

Teacher Professional Development with Collaborative Action Research: Teachers' Responses to Research

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Abstract : Although many teachers regard academic research as the inclusive domain of academic researchers, teachers should contribute to the body of research guiding their own practice. Drawing on the qualitative analysis of 20 teachers' reflection journals and interviews, this case study sheds light on the personal and professional benefits of teachers' applications of collaborative action research in English language teaching context. The findings reveal that several aspects of teacher identity and classroom practice were changed. The present paper aspires to reveal the way in which collaborative action research process, as a learner-centered approach to staff development, would help teachers to become more independent and professionally autonomous and hence effecting change that is far greater than its initial purpose.

Keywords : change, collaborative action research, personal and professional benefits, professional development

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