a routine behaviour, secondary school teachers do not consider this as a routine behaviour.

While not a single secondary school teacher accepts ‘giving and checking homework’ as routine behaviour, half of secondary school teachers and all primary school teachers accept this pattern as routine behaviour. While three out of four secondary school teachers consider ‘using the smartboard’ as a routine behaviour, only one high school teacher considers this pattern as routine.

On the other hand, primary school teachers do not see the ‘using the smartboard’ as routine behaviour. Half of the secondary and high school teachers considered ‘talking with students’ as a routine behaviour, while the primary school teachers did not consider this behaviour as routine. Only high school teachers considered ‘preparing and planning activities’ as a routine behaviour.

5.3 Conclusions

If we evaluate the patterns defined as routine behaviour by researchers, EFL teachers, students and teachers of other disciplines, we can draw the following conclusions:

- The behaviours rated as routine in the individual groups confirm the routine behaviours observed by the researcher.
- ‘Greeting’, ‘filling class register’, ‘giving and checking homework’ and ‘warning about rules’ are behaviours that were accepted as routine in all these groups.
- ‘Taking attendance’ and ‘revision’, which were accepted as routine behaviours by EFL teachers and teachers of other subjects, were also observed as routine behaviours by the researcher. Only the students did not rate these behaviours as routine
- While the researcher, teachers of other disciplines, and students rated ‘controlling lesson equipment’ as a routine behaviour, EFL teachers did not rate this behaviour as routine.
- The ‘using target language’ was assessed as routine behaviour only by the researcher and the students. Both EFL teachers and teachers of other subjects did not describe this behaviour as routine.
- ‘Making quizzes’, which was accepted as a routine behaviour by the students, and ‘checking lunchbox’, ‘organising classroom’ and ‘preparation and planning’, which were considered routine behaviours by teachers of other subjects, were not observed by the researcher in the classrooms.
- Unlike the other three groups, the researcher routinely observed the behaviours ‘explanation’, ‘correcting the mistakes’ and ‘asking/answering questions’ in the classrooms.
- Teachers in other subjects considered ‘talking with students’ as a routine behaviour. However, the researcher accepted this behaviour under the title ‘trying to understand’ and classified this behaviour as exploratory

-While 'using the smartboard' in other subjects is considered routine behaviour by both students and teachers, the researcher classified this behaviour as investigative.

-While the students defined 'motivating' as a routine behaviour, the researcher defined this behaviour as investigative.

-The researcher also observed 'giving feedback' in the classrooms, which was not mentioned in the other groups, and categorized this pattern as investigative.

Finally, the researcher wanted to triangulate the routine behaviour patterns obtained from classroom observations by interviewing EFL teachers as well as teachers of other subjects and students at different levels. The behaviours that the researcher observed in the classrooms and rated as routine behaviours were also rated as routine by the other three groups, confirming the researcher's observations. However, some behaviours that were rated as routine in the other groups were rated as investigative behaviours by the researcher and that is the only difference.

5.4 Action Process

As mentioned in Chapter Four, the action process lasted a total of 4 weeks (3 weeks online and 1 week in person). During this phase, the participating teachers were provided with basic information about AR. The aim of this training was to enable the participating teachers to learn the TR required by AR and to find solutions to the problems they encounter in their classrooms. As determined in the first observation phase, the aim was also to reduce the predominantly routine behaviour of the participant EFL teachers and to increase the proportion of investigative behaviour. In this phase, a questionnaire was sent to the teachers after they had been informed and interviews were conducted to determine whether they had understood the topics. In the personal information section, the teachers' responses to the questionnaire were evaluated, their questions on the topic were answered and the information sent was summarised. In addition to these interviews, diaries were kept by researchers and EFL teachers to get an idea of the effectiveness of the training provided and their opinion of this training. The analysis of these diaries can be found below.

5.4.1 Analysis of Researcher Diary

First, a discussion was held with teacher T3 about the conclusions drawn from the observations. She was then asked to share her own assessments of this class. The EFL teacher's assessments of her own class were recorded in the researcher's diary as follows:

...The problems that the teacher sees in his/her class are the low level of the pupils, their lack of interest in the lessons and their low motivation...(researcher diary, 15.04.2024. p,16)

When asked what suggestions a teacher could give for these problems she had observed, she said the following:

...The teacher said that she could use more interesting activities to motivate her students more... She also said that she could find different activities and videos related to the new topic that she will start next week...(researcher diary, 15.04.2024. p,16)

It was clear from these responses from the EFL teacher that she was prepared to become a TR, to recognise the problems in her class and to work out solutions to these problems.

Secondly, the teacher of T2 was interviewed and asked to give an assessment of her own class. She says that:

...based on the notes she read, she stated that there was generally too much noise in her classroom and that she wanted to solve this problem...(researcher diary, 15.04.2024. p.17)

The following answers to suggestions for this problem were noted in the diary:

...she said: 'I can make different and interesting activities for the bookworm unit', and even suggested that teaching in another place like the school library could be a solution to this problem... (researcher diary, 15.04.2024. p,17)

At the end of this meeting, it was determined that teacher T2 was ready to become a TR thanks to the information notes sent. T2 developed suggestions about the problems she observed in her classroom and stated that she wanted to implement these suggestions.

Finally, the T1 was met face to face and explanations were given about the issues that were in her mind. After detailed explanations about the notes, she said the following:

...I actually think every week about the problems I see in my class and try to develop solutions. However, since I have to work through the curriculum in class, I do not find enough time to implement these suggestions, she said...(researcher diary, 15.04.2024. p,18)

From this statement by the EFL teacher, it was concluded that she was willing to be a TR and was open to innovation. She stated that the same students in her class participated in the lessons and that she wished more of her students would participate in the lessons. She said what she could do about this problem: “...I can use Web2 tools to get more students to participate in class” (researcher diary, 15.04.2024, p.19).

In conclusion, the participant teachers indicated that they wanted to do something about the problems in their classrooms. As researchers, we have to trust the teachers' statements.

5.4.2 Analysis of EFL Teacher Diaries

The notes that the EFL teachers wrote in their diaries during the AR training period corroborate the researcher's notes. For example, the researcher found that the EFL teachers were open to innovation and willing to be a TR. The EFL teachers confirm this with the following statements in their diaries: T3, T2 and T1 state these views:

T2: ...The researcher has sent us information notes about AR. Thanks to these information notes, I think that being a TR will have a positive effect on us...(teacher diary, 25.03.2024, p.11)

T3: ... I read the researcher's notes and was interested in becoming TR. I also wondered if I could become a TR...(teacher diary, 18.03.2024, p.11)

T1: ...When I examined the characteristics of TR, I realized that I was actually trying to implement some of them. I will try to implement them even more...(teacher diary, 25.3.2024, p.13)

The researcher noted in her diary that the EFL teachers would be happy to receive ideas and suggestions from outside. The EFL teachers also wrote in their diaries that they were satisfied with the suggestions they received from outside:

T2: ...In order to solve the students' noise problem and increase their participation in class, we planned together with the researcher the activities that could be carried out depending on the unit...(teacher diary, 15.04.2024, p.15)

T3: ...When the AR training phase was over, the researcher came to the school to answer our questions and we planned what we could do for the second observation phase...(teacher diary, 15.04.2024, p.17)

T1: ...The researcher asked me, 'Can I give external advice on how to become TR' and I gladly agreed...(teacher diary, 15.04.2024, p.15)

5.4.3 Summary of Participant Teacher's View

The conclusions from the interviews with the teachers (T1, T2, T3) and the diaries are therefore as follows:

- EFL teachers were open to innovation.
- EFL teachers began to recognise problems in their classrooms and tried to develop suggestions to solve them.
- EFL teachers seemed to understand the information notes provided.
- EFL teachers were willing to become TR.
- EFL teachers were happy to receive outside advice (e.g. from a researcher).
- EFL teachers were aware of the extent of rote behaviour in their classrooms.

In summary, it can be said that routinizing behaviours facilitate EFL teachers' work. On the other hand, using investigative behaviours requires time to develop new ideas and create plans, and these teachers indicate that they are unable to devote this time.

5.5 An Introduction to Post-Action Process

After the AR training phase, which lasted three weeks via WhatsApp and one week in person, for a total of 4 weeks, the final phase of the process, classroom observation, was initiated. This phase consists of the implementation of action plans with EFL teachers. The aim of the observation was to find out to what extent these teachers understood the AR, to what extent they would use it in their lessons and what kind of behaviour they would display as TR. It was also to observe whether the EFL teachers' behaviour changed between the first observation and the second observation in the study.

5.5.1 Classroom Climate in Post-Action Process

Compared to the observation before the AR training phase, a much more positive class climate was observed. Firstly, the 4th grade was easily distracted before the AR training phase, but in this phase the students followed the lessons longer because their EFL teacher gave play- and activity-oriented lessons. Students were more willing to participate during this phase. Secondly, the 6th grade was a noisier class in the previous phase. The EFL teacher had to constantly admonish them. In this phase, the children were warned less because the EFL teacher came to class better prepared and planned. As the EFL teacher carried out various activities, the students participated more willingly in class. Finally, it

was found that the 10th grade students were more prejudiced and unmotivated towards English lessons at the beginning of the study. However, at this stage, thanks to the EFL teacher's individual attention to the students and more activities in the lesson, the students began to participate more in class. They were also more motivated and willing to answer their teacher's questions. In summary, compared to the previous phase, the EFL teachers in this phase came into the classroom in a more planned manner and introduced more activities into the lesson, which led to a positive atmosphere in the classrooms.

5.5.2 Classroom Observations

In this phase, observational data were recorded to determine the EFL teachers' language teaching situations after the AR training and to evaluate the frequency of patterns by EFL teachers and students in class-time.

5.5.2.1 EFL Teachers' Language Teaching Situations

The researcher observed the teachers' lessons for 2 hours per week, totaling 6 hours after the AR training period. A total of 18 hours of observation was conducted for all EFL teachers. This phase involved observing how the EFL teachers taught English and how the students responded after the AR training, and the researcher took regular notes during the lessons. After coding the data obtained from these observation notes, it was determined whether the EFL teachers' behaviour had changed before and after the AR training phase.

It turned out that EFL teachers made some extra efforts and eventually 15 different behaviours were observed in addition to the patterns of the first classroom observation, such as. 'using body language', 'singing songs', 'role-playing', 'doing cut-paste activities', 'taking notes', 'talking to students', 'playing games', 'using different materials', 'using the environment outside the classroom', 'helping students', 'asking questions to teachers', 'discussing a topic', 'collaboration', 'designing a material' and 'changing the students' seat'. These new patterns are explained below:

Using body language: The teacher used body language to ask some questions about a topic she was teaching and asked the students to guess what it was about, e.g. weather conditions and clothing (*obs*, 22.04.2024 p.22; 29.04.2024 p.24)

Singing songs: The teacher taught some topics with songs and then everyone sang together, such as weather conditions, months, days, etc. (*obs, 22.04.2024 p.22; 06.05.2024 p.26*)

Role playing: The teacher asked the students to act out what they had read in some subjects. For example, after the students had learned about the weather, they became weather forecast presenters and presented the weather or, in a topic about fairy tales, acted out the fairy tale they had read (*obs, 22.04.2024 p.22; 29.04.2024 p.30*)

Doing cut-paste activity: The teacher used various activities such as cutting and pasting to grab the students' attention and get them to rework (*obs, 22.04.2024 p.22*)

Taking notes: It was observed that the teacher made notes about some problems she saw in her classroom (*obs, 29.04.2024 p.24*)

Talking with students: Sometimes the teacher paid special attention to the students and chatted with them about their problems and sometimes she chatted with the whole class about a topic. (*obs, 29.04.2024 p.24; 29.04.2024 p.30; 06.05.2024 p.32*)

Playing games: The teacher sometimes used games to motivate the students and attract their attention. (*obs, 29.04.2024 p.24*)

Using different materials: The teacher has used different materials related to the topic, such as a video, a photo, a story, a novel, a map, a quiz, etc. (*obs, 06.05.2024 p.26; 22.04.2024 p.28; 06.05.2024 p.32*)

Using out of class environment: The teacher took the students to an environment outside the classroom because she thought they would learn the topic better, such as the library for the bookworm unit. (*obs, 22.04.2024 p.28*)

Helping students: The teacher helped the students in situations where she thought they were having difficulties. For example, forming a sentence, doing an exercise, giving an answer, etc. (*obs, 22.04.2024 p.22; 29.04.2024 p.30; 06.05.2024 p.38*)

Asking questions to teachers: In the classroom climate before the AR training, students were hesitant to ask their teacher questions. However, due to the positive classroom climate after the AR training, students were willing to ask their teachers questions. (*obs, 22.04.2024 p.34; 29.04.2024 p.36*)

Discussing a topic: Teachers and students asked questions from time to time on some topics and discussed the answers. (*obs, 22.04.2024 p.34; 29.04.2024 p.36*)

Collaboration: The teacher sometimes asked the students to think together and help each other with the answers. In this way, the teacher made use of the peer learning method. (obs, 29.04.2024 p.36)

Designing a material: The teacher asked the students to create some designs to motivate them and attract their attention, such as festival masks for the festival unit. (obs, 22.04.2024 p.34)

Changing students' seats: The teacher changed the seats of the students in the back rows who were not listening or talking to each other. (obs, 29.04.2024 p.36)

5.5.2.2 Portrayal of Classroom Observations

The researcher analysed all the observation sheets and portrayed how many times a pattern was repeated after AR training in the classroom as a representation that refers to *“an event being vividly described...without much analysis”* (Altrichter, et al., 1993, p.186). As a result, the following Table 5.8 shows the routine and investigative patterns of EFL teachers.

Table 5. 8 Frequency of Patterns

Routine Patterns	Investigative Patterns	T1	T2	T3	Totally
Greeting		3 Times	3 Times	3 Times	9 Times
Taking attendance		3 Times	3 Times	3 Times	9 Times
Filling class register		3 Times	3 Times	3 Times	9 Times
Ask/answering question		9 Times	10 Times	11 Times	30 Times
Revision		3 Times	3 Times	3 Times	9 Times
Correcting mistakes		3 Times	6 Times	3 Times	12 Times
Giving/checking homework		2 Times	3 Times	3 Times	8 Times
Explanation		4 Times	13 Times	10 Times	27 Times
Warning about the rules		3 times	2 Times	2 Times	7 Times
Checking lesson equipment			3 Times	3 Times	6 Times
	Motivating students	3 Times	4 Times	11 Times	18 Times
	Giving feedback	7 Times	8 Times	12 Times	27 Times
	Using smartboard	3 Times	2 Times	3 Times	8 Times
	Helping students	2 Times		5 Times	7 Times
	Trying to understand		3 Times	7 Times	10 Times
	Talking with students	3 Times	6 Times	6 Times	15 Times
	Asking questions to teachers		2 Times	2 Times	4 Times
	Discussing a topic		1 Time	7 Times	8 Times
	Collaboration	2 Times	2 Times	2 Times	6 Times
	Changing students seats			1 Time	1 Time
	Designing a material			1 Time	1 Time
	Using body language	4 Times			4 Times
	Singing songs	2 Times			2 Times
	Role playing	1 Time	2 Times		3 Times
	Doing cut/paste activity	1 Time			1 Time
	Playing a game	3 Times			3 Times
	Using different materials		7 Times		7 Times
	Using out of class environment		1 Time		1 Time
	Taking notes	1 Time			1 Time

From the above table on the frequency of patterns, we can conclude that ‘asking/answering questions’, ‘explaining’ and ‘giving feedback’ are the most frequently used patterns in the classrooms. On the other hand, the patterns ‘changing students’ seats’, ‘designing a material’, ‘doing cut/paste activity’, ‘using out of class environment’ and ‘taking notes’ are the least used by the participating teachers.

After AR training, of the 253 patterns (behaviours) observed in the classrooms, 127 are investigative behaviours and 126 are routine behaviours. The proportion of investigative behaviours is %50.20. If I recall the interviews with the EFL teachers who were asked about the percentage of routine behaviours prior to the trainings, three of the teachers indicated that the percentage was %75. It appears that the researcher’s efforts to decrease the routine behaviours and increase the investigative behaviours were effective and the rate averaged %50 .

5.5.3 Analysis of Researcher’s Diary

The notes in the researcher’s diary provide important information about the behaviours that EFL teachers implemented in their classrooms and the observed classroom climate after the AR training period. From these notes, we can conclude that the AR training is very useful for EFL teachers because after the AR study, these teachers used different activities in their classrooms as solutions to the problems existing in their classes. For example, T3 incorporated a discussion activity into her lessons for the first time and used it to motivate the students. The following notes were written in the diary on this topic:

...For the first time, the students asked questions about the festivals they were curious about and discussed the answers to these questions together...(researcher diary, 22.04.2024, p.21) and ...For the first time, I heard from the students that the lessons were a lot of fun (researcher diary, 22.04.2024, p.22)

T3 also did a design activity for the first time, which the students really enjoyed. We can read about this in this section of the diary:

...The teacher had the students design masks for a festival in which they wanted to take part. The students really liked this activity and were willing to design...(researcher diary, 22.04.2024, p.22)



Picture 5. 1 A Picture of Design Activity

The T2 teacher taught his lesson using different materials to motivate the students. The researcher wrote the following notes:

... The teacher asked the students to bring their favorite books to class and the students presented the books they brought. This event was good for the unit 'Bookworms'...(researcher diary, 22.04.2024, p.22)

...The teacher gave a material with a room picture. They held a question and answer activity about this room and the location of the furniture and objects in it...(researcher diary, 29.04.2024, p.26)

...The teacher gave the students a worksheet about a fairy tale. They discussed this fairy tale. The pupils participated more in the lesson because they knew this fairy tale in their mother tongue...(researcher diary, 06.05.2024, p.28)

The T2 teacher also took the students to a place outside the classroom for the first time and taught the topic in a different environment, which delighted the students. The researcher wrote the following notes:

...The teacher took the students to the school library and asked them to choose a book. The students chose a book and presented it to their friends. During the lesson, the students were very enthusiastic and listened attentively to each other...(researcher diary, 22.04.2024, p.22)



Picture 5. 2 A Picture at the Library

T1 frequently used body language in various lessons after the AR study. I wrote this situation in my diary as follows:

...For the first time, the teacher asked questions about the weather using body language and they repeated words in this way. The students had a lot of fun with these questions...(researcher diary, 22.04.2024, p.23)

...Using body language, the teacher pointed to her own clothes and asked for words related to clothing. This caught the students' attention...(researcher diary, 29.04.2024, p.25)

T1 also used the songs, games and role plays to revise the vocabulary of the unit and the students had a lot of fun doing this. From this we can deduce the following:

...The teacher drew a map and wrote some weather conditions on it and asked the students to name the weather conditions of the places she showed on the map. She asked them to present the weather forecast. The students were very excited and all presented the weather forecast one after the other...(researcher diary, 22.04.2024, p.23)



Picture 5. 3 A Picture of Role-Play Activity

The researcher also made the following notes on the smartboard-based activities about weather conditions and months. These were recorded in the following manner:

...The teacher played games related to the subject. The students were very happy and wanted to play again...(researcher diary, 29.04.2024, p.26)

...The teacher played a song about the months on the smartboard and then everyone sang together. The students were very happy...(researcher diary, 06.05.2024, p.27)

For the first time, T3 tried to involve the students who did not follow the lessons with various exercises. We can read about these practices below:

...Today, for the first time, the teacher changed the seats of the students who were not listening to the lesson... and ...For the first time, the teacher tried to involve the students in the lesson and motivate them by asking for their opinion...(researcher diary, 29.04.2024, p.25)

...The teacher asked the students for their opinions on many topics such as 'Should we listen again?' or 'Should we do it individually?' Asking for their opinion encouraged the students to participate in the lesson...(researcher diary, 06.05.2024, p.27)

5.5.4 Discussion

The first observation concerns me, the inexperienced researcher. I can say that in observing, perceiving, writing, collecting data, etc., I have become more and more of a researcher. The observed teachers had to both stick to the daily schedule and try to make extra efforts to convey the topic of the day. These efforts, such as developing an activity, asking students to bring their favourite books to class and present them, or taking students to a different setting (library), were not observed in the previous pre-training observations. Also, the fact that they put extra effort in teaching weather conditions and months using songs and activities can be considered as investigative behaviour. Also, the fact that the participating teachers asked the students for their opinion on a certain topic shows that the participating teachers exhibited inquisitive behaviour.

5.5.5 Analysis of EFL Teacher Diaries

The teaching behaviours observed by the researcher and noted in the diary after the AR training phase were also confirmed by the notes in the EFL teachers' diaries. For example, teacher T2 noted in her diary the activities conducted outside the classroom as follows:

...to solve the students' noise problem and increase their participation in class, I took them to the school library depending on the unit. The students read books, introduced books to their friends and had a good time in the library.... (teacher diary, 22.04.2024, p.15)

T1 wrote in her diary that the students should sing songs and do role plays in class:

...today we listened to a song about the weather in class and then sang it together. Then we did a role play about the weather. In today's lesson, the students were not too distracted and they had fun with the activities...(teacher diary, 29.04.2024, p.19)

For the material design activity, T3 teacher wrote the following notes in her diary:

...As we had planned with the researcher, I had my students design masks today. The students loved this activity and each designed their own mask. It was a lesson that encouraged the creative side of the students...(teacher diary, 22.04.2024, p.17)

To summarise, as a result of the second phase of classroom observation (three weeks), the participating teachers attempted to teach in a new way, using techniques of inquiry or investigation. As can be seen from the researcher's and teachers' diaries, these new experiments (singing, mask making) used by the EFL teachers seemed to increase the students' interest and motivation in the lessons and enable them to listen to the lessons more efficiently. At this stage, the teachers came into the classroom with more materials, prepared the lessons and planned them in detail.

5.5.6 The Views of Investigative Behaviours

Under this heading, the views of the participant teachers, students and lecturers on examination behaviour in other subjects were presented, drawn from the semi-structured interviews. At this stage, EFL teachers were asked six questions to identify changes in their perceptions of routine and investigative behaviour. These interview questions are listed in Appendix L and the analysis of the responses is presented below:

5.5.6.1 EFL Teachers' View of Investigative Behaviour

New Things Teachers Learnt: T1 explains her discovery and realisation of the new things she learned from the study by saying, *"I needed to use more activities that would hold my students' attention and I needed to teach a lesson that focused more on games and activities"*. T2 explains her observation of the researcher's behaviour with the students by stating that *"passive students in the 2nd grade are more likely to be passive"*. T3 also

explains the importance of being a good researcher and observer by saying that “*a good teacher should be open to innovation and try different methods and techniques*”. To summarise, teachers’ efforts to do something different in class activates and motivates students.

New Things Teachers Implemented: T1 explains that she has tried to teach “*more play- and activity-oriented lessons*”. According to T2, she did some other activities during the lessons; the students were the focus of learning. The new things that T3 did were activities to bring out the students’ ideas and creativity. In short, each participating teacher introduced at least one innovation.

Teachers’ Favorite Phase: Three of the participating teachers unanimously state that the second phase of the study – after teacher training and the provision of materials on AR – was the most appreciated moment. They list the reasons as follows: “*The games and activities*” they used “*made the students happy and increased student participation in class*” (T1). In another statement, “*the students took responsibility for their own learning, regardless of the researcher and the students who were passive in class became more active*” (T2). The favorite moment for T3 was “*acting in accordance with AR and trying to plan a more enjoyable, collaborative and educational lesson with my students*”. To summarize, with a few changes or innovations, teachers are eliminating the routine atmosphere in the classrooms and creating a revitalization in the classroom. This revitalization can be called investigative actions.

Barriers to the Study: Three of the teachers cited different reasons as an obstacle to studying. For T1, “*the curriculum, young students and their short attention span*” are the obstacles. For T2, the obstacles are “*crowded – noisy – classrooms and their low academic performance*”. According to T3, “*low student achievement and dense textbook content*” are the obstacles. To summarise, the curriculum that has to be taught daily by teachers in each branch is an obstacle for each teacher, although this is stated by T1 and T3. In addition, the low success of high school students in the public examinations is a general point of criticism in the Turkish education system.

Rate of Routine / Investigative Behaviours: Three of the teachers give different but approximate rates for routine and investigative behaviour as follows: The rates for the former are %40-45, % 40 and %30 at T1, T2 and T3 respectively, in contrast, the rates

for the latter are %55-60, 60 and %65. In the first surveys on routine behaviours, the rate was around %70–80. It appears that this rate is slowly decreasing.

5.5.6.2 Discussion

The EFL teachers' answers to the first question showed that AR training plays an instructive and developmental role for EFL teachers, as all of them stated that they learned new things professionally thanks to AR. The participant teachers stated that they have tried different and new events and activities. If more teachers and more schools were involved, they would innovate more. the 2nd observation phase became the favorite for teachers and students. It is human nature that everyone wants to see a happy and successful outcome of their studies.

The obstacles to the implementation of the study are some in this study and it is a general outcry in Türkiye, there are many problems in the Turkish education system. EFL teachers believe that in the second phase of observation, the proportion of routine behaviour they use in their classes has decreased and the proportion of investigative behaviour has increased. Perhaps one of the reasons for the decrease in routine roles is the initiation of a change process, the introduction of the concept of AR in the school, encouraging teachers to reflect and teaching the possibilities of becoming TR in the school.

5.5.6.3 Participant Students' View of Investigative Behaviour

After the AR training, students were asked, *“What are the investigative behaviours that your English teacher usually practises? (in other words, what behaviours are different from routine behaviours?)”* and *“What did your English teachers do differently in the second phase than in the first phase of the study?”* to show whether or not they noticed any changes in their EFL teachers' behaviours. The interviews were conducted with the same students at the beginning and end of the study. 4 primary school students, 4 secondary school students and 4 high school students, a total of 12 students (n=12) answered these two questions. The following patterns emerged from the responses of four primary school students (S1, S2, S3, S4).

Table 5. 9 Primary School Students' Patterns

Primary School Students	Patterns (investigative)
S1 (Female), S2 (Female) S3 (Male), S4 (Male)	Giving project based homework,

Four of the students state that ‘giving project-based homework’ is a common behaviour. In addition, ‘playing games’ for S1, S3 and S4, ‘using smartboard’ for S2 and S4 and ‘going outside’ for S2 and S3 are examples of investigative behaviour. It is true that the class teachers tried to use something new during the three weeks, and anything that the students experience as new from their teacher is considered an investigative behaviour.

In addition, the following patterns were identified from the responses of four secondary school students (S5, S6, S7, S8). The common patterns they reveal are listed below:

Table 5. 10 Secondary School Students’ Patterns

Secondary School Students	Patterns (investigative)
S5 (Female)	Using smartboard, Project based homework, Doing different activities
S6 (Female)	Making quiz, Using smartboard
S7 (Male)	Making quiz, Giving project based homework
S8 (Male)	Doing different activities

As seen above, there is no common behaviour stated by the four of the students. ‘Making quiz’ is common for three students, whereas ‘using smartboard’ is common for two students. Finally, ‘doing different activities’ is an investigative behaviour for S5 and S8.

In addition, the following patterns, which were created based on the responses of four high school students (S9, S10, S11, S12), reflect the examples of investigative patterns.

Table 5. 11 High School Students’ Patterns

High School Students	Patterns (investigative)
S9 (Male), S10 (Male) S11 (Male), S12 (Male)	Meeting students one by one,

They only give a common pattern, as seen above. Besides, ‘doing different activities’ is a common pattern for S10, S11 and S12. In addition, ‘warning to stop problematic state’ is given in common by S10 and S11. In general, the high school students indicated fewer patterns compared to the secondary and primary school students.

5.5.6.4 Discussion

If we examine the above tables of students’ inquiry patterns, we can see that ‘doing different activities’, ‘using smartboard’, and ‘giving project-based homework’ are the

same inquiry patterns for students in different grade levels. Examination patterns other than these three vary by grade level. For example, while ‘playing games’ and ‘going outside’ are investigative behaviours for primary students, they are not for high school students, and ‘making quizzes’ is an investigative behaviour for high school students. On the other hand, high school students describe ‘meeting with individual students’ and ‘warning them to stop problematic behaviour’ as investigative behaviours.

5.5.6.5 Teachers’ Views from Other Disciplines

The same teachers of different subjects from different schools were interviewed again to find out their views on investigative behaviour. The teachers were asked: “*What are the methods of investigation that you use in your teaching? (In other words, what are the behaviours that are not routine?)*”. 4 primary school teachers, 4 secondary school teachers and 4 high school teachers (n=12) answered this question. The following patterns initially emerged from the responses of four primary school teachers (T4, T5, T6, T7).

Table 5. 12 Primary School Teachers’ Patterns

Primary School Teachers	Patterns (investigative)
T4, T5, T6, T7	Meeting students one by one, Meeting with parents

Four of the teachers give these two patterns. In addition, ‘doing different activities’ for T4, T6 and T7, ‘using smartboard’ for T4 and T6 and ‘giving project-based homework’ are investigative behaviours in the eyes of T5 and T7. Meeting with students implies that talking to students individually and getting to know their learning methods is an investigative activity. Similarly, talking to a student’s parents means that it is a research activity to provide information about their grades, failures, successes or disciplinary issues. All in all, inquisitiveness is useful in education.

Besides the primary school teachers, some secondary school teachers were interviewed. The data collected shows the following common pattern for T8, T9, T10 and T11.

Table 5. 13 Secondary School Teachers’ Patterns

Secondary School Teachers	Patterns (investigative)
T8 (Maths Teacher) T9 (Maths Teacher) T10 (Turkish Teacher) T11 (Science Teacher)	Making different activities,

The only common pattern for them is that they do different activities. Moreover, ‘playing games’ is another pattern for T8, T9 and T11. In addition, ‘giving project-based homework’ is a common pattern for T8 and T9. In addition, ‘rewarding successful students’ is another pattern for T10 and T11. The reason for the different views is that these are teachers from different areas.

Finally, four high school teachers (T12, T13, T14, T15) were interviewed about their investigative behaviour and the following table shows their views on common patterns.

Table 5.14 High School Teachers’ Patterns

High School Teachers	Patterns (investigative)
T12 (Maths Teacher) T13 (Maths Teacher) T14(Turkish L& L. Teacher) T15 (Info. Tech. Teacher)	Making different activities,

The only activity common to four teachers is ‘doing different activities’. Moreover, ‘giving project-based homework’ is a common pattern for T12, T13 and T14. In addition, ‘playing games’ is an investigative behaviour for T12 and T13. Finally, ‘collaboration’ and ‘joining the competitions’ are the patterns indicated by T15.

5.5.6.6 Discussion

If we analyse the views of other disciplines, we can see that most of the investigative methods used by teachers of different disciplines vary depending on the discipline. ‘Doing different activities’ and ‘giving project-based homework’ were described as investigative behaviours by almost all teachers. While ‘meeting with students and parents’, ‘giving positive feedback’, ‘using smartboard’ and ‘giving cleaning tasks’ were described as investigative behaviours by primary school teachers, they were not by others. All math teachers defined the same behaviours as investigative, such as ‘doing different activities’, ‘giving project-based homework’, and ‘playing games’. While half of the secondary school teachers described ‘making a quiz’ and ‘rewarding successful students’ as investigative, ‘collaboration’, ‘joining the competitions’ and ‘meeting with problematic students’ were described as investigative by only one of the high school teachers.

5.5.7 Some Conclusions

If we evaluate the patterns defined by researchers, EFL teachers, students and teachers of other disciplines as investigative behaviours, we can draw the following conclusions:

-‘Doing different activities’ was accepted by most teachers and students as an investigative behaviour.

-Half of the teachers and students described ‘giving project-based homework’ as investigative behaviour.

-The ‘using smartboard’ was only accepted as investigative by primary and secondary school students and primary school teachers, but not by the others.

-Only primary school students described ‘playing games’ as investigative, while students at other levels did not see it as investigative. Among teachers, secondary and high school teachers rated this behaviour as investigative.

-Only the secondary school students and teachers described ‘making quizzes’ as investigative behaviour.

-High school students as well as primary and secondary school teachers rated the ‘one-on-one conversation with the students’ as investigative.

-While ‘going outside’ and ‘warning to stop problematic behaviour’ were only described as investigative by the students, ‘meeting with parents’, ‘giving cleaning tasks’, ‘giving positive feedback’, ‘rewarding successful students’, ‘doing group work’ and ‘joining the competitions’ were only accepted as investigative by the teachers.

In summary, the investigative behaviour that the researcher observed in EFL teachers does not match the behaviour that teachers in other disciplines accept as investigative. This may be due to differences in teaching practises depending on the subject area. Although most of the behaviours observed by the researcher and the behaviours described by students as investigative are common, such as ‘going outside the class’, ‘playing games’, ‘using different materials/activities’, ‘using smartboard’, and ‘asking/answering the teacher’; some behaviours differ from those of the researcher, such as ‘giving project-based homework’, ‘making quizzes’, ‘meeting students one by one’, and ‘warning to stop problematic behaviour’.

5.6 Summary

When we compare before and after the AR training phase we can infer the following conclusions:

- The AR information phase helped EFL teachers to focus on problems in their classrooms.
- The AR information phase helped EFL teachers to focus on the problems in their classrooms.
- EFL teachers developed solutions to the problems in their classrooms and implemented them in their lessons.
- EFL teachers internalized the topic of AR and became TR.
- EFL teachers are open to ideas from outside because they implemented the suggestions that the researcher gave them in the face-to-face interviews.
- This investigative attitude of the EFL teachers also had a positive effect on the students and made them more willing to participate to the lessons.
- The EFL teachers began to come to class more regularly.
- Even though many routine behaviours of EFL teachers continue, there is a visible increase in the rate of investigative behaviours.
- As the number and variety of activities used in class increased, the frequency of EFL teachers' reminders to students decreased and students' willingness to participate in class increased.

In summary, it can be said that AR training has brought about positive behavioral changes in EFL teachers and students. The number and type of investigative behaviours of these teachers has increased. The EFL teachers are very successful in applying a topic they know. The results are discussed in detail in the next section.

6. DISCUSSION AND CONCLUSION

6.1 Introduction

The aim of this study was to investigate four main and sub-questions. This chapter contains a discussion and a conclusion of the study in relation to the research questions based on the results. Finally, the limitations of the study, implications and suggestions for further research are mentioned in this section.

6.2 Discussion

The purpose of this study was to investigate the extent of EFL teachers' routine and investigative behaviour and to determine the effects of AR training on their behaviour. The following main qualitative research questions guide this AR study:

1. How do the participant EFL teachers and students perceive the notion of *routine* behaviours that take place in classrooms?
2. How do the participant EFL teachers and students perceive the notion of *investigative* behaviours that take place in classrooms?
3. Can I raise participant EFL teachers' awareness of investigative skills by introducing and using a current AR study?
4. What is/are the effect(s) of investigative behaviour(s) on EFL teachers' perception of teaching and students' learning?

The sub-questions of these research are:

- What are the routine and investigative behaviours of EFL teachers?
- What are the reasons for routine and investigative behaviours?
- Does AR training increase the number of investigative behaviours of EFL teachers?
- What is the rate of routine and investigative behaviours?
- Is there a significant difference between before and after AR training?

To answer these research questions, qualitative data were collected throughout the study using many different data collection tools, such as observation notes and diary entries by the researcher, interviews and diary entries by EFL teachers, field research, interviews

with students and teachers from other disciplines. The conclusions from the findings were discussed based on the following research questions.

6.2.1 Discussion of the First Research Question

1. How do the participant EFL teachers and students perceive the notion of routine behaviours that take place in classrooms?

In the literature, Becker (2010, p.4) distinguishes between rules and behaviour and states: *“Rules are not behaviours, behaviour is not like rules,...”*. This view states that many behaviours used by teachers in the classroom should not be accepted as behaviours because they are rules, such as ‘taking attendance’, ‘filling the class register’, etc. However, in our study, we do not accept this view as a reference, but the opinions of researchers who argue that routine behaviour is something that is done frequently and constantly (e.g., Taylor, 1950; Hodgson, 1997; Banovic, et al., 2016). As stated in the findings section (see Chapter Five), EFL teachers defined the concept of routine behaviour as *“actions that are performed every day, continuously and regularly in every lesson”*. As can be seen, the EFL teachers’ definition of behaviour also coincides with the common definitions in the literature. The EFL teachers mentioned ‘greeting’, ‘taking attendance’, ‘filling the class register’, ‘giving/checking homework’, ‘revision’ etc. as examples of routine behaviour. Although these behaviours are also rules according to Becker's definition, they were accepted as routine behaviours in our study because they are constantly performed tasks.

When the students were asked what the routine behaviour of teachers might be, the common answers from a total of 12 students (n=12) in 3 different types of schools were that routine behaviour is as follows ‘greeting’, ‘taking attendance’, ‘filling the class register’, ‘warning about rules’ and ‘giving/checking homework’. Examples of routine behaviours of students who belong to only one type of school are as follows: ‘making quizzes’, ‘controlling lesson equipments’, ‘using smartboard’ and ‘using target language’.

According to the views of the other subjects, all teachers of the different branches (n=12) indicate similar routine behaviours in their classrooms such as ‘greeting’, ‘taking attendance’, ‘filling the class register’, ‘revision’ and ‘controlling lesson equipments’. When we look at the three groups, the behaviours that both the EFL teachers and the students and the teachers of the other subjects describe as routine are consistent with the routine behaviours observed by the researcher.

The definitions of routine behaviour of these groups also correspond to the general definition of routine behaviour in the literature. For example, Leinhardt, et al. (1987) divided classroom routines into three categories and the examples of routine behaviours given by the teachers and participants in the other groups correspond to these categories. ‘greeting’, ‘taking attendance’, ‘filling the class register’ or ‘warning about rules’ can be classified as *management or classroom management routines*, as these routines are about discipline and maintenance tasks. ‘correcting mistakes’, ‘controlling lesson equipment’ or ‘revision’ are *supportive or instructional routines* because they involve actions that are necessary for the exchange between learning and teaching. And ‘giving/checking homework’, ‘explaining’ or ‘asking/answering questions’ are classified as *exchange or interaction routines* because these routines involve interactive behaviours. Accordingly, it can be assumed that both the researcher's and the participants' definitions of routine behaviour are compatible with the literature.

6.2.2 Discussion of the Second Research Question

2. How do the participant EFL teachers and students perceive the notion of investigative behaviours that take place in classrooms?

According to the literature, the important part of our study is the investigative behaviour part because although there is some literature on routine behaviour (roles), the notion of teachers' investigative behaviour has not been researched yet. When EFL teachers were asked what investigative behaviour is before the AR training, they described it as “*investigating students' emotional state or interests, investigating the causes and effects of an event, or reflecting on students' behaviour*”. They listed ‘giving homework according to students' interests and abilities’, ‘giving research-based homework’, ‘using different teaching materials’, ‘trying to include students who are not participating in class’, ‘giving feedback’, and ‘talking to students about their behaviour’ as investigative behaviours.

After the AR training, teachers described the following new behaviours as investigative behaviours: ‘making lessons playful and action-oriented’, ‘arousing students' interest’, ‘being a researcher and observer’, ‘using different methods and techniques’, and ‘being planned’. When examining teachers' definitions of investigative behaviour, we find that they mainly define student-centred approaches as investigative, such as ‘giving

homework according to students' interests and abilities', 'trying to involve students who do not participate in class', 'giving feedback', 'arousing students' interest', etc.

When we look at the literature, there are 4 thesis registered in the thesis centre of CoHE on 'motivating behaviours' (Seniye, 2007; Ölmezer Öztürk, 2012; Kahraman, 2014; Partlak, 2014). While 'motivating students' is defined as investigative behaviour in this study, it is not defined as investigative in the above-mentioned studies in the literature. This also shows the originality of our work. EFL teachers' descriptions and examples of investigative behaviour seem to be consistent with those of the researcher.

All students (n=12) mention 'doing different activities', 'using smartboard' and 'giving project-based homework' as investigative behaviours; 'playing games', 'going outside', 'making quizzes' and 'meeting students one-by-one' are the other investigative behaviours for them. The other teachers of different disciplines define these behaviours as investigative: 'doing different activities', 'giving project-based homework', 'meeting with students and parents', 'giving positive feedback', 'using smartboard', 'giving cleaning tasks', 'making quizzes', 'rewarding successful students', 'collaboration', 'joining the competitions' and 'meeting with problematic students'. Although the behaviours that are considered investigative vary by branch of teachers, the behaviours that all three groups consider investigative are consistent with what the researchers observed. At this point, the following sub-questions should be asked:

- *What are the routine and investigative behaviours of EFL teachers?*

Based on the classroom observations, the routine and investigative behaviours that EFL teachers use in their classrooms were identified using many different data collection tools. These behaviours are listed in the table below:

Table 6. 1 EFL Teachers' Routine and Investigative Behaviours

EFL Teachers' Routine Behaviours	EFL Teachers' Investigative Behaviours
Greeting	Giving feedback
Taking attendance	Motivating students
Filling class register	Using smartboard
Give/checking homework	Trying to understand students
Warning about rules	Helping students
Explanation	Talking with students
Correcting mistakes	Asking questions to teachers
Controlling lesson equipment	Discussing a topic
Revision	Changing students' seats
Ask/answering questions	Designing a material
	Using body language
	Singing songs

	Role playing
	Doing different activities
	Playing a game
	Using different materials
	Taking notes
	Collaboration

The investigative behaviours examined in this study are also consistent with Wood and Attfield's (2005, cited in Gülhan, 2019, p.29.) eight teacher roles in the literature. For them, teachers should be *a good planner* and 'using different materials' is accepted as a behaviour of a good planner. 'Motivating students' or 'changing students' seats' can be the behaviours of *a good observer* because EFL teachers use these behaviours when they observe and notice that students have little desire to participate in class or talk to each other. 'Trying to understand the students' and 'asking questions to the teachers' can be accepted as *good listening behaviours*; and 'talking to the students', 'discussing a topic' and 'collaborating' are the behaviours of *a communicator*. EFL teachers use the behaviours 'singing songs' or 'doing different activities' *to influence children's enthusiastic level*; and the behaviours 'role-playing' and 'designing a material' *to supervise their physical and emotional environment*. The behaviour 'playing a game' is the behaviour of *a co-player*; and 'helping students' or 'taking notes' are the behaviours of *a researcher*.

Although the investigated behaviours in this study are compatible with Wood and Attfield's 8 teacher roles, they are not very compatible with Richards and Lockhart's (1994, pp. 99-100) teacher role types because *needs analyst* and *curriculum developer* cannot be accepted as teacher roles as these are the responsibilities of the MoNE in Türkiye. The role of *mentor* is used when the newly appointed teachers are guided by an experienced teacher. This role is not used directly in the classrooms.

- *What are the reasons for routine and investigative behaviours?*

According to EFL teachers, the reasons for using routines in the classrooms are to make their work easier, to feel more comfortable, relaxed and safe, to create a certain control system in the classrooms and to make it easy to set the rules for teaching. When asked what should be done to prevent routine behaviour, they gave the following answers: increasing class hours, reducing the curriculum, creating a different learning environment outside the classroom, seeking students' opinions, and planning different activities.

Pedler, et al. (2020) claim that the most important role of the teacher is to establish and maintain student engagement. From this point, investigative behaviours were also created in this study because investigative behaviours are the behaviours that teachers use to solve a problem or improve a situation. The methods EFL teachers use to remedy the negative situations they see in their classrooms are defined as investigative behaviours. maintaining the attendance of students who do not participate in class is one of these situations. Many of the behaviours identified are behaviours that are appropriate for this situation, such as 'changing students' seats', 'using different materials', 'talking with students', etc. For Eacute and Esteve (2000), the role of the teacher is to facilitate learning. Many behaviours that EFL teachers use are intended to help students learn better, e.g. 'using smartboard', 'doing different activities', 'playing games', etc. According to EFL teachers, the reasons for the investigative tasks are to try to understand the reasons for students' feelings and behaviour, to give students their own responsibility for learning, and to try to turn negative behaviour into positive behaviour. Based on these definitions, we can say that EFL teachers' discourse on investigative behaviours is similar to the definitions in the literature. EFL teachers also indicated that they can accept external help and suggestions to both reduce routine behaviours and increase investigative behaviours.

6.2.3 Discussion of the Third Research Question

3. Can I raise participant EFL teachers' awareness of investigative skills by introducing and using a current AR study?

Iner (2020) examined the relationship between language teachers' emotions and the use of AR in her dissertation. This study concludes that AR contributes to language teachers' well-being and professional development by transforming the negative emotions felt before the AR process into empowering positive emotions. This current study shows similar results to Iner's study because when we examine the researcher's and teachers' diaries during the 4-week AR process, we can see that the AR study increases EFL teachers' awareness of investigative skills and provides them with personal professional development. For example, when the teachers were asked what their possible solutions were to the problems they had observed in their classrooms, they made the following suggestions: 'using more interesting activities', 'motivating students', 'doing different activities', 'doing the lessons in a different place', 'using Web2 tools', etc. These answers prove that teachers are making an effort to find solutions to the problems they encounter thanks to AR training.

Moreover, the notes that EFL teachers wrote in their diaries show how the AR training made them realise that they are a TR. For example, teacher T2 stated that being a TR contributed to her professional life thanks to the AR information notes (25.03.2024, p.11); teacher T3 stated that reading the AR notes made her wonder whether she could be a TR or not (18.03.2024, p.11); and teacher T1 stated that reading the notes made her realise that she had some of the characteristics of a TR, but that she would work for more (25.3.2024, p.13). If we examine all these assessments, we can say that EFL teachers' awareness of investigative behaviours has increased thanks to AR training. The following sub-questions are also answered in relation to this question.

- *Does an AR training increase the amount of EFL teachers' investigative behaviours?*

To answer this question, we need to compare the behaviour of EFL teachers before and after AR training. The total number of behaviours identified before AR training was 243. 188 of these behaviours were routine behaviours and 55 of them were investigative behaviours. Looking at the rate, the rate of investigative behaviour is %22.63. After the AR training portion, of the total 253 behaviours identified, 127 behaviours are investigative behaviours and 126 behaviours are routine behaviours. The proportion of investigative behaviours is 50.20. Based on these values, we can say that the AR training increased the number of investigative behaviours of EFL teachers.

- *What is the rate of routine and investigative behaviours?*

The rate of routine and investigative behaviours both before and after AR training is shown in the table below:

Table 6. 2 The Rate of Routine and Investigative Behaviour

	Routine Behaviour	Investigative Behaviour
Pre-AR Training	%77.37	%22.63
Post-AR Training	%49.80	%50.20

- *Is there a significant difference between before and after AR training?*

The rate of EFL teachers' investigative behaviour, which was %22.63 before AR, increased to %50.20 after AR. In this case, the proportion of EFL teachers' investigative behaviour increased by about %30. Based on this result, we can say that there was a significant difference before and after AR training.

6.2.4 Discussion of the Fourth Research Question

4. What is/are the effect(s) of investigative behaviour(s) on EFL teachers' perception of teaching and students' learning?

After the AR training phase, the notes in the researcher's and teachers' diaries shed light on this issue. For example, the researcher's diary recorded that the students asked a question they were curious about for the first time and discussed the answer with other students (22.04.2024, p.21). The researcher also noted in her diary that this was the first time she had heard from the students that the lesson was fun (22.04.2024, p.22) and that the students were very happy during the design and seemed enthusiastic about the lesson (22.04.2024, p.22). The researcher noted that the teacher used body language for the first time in the lesson and that the students were very happy and engaged in the lesson (22.04.2024, p.23); the teacher used games in her lesson and the students were very happy (29.04.2024, p.26); etc.

If we look at the teachers' diaries, we see similar expressions. For example, the teacher of T2 mentioned in her diary that the students taught in an environment outside the classroom to solve the noise problem and that her students had a lot of fun there (22.04.2024, p.15); the teacher of T1 wrote that they did a role play and that she liked the participation of her students in the lesson (29.04.2024, p.19); the teacher of T3 emphasized in her diary that the design of the lesson encouraged the creative side of the students (22.04.2024, p.17). If we evaluate all these statements, both EFL teachers have improved their teaching skills after the AR training and the students have become more active, motivated and happy in class.

6.3 Summary

In the previous discussion part, four basic questions of the study and their sub-questions could be answered. As mentioned before, the EFL teachers who participated in this study consisted of teachers who had not received any training in the field of AR before. In this

study, we observed what differences there are between the routine and investigative behaviours that EFL teachers implement in their classrooms when they do not have any knowledge about AR, and the routine and investigative behaviours they implement in their classes after receiving AR training. These classroom observations were supported by teacher and student interviews, and researcher and teacher diaries.

Accordingly, it was observed that EFL teachers exhibited more investigative behaviour and less routine behaviour in their classrooms after AR training than without any knowledge of AR. From this result, it can be inferred that AR training increases the rate of inquiry behaviour of EFL teachers and brings about positive changes in their role in the teaching profession. The investigative behaviours that EFL teachers increased in their classrooms also had a positive effect on students' attitudes towards English language teaching.

6.4 Conclusion

AR accepts teachers as TRs and encourages them to use scientific research methods. Thanks to AR, TR begin to make plans to solve the deficits or problems they encounter in their classrooms. In this study, EFL teachers first began to identify problems in their classes. With the help of AR training, they developed solutions to these problems and implemented them in their classrooms. Thanks to these proposed solutions developed by the EFL teachers, the climate in the classrooms changed positively and the following changes were observed in the classrooms:

- The distraction problem that occurred in 4th grade before the AR training decreased after the AR training, thanks to the investigative behaviour of the EFL teachers. The teacher used activities such as singing songs, using body language, cutting/pasting, games and puzzles to attract and motivate them.
- The problem in the 6th grade before the AR training phase was that it was too loud in the classroom and the students were talking to each other. After the AR training, the EFL teacher tried different methods to solve these problems. For example, she supported the topic with different materials, conducted the lesson in a different environment and asked questions using videos and photos. These activities attracted the students' attention and they began to participate more actively in the lesson. The teacher began to warn less about the noise in the classroom.

-The problem observed in the 10th grade before the AR training was the students' lack of motivation and interest in English classes. After the AR training, the EFL teacher constantly tried to motivate the students. She gave them positive feedback after almost every sentence. She explained that she would help them form sentences. She tried to get their attention by incorporating different activities into the lesson. This made the students more willing to participate in class.

-In general, our routine results – ‘greeting’, ‘taking attendance’, etc. – show a certain similarity with the literature. For example, Miller’s (1968) examples of routine administrative behaviour are similar to our results. In addition, Hinely and Ponder’s (1981) examples of procedural behaviour are similar to our results. ‘Taking attendance’ to note a students’ absence is a rule in the research context and there are many examples of this as you will see in chapter five. Nevertheless, according to Becker (2010) *“rules are not seen as behaviour and vice versa”*. From this perspective, what we have found to be routinized behaviours and what Miller (1968) and Hinely and Ponder (1981) say are not behaviours. Therefore, we tend to follow Miller’s (1968) and Hinely and Ponder’s (1981) view rather than Becker’s (2010).

According to Said (2017), there are seven dimensions of EFL teachers’ behaviours that have similarities with the research behaviours in this current study. For example, the behaviours ‘encouraging contact between students and teachers’ and ‘communicating high expectations’ are similar to the behaviours ‘talking with students’ and ‘discussing on a topic’; ‘developing reciprocity’ and ‘cooperation among students’ are equivalent to ‘collaboration’; and ‘giving prompt feedback’ is equivalent to ‘giving feedback’ and ‘motivating students’ in our study. Said ‘using active learning techniques’ is synonymous with ‘using different materials’ or ‘doing different activities’ in this study. ‘Respecting diverse talents and ways of learning’ appears in this study as ‘playing games’, ‘designing materials’, ‘role-playing’, etc. Only ‘emphasizing time on tasks’ does not directly correspond to the behaviours in our study, but this is also present in games and activities. EFL teachers can provide more effective teaching thanks to the use of investigative behaviours, as Said (2017) claims that these seven dimensions must be used for effective teaching and learning practices.

6.5 Limitations of the Study

There are some limitations in this study. The first limitation is that there are insufficient studies on investigative behaviours in language teaching in literature. As mentioned in the literature section (see Chapter Three), while there are many studies on routine behaviours, investigative behaviours have not been studied sufficiently. This insufficient literature has made it difficult for researcher to define investigative behaviours.

The second limitation is the small number of EFL teachers participant in the study. The researcher's busy schedule meant that less time was available for observation. For this reason, the number of EFL teachers observed was limited to one teacher from each level in order to observe and compare the routine and investigative behaviours of EFL teachers in their classrooms at all levels.

The third limitation is that the number of male and female students in schools is not equal. For example, the class in the high school consists exclusively of male students. The elementary school consists of 12 female and 7 male students. The number of female students is significantly higher than the number of male students. In secondary school, there are 16 female and 13 male students. The number of male and female students is more balanced than in the secondary school. Since this gender distribution in the classrooms may change the role of EFL teachers in teaching, the unbalanced number of male and female students leads to a shortcoming in the generalization of the study.

The fourth limitation was that the EFL teachers included in the study were exclusively female teachers. The first reason is that participation in the study was voluntary and male EFL teachers did not volunteer for this study. The second reason was that there were no male EFL teachers who met certain conditions for participation in this study, such as not having received AR training beforehand.

6.6 Implications

First, the outcome of this study is to contribute to the literature on investigative behaviours and their examples, which is currently insufficient. New researchers who will conduct studies on teachers' investigative behaviours can benefit from this study.

Second, because of the positive effects of AR training on teacher behaviour, teachers can improve professionally by receiving AR training. With this training, EFL teachers can find solutions to the problems they encounter in their classrooms.

Finally, in this study, AR training was found to improve teachers' investigative behaviours. Based on the results of this study, stakeholders can launch an AR course and the MoNE Teacher Training Unit can organise in-service training for EFL teachers on AR to contribute to their professional development.

6.7 Further Research

Considering the limitations of the study, some recommendations can be made for new studies in this field. First of all, new researchers can conduct a similar study more comprehensively by including more than one EFL teacher from all levels. In this way, a more generalizable result can be obtained. In addition, the new study can observe the routine and investigative behaviours that not only EFL teachers but also teachers of different disciplines use in their classrooms.

Second, new studies should include male EFL teachers in the study as well as favour classes with a balanced number of female and male students.

Third, EFL teachers can be trained more extensively on AR over a longer period of time. In this regard, the MoNE can offer further training for teachers.

Finally, the study can be more specific and if focus is on a single skill. For example, routine and investigative behaviour in speaking. This study would be more useful because the speaking skill of students in our country is usually criticised. Such a study can contribute to their speaking skill. Similar studies can be conducted on other skills such as vocabulary teaching, grammar teaching, etc.

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APPENDICIES

Appendix A: The Main and Sub-Questions of the Research

*Four main research questions are:

1. How do the participant EFL teachers and students perceive the notion of *routine* behaviours that take place in classrooms?
2. How do the participant EFL teachers and students perceive the notion of *investigative* behaviours that take place in classrooms?
3. Can I increase the participant EFL teachers' awareness of investigative skills through the introduction and use of an actual AR study?
4. What is/are the effect(s) of investigative behaviour(s) on EFL teachers' perception of teaching and students' learning?

*The sub-questions of the research are:

5. What are the routine and investigative behaviours of EFL teachers?
6. What are the reasons of routine and investigative behaviours?
7. Does an AR training increase the amount of EFL teachers' investigative behaviours?
8. What is the rate of routine and investigative behaviours?
9. Is there a significant difference between before and after AR training?

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graph TD
    subgraph Cycle1 [CYCLE 1]
        A1[ID Initial Idea] --> B1[Reconnaissance]
        B1 --> C1[General Plan  
Action Steps 1  
Action Steps 2  
Action Steps 3]
        C1 --> D1[Implement Action Steps 1]
        D1 --> E1[Monitor Implementation and Effects]
        E1 --> F1[Reconnaissance]
        F1 --> G1[Revise General Idea]
    end
    subgraph Cycle2 [CYCLE 2]
        G1 --> H1[Amended Plan  
Action Steps 1  
Action Steps 2  
Action Steps 3]
        H1 --> I1[Implement Next Action Steps]
        I1 --> J1[Monitor Implementation and Effects]
        J1 --> K1[Reconnaissance]
        K1 --> L1[Revise General Idea]
    end
    subgraph Cycle3 [CYCLE 3]
        L1 --> M1[Amended Plan  
Action Steps 1  
Action Steps 2  
Action Steps 3]
        M1 --> N1[Implement Next Action Steps]
        N1 --> O1[Monitor Implementation and Effects]
        O1 --> P1[Reconnaissance]
        P1 --> Q1[Revise General Idea]
    end

```

The flowchart illustrates the General Idea Cycle (GIC) across three cycles. Each cycle begins with a 'Reconnaissance' step, leading to a 'General Plan' (or 'Amended Plan' in subsequent cycles) which lists 'Action Steps 1', 'Action Steps 2', and 'Action Steps 3'. The first cycle shows the implementation of 'Action Steps 1'. Subsequent cycles show the implementation of 'Next Action Steps'. Each cycle concludes with 'Monitor Implementation and Effects', followed by 'Reconnaissance', and then 'Revise General Idea'. The cycles are separated by horizontal lines and labeled 'CYCLE 1', 'CYCLE 2', and 'CYCLE 3' on the right side.

The diagram illustrates the Plan-Act-Observe-Reflect cycle across three iterations. Each iteration consists of four stages: PLAN, ACT, OBSERVE, and REFLECT, connected in a clockwise circular flow. An arrow from the REFLECT stage of one cycle points to the PLAN stage of the next cycle. The first cycle is labeled 'CYCLE 1', the second 'CYCLE 2', and the third 'CYCLE 3'.

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Appendix C: The Approval of the Ethical Committee

T.C.
ORDU ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

OTURUM TARİHİ	OTURUM SAYISI	KARAR SAYISI
11/11/2021	11	2021-202

KARAR NO: 2021-202

Dr. Öğr. Üyesi Ercan TOMAKİN'in "ELT Teachers' Routine and Investigative Behaviours (Roles) Implemented in the Classrooms: An Action Research Study (İngilizce Öğretmenlerinin Sınıfta Yaptıkları Rutin Araştırmacı Davranışlar (Roller): Bir Eylem Araştırması)" başlıklı çalışmasının etik yönden incelendi.

Dr. Öğr. Üyesi Ercan TOMAKİN'in "ELT Teachers' Routine and Investigative Behaviours (Roles) Implemented in the Classrooms: An Action Research Study (İngilizce Öğretmenlerinin Sınıfta Yaptıkları Rutin Araştırmacı Davranışlar (Roller): Bir Eylem Araştırması)" başlıklı çalışmasının etik yönden uygun olduğuna, toplantıya katılanların oy birliği ile karar verildi.



Appendix D: The Approval of MoNE



T.C.
ORDU VALİLİĞİ
İl Millî Eğitim Müdürlüğü



Sayı : E-18802389-605.01-96485050
Konu : Araştırma İzni (Rukiye ODABAŞ)

12.02.2024

VALİLİK MAKAMINA

İlgi : a) Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 1563890 sayılı yazısı (Genelge 2020/2)
b) Ordu Üniversitesi Rektörlüğü Sosyal Bilimler Enstitüsü Müdürlüğünün 08.01.2024 tarihli ve 0951988 sayılı yazısı.

Ordu Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğü İngiliz Dili ve Edebiyatı Ana Bilim Dalı, tezli yüksek lisans programı 23228509360 T.C. kimlik numaralı öğrencisi Rukiye ODABAŞ'ın, "İngilizce Öğretmenlerinin Sınıflarda Yaptıkları Rutin ve Araştırmacı Davranışlar (Roller); Bir Eylem Araştırması : (ELT Teachers' Routine and Investigative Behaviours (Roles) Implemented in the Claassrooms: An Action Research (Study)" konulu bilimsel çalışmasına veri sağlamak amacıyla anket çalışması yapma izin talebine ilişkin ilgi (b) yazı ve ekleri, Müdürlüğümüz Araştırma Değerlendirme Komisyonu tarafından ilgi (a) genelge hükümleri doğrultusunda incelenmiş olup, uygulanmasında sakınca görülmemiştir.

Söz konusu anket çalışmasının, eğitim öğretim faaliyetlerini aksatmayacak şekilde olur ekinde yer alan imzalı ve mühürlü formun kullanılarak, öğrencilere ait çalışmaların veli izni doğrultusunda ve elde edilen verilerin herhangi bir haber, resmi özel web sayfaları, yerel ve ulusal basında paylaşılmaması kaydıyla, Ordu Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğü İngiliz Dili ve Edebiyatı Ana Bilim Dalı, tezli yüksek lisans programı 23228509360 T.C. kimlik numaralı öğrencisi Rukiye ODABAŞ tarafından; ilimiz Resmî ilkokul, ortaokul imam-hatip anadolu lisesi ve imam-hatip ortaokulu öğretmenlerine 2023-2024 eğitim ve öğretim yılı içinde okul müdürlüğünün sorumluluğunda gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Ramazan TÖNGEL
Müdür a.
Şube Müdürü

OLUR
Mehmet Fatih VARGELOĞLU
Vali a.
İl Millî Eğitim Müdürü

Ek :

- 1- Komisyon Kontrol Tutanağı (2 Sayfa)
- 2- Mühürlü Anket Formu (3 Sayfa)

Bu belge güvenli elektronik imza ile imzalanmıştır.

Adres : Karşıyaka Mah. Atatürk Bulvarı No:336/B Altınordu/ORDU Dahili
1712
Telefon No : 0 (452) 223 16 29
E-Posta: ab52@meb.gov.tr
Kep Adresi : meb@hs01.kep.tr

Belge Doğrulama Adresi : <http://www.turkiye.gov.tr/meb-abys>
Bilgi için: Ayşe ÖZCANLI (Strateji Geliştirme Şube Müdürü)
Unvan : Şef
İnternet Adresi: ordun.meb.gov.tr Faks: 4522250144

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 9207-c53c-35a7-8e12-ba53 kodu ile teyit edilebilir.

Appendix E: The EFL Teachers' Consent Approval Form

Sayın Katılımcımız

Katılacağınız bu çalışma, “**İngilizce Öğretmenlerinin Sınıflarında Uyguladıkları Rutin ve Araştırmacı Davranışlar(Roller): Bir Eylem Araştırması**” adıyla, Rukiye ODABAŞ tarafından 1 Şubat 2024- 15 Mayıs 2024 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Bu çalışmanın amacı, İngilizce öğretmenlerinin sınıflarda yaptıkları rutin ve araştırmacı davranışları belirlemek ve bir eylem araştırması çalışması ile araştırmacı davranışları artırmaktır.

Araştırmanın Nedeni: O Bilimsel araştırma O* Tez çalışması

Araştırmanın Yapılacağı Yer(ler): Şirinevler İlkokulu, Eskipazar Ortaokulu, Şehit Sefa Kabakkaya Anadolu Imam Hatip Lisesi

Araştırma Uygulaması: O* Görüşme

O* Gözlem

O* Öğretmen ve Araştırmacı Günlüğü

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul/kurum yönetiminin izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Veriler sadece çalışmada kullanılacak ve üçüncü kişilerle paylaşılmayacaktır.

Uygulamalar, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Katılımı onaylamadan önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Rukiye Odabaş

İletişim Bilgileri : 0507 468 73 09

Yukarıda bilgileri bulunan araştırmaya katılmayı kabul ediyorum.

İsim-Soyisim İmza:

Katılımcı Adı-Soyadı :

Telefon Numarası:

Appendix F: The Parents' Consent Approval Form

Ek-1

Şayın Veli:

Çocuğunuzun katılacağı bu çalışma, "İngilizce Öğretmenlerinin Sınıflarında Uyguladıkları Rutin ve Araştırmacı Davranışlar (Roller): Bir Eylem Araştırması" adıyla, 1 Şubat 2024- 15 Mayıs 2024 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Bu çalışmanın amacı, İngilizce Öğretmenlerinin sınıflarda yaptıkları rutin ve araştırmacı davranışları belirlemek ve bir eylem araştırması çalışması ile araştırmacı davranışları artırmaktır.

Araştırma Uygulaması: Görüşme / Gözlem/ Araştırmacı ve Öğretmen Günlüğü şeklindedir.

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı **tamamen sizin isteginize bağlıdır**, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılmamama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı :Rukiye ODABAŞ

İletişim bilgileri :507 468 73 09

*Velisi bulunduğum sınıfı numaralı öğrencisi
.....'in yukarıda açıklanan araştırmaya katılmasına izin veriyorum.
(Lütfen formu imzaladıktan sonra çocuğunuzla okula geri gönderiniz*).*

...../...../.....

İsim-Soyisim İmza:

Veli Adı-Soyadı :

Telefon Numarası :

Appendix G: AR Training Notes in the First Week

1. What is AR?

- AR is one of the qualitative research method.
- Its aim is to solve a problem or to improve a situation.
- Kurt Lewin was the originator of the term “AR”.
- Corey used the term “AR” in education for the first time in America.
- Carr and Kemmis produced the term “Educational AR” in 1986.
- AR can be undertaken both by a researcher and by a teacher on his/her own.
- If a teacher undertake his/her own action research, he/she is called as “teacher researcher”.
- Teachers must get some knowledge about AR to undertake an AR on his/her own. Teachers must be aware of AR.

2. What is the Common Procedure of AR?

- First, we may have a general statement, issue, interest or problem.
- Second, we collect data about the statement, issue or problem, then analyze it and produce the action plans.
- Third, we implement those action plans, reflect on them and re-plan the next cycle.
- Sum, the aim of undertaking an AR is to achieve research objectives and cause changes. If change has occurred, there is a successful action plan.

3. What are the models of AR?

Each model utilizes the following processes:

- Plan a change,
- Take action to enact the change,
- Observe the process and consequences of the change,
- Reflect on the process and consequences. (Act, observe, reflect again and so on..)

Kemmis and McTaggart’s AR Model (2004, p.595)

Plan, act and observe, reflect, revised plan, act and observe, reflect...

Appendix H: AR Training Notes in the Second Week

1. What are the purposes of the AR?

- AR is a process for gathering evidence to implement change in practices.
- AR stimulates evaluation and reflection to address and implement necessary changes in practice.
- AR can be problem-solving based if it results in solving the problem and improving practice.
- AR helps educators make changes in practice.
- AR represents an extension of the reflection and critical self-reflection that an educator uses daily in their classrooms.
- Educators systematically and critically reflect on action through AR.
- AR helps educators explore new initiatives and strategies in a way that is open to learning, evaluation, and reflection.
- AR allows educators to learn through their actions in order to grow personally and professionally.
- In sum, AR aims to transform educators into teacher-researchers.

2. What are the characteristics of the teacher researchers?

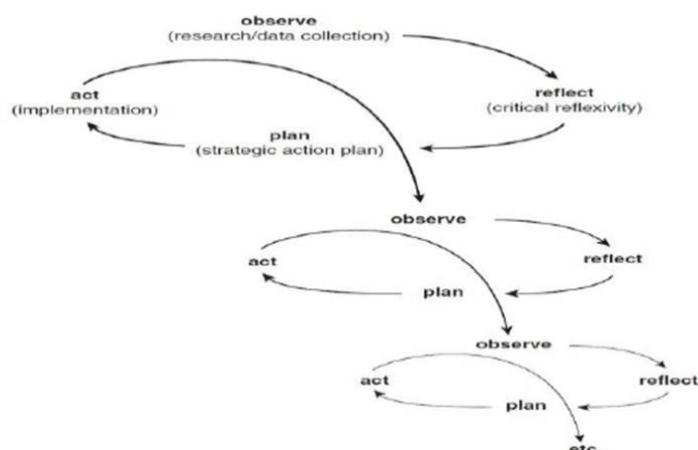
- He/She is a researcher, questioner and observer.
- He/She is a theory producer.
- He/She is also a learner. He/She is the one who asks, "What did I learn today, not what did I teach today?".
- Every event that happens in their classroom is research data for them. That's why he/she keeps notes.
- Trying new teaching approaches is not a risk for them, but an opportunity to learn.
- He/She looks for ways to do research while teaching.
- He/She uses scientific research methods.
- He/She investigates the problems he/she encounters and develops solutions.

Appendix I: AR Training Notes in the Third Week

1. What are the examples of investigative behaviour?

- The teacher tries to make the subject clearer with extra effort, movement, etc.
- The teacher talks to students with low motivation and encourages them to participate in the lesson.
- When students get stuck, the teacher tries to teach through analogy, simulation, etc.
- The teacher sometimes takes notes about his or her own teaching or observation.
- When the teacher sees that the students are stuck on a subject, he or she can use a variety of techniques like role-play, demo, etc.
- The teacher tries to increase students' participation in the lesson instead of teacher-centered teaching.
- The teacher makes an appointment to meet with some of his/her students later.
- The teacher involves students in activities that will reinforce the subject and increase interaction.
- The teacher gives individual attention to target students to ensure their understanding.
- The teacher marks the observation sheet to determine the students who participated in the lesson and those who did not.

2. What is O'Leary's AR Model?

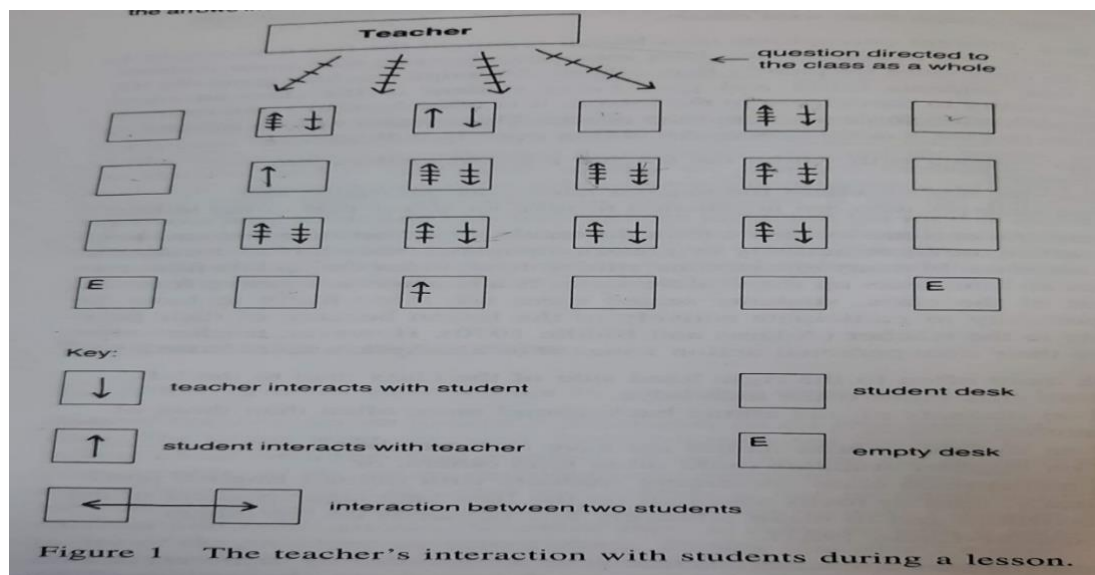


- This model was preferred in the research because it started with the observation phase.
- The study begins with classroom observation and continues with planning and action.
- After the action phase, the next phase of this study, continues with observation. In this model, the stages proceed in this way. This model is the most suitable for this study.

3.What are the examples of classroom observation forms?

Example 3

Example 4



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Box 7.2

Appendix J: AR Knowledge Level Measurement Survey

Sorular Yanıtlar 3 Ayarlar

Eylem Araştırması Bilgi Düzeyi Ölçme Anketi

B **I** **U** **↺** **↻**

Değerli katılımcılarımız,
Eylem araştırması hakkındaki 4 haftalık bilgilendirme aşamasının sonuna gelmiş bulunmaktayız. Bu süreçte sizlere eylem araştırması, araştırmacı öğretmen, araştırmacı davranış gibi konularla ilgili temel bilgiler verilmiş ve sizlerin birer araştırmacı öğretmen olmanız hedeflenmiştir. Bir sonraki aşama olan sınıf gözlemine geçmeden önce aşağıdaki anketi doldurmanız gerekmektedir. Anket 7 tane uzun yanıtli sorudan oluşmaktadır. Bu anketin yanıtları sadece tez çalışmamızda kullanılacak olup, başka hiçbir yerde paylaşılmayacaktır. Bu anketin amacı sizlere verilen bu bilgilerin ne kadar öğrenildiğini tespit etmektir. Ankete katılımınız için şimdiden teşekkür ederiz.

Hazırlayan: Rukiye ODABAŞ

İsim/ Soyisim *

Kısa yanıt metni

Soru 1: Eylem Araştırması nedir? Tanımlar mısınız? *

Uzun yanıt metni

Soru 2: Eylem Araştırmasının amaçları nelerdir? *

Uzun yanıt metni

Soru 3: Eylem Araştırmasının özellikleri nelerdir? *

Uzun yanıt metni

Soru 4: Eylem Araştırmasının modelleri nelerdir? *

Uzun yanıt metni

Soru 5: Eylem Araştırmasında veriler nasıl toplanabilir (veri toplama araçları nelerdir?) *

Uzun yanıt metni

Soru 6: Araştırmacı öğretmen kavramını nasıl tanımlarsınız? *

Uzun yanıt metni

Soru 7: Araştırmacı davranış örnekleri nelerdir? *

Uzun yanıt metni

Appendix K: Semi- Structured Interview Questions Before the AR Training

1. What is your name and surname?
2. Where did you graduate from the university?
3. When did you graduate from the university?
4. How long have you been an English teacher?
5. What comes to your mind when you think of role and behaviour and how would you define them in general terms?
6. According to you, what is routine behaviour? Can you give examples?
7. Are there routine tasks done in classrooms? If so, can you give examples?
8. What are the reasons of these routine tasks done in the classrooms?
9. In your opinion, what is the percentage of routine tasks?
10. Do you have any suggestions to avoid routine tasks?
11. Can we, as external researchers, give suggestions to avoid the routine tasks?
12. According to you, what is investigative behaviour? Can you give examples?
13. Are there investigative tasks done in classrooms? If so, can you give examples?
14. What are the reasons of these investigative tasks done in the classrooms?
15. In your opinion, what is the percentage of investigative tasks?
16. Can we, as external researchers, give suggestions for the work to be done through research?

Appendix L: Semi- Structured Interview Questions After the AR Training

1. What did you learn in the second stage different from the first stage when teaching English?
2. What did you do in the second stage different from the first stage when teaching English?
3. At which stage did you like your applications more? Why?
4. Are there any situations in your classroom that prevent you from being a teacher researcher?
5. In the second phase of the observation, what is the rate of routine behaviour you implement in your classroom?
6. In the second phase of the observation, what is the rate of investigative behaviour you implement in your classroom?



Appendix M: Other ELT Situation Patterns Before AR Training

Filling in class register: Each teacher, whatever his/her branch is, have to records the learning outcomes of English lesson for each lesson within the framework of the MoE curriculum in the class register (MEB, 2018). (*obs, 19.02.2024 p.14; 26.02.2024 p.18; 04.03.2024 p.20; etc*)

Controlling lesson equipments: Before starting the lesson, the participant teacher or a student checks whether the lesson materials such as books, notebooks and dictionaries have been brought for the lesson. (*obs, 19.02.2024 p.6; 19.02.2024 p.14; 26.02.2024 p.18; etc*)

Giving/Checking homework: Teachers usually give homework at the end of the previous lessons and these teachers checked the homework in general and they put either their signature on that homework page or another sign he/she checks it. They also gave homework at the end of lessons. (*obs, 26.02.2024 p.4; 04.03.2024 p.5; 26.02.2024 p.11; etc*)

Revision: Teacher frequently revises the previous subject matter before instructing on a new topic at the beginning of the lesson to make connection between the former topic with the subsequent one. Sometimes, she asks questions like ‘What were we talking about at the previous lesson?’ (*obs, 19.02.2024 p.1; 26.02.2024 p.3; 04.03.2024 p.5; etc*)

Using the smartboard: The participant teacher sometimes uses the smartboard to follow textbooks on the board. It is also used to play various videos or presentations about the subject to be explained (*obs, 19.02.2024 p.1; 04.03.2024 p.5; 19.02.2024 p.8; etc*)

Explanation: The participant teachers explain to the students about the activity to be done, the words they use in an activity, or a new grammar rule, etc. This explanation first was done in English, later in Turkish (*obs, 19.02.2024 p.1; 26.02.2024 p.3; 04.03.2024 p.5; etc*).

Giving feedbacks: When students answer the questions correctly, the EFL teacher provides positive feedback to motivate them by saying, “yes, OK, good answer, right”. When students give a wrong answer or make a wrong pronunciation, he/she tells them that it is wrong and makes the necessary correction. (*obs, 19.02.2024 p.2; 19.02.2024 p.7; 19.02.2024 p.8; etc*)

Correcting the mistakes: The participant teachers try to teach the students by correcting the mistakes in the sentences made by the students or the mistakes related to pronunciation. Yet I noticed that they do not take any note who made a mistake, what was the mistake, etc (*obs, 04.03.2024 p.5; 19.02.2024 p.6; 04.03.2024 p.12; etc*).

Trying to understand: The participant teachers sometimes asks questions to understand some of the students' misbehaviors, such as being late for class, not doing homework, or makes them repeat sentences they do not understand (*obs, 19.02.2024 p.6; 19.02.2024 p.16; etc*)

Asking/Answering question: The participant teachers asks questions about a subject during the lesson and the students answer, if they do not answer, the teacher asks somebody else (*obs, 26.02.2024 p.4; 19.02.2024 p.8; 26.02.2024 p.10; etc*)

Motivating students: EFL teacher gives positive feedbacks or helps students to participate the lesson. (*obs, 19.02.2024 p.9; 26.02.2024 p.11; etc*)



BIBLIOGRAPHY

Adı Soyadı	Rukiye ODABAŞ
Yabancı Dili	İngilizce
Orcid Numarası	0000-0002-3745-9398
Ulusal Tez Merkezi Referans Numarası	10417786
Lise	İstanbul Ticaret Odası Çatalca Çok Programlı Lisesi/ 2008
Lisans	Dumlupınar Üniversitesi/ 2012
Yüksek Lisans	Ordu Üniversitesi/ 2024
Mesleki Deneyim	2013- 2014 / Ulubey Şehit Erkut Tufan İlkokulu- ORDU 2014-2016 / Alpaslan Ortaokulu- AĞRI 2016-2017 / Ulubey Halk Eğitim Merkezi- ORDU 2017-2019 / Şehit Sefa Kabakkaya Anadolu İmam Hatip Lisesi- ORDU 2019- 2023 / Eskipazar İmam Hatip Ortaokulu- ORDU 2023- Halen / Büyükşehir Belediyesi Ordu Anadolu İmam Hatip Lisesi (Fen ve Sosyal Bilimler Proje Okulu) (Görevlendirme)- ORDU
Akademik Çalışmalar	1. The Effect of Web 2.0 Tools on L2 Students' Attitudes towards Vocabulary Learning during Emergency Online Education in COVID-19 Period (4th International Conference on Language, Education and Culture (ICLEC) ,31.12.2021.

