

Implementing Action Research in EFL/ESL Classrooms: A Systematic Review of Literature 2010-2019

Authors : Amira D. Ali

Abstract : Action research studies in education often address learners' needs and empower practitioner-researcher to effectively change instructional practices and school communities. A systematic review of action research (AR) studies undertaken in EFL/ESL settings was conducted in this paper to systematically analyze empirical studies on action research published within a ten-year period (between 2010 and 2019). The review also aimed at investigating the focal strategies in teaching the language skills at school level and evaluating the overall quality of AR studies concerning focus, purpose, methodology and contribution. Inclusion criteria were established and 41 studies that fit were finally selected for the systematic review. Garrard's (2007) Matrix Method was used to structure and synthesize the literature. Results showed a significant diversity in teaching strategies and implementation of the AR model. Almost a quarter of the studies focused on improving writing skills at elementary school level. In addition, findings revealed that (44%) of the studies used a mixed approach followed by qualitative method approach (41%), whereas only (15%) employed quantitative methodology. Research gaps for future action research in developing language skills were pointed out, and recommendations were offered.

Keywords : action research, EFL/ESL context, language skills, systematic review

Conference Title : ICELT 2020 : International Conference on English Language Teaching

Conference Location : Dubai, United Arab Emirates

Conference Dates : February 13-14, 2020