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USING ACTION RESEARCH AS A METHOD FOR PROFESSIONAL DEVELOPMENT OF EFL TEACHERS

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Abstract. The article explores the usage of the method Action Research in Teaching English as a Foreign Language (TEFL) which is defined by many researches as an inquiry conducted by educators in their own settings to master their practice and enhance their students' learning. In education, Action Research (AR) is usually used to improve the efficacy of the study process. By applying theoretical models in practical settings and reflecting on outcomes, AR bridges the gap between educational theory and classroom practice. Nowadays, Action Research is particularly relevant in Kazakhstani Educational system, as the quality of education is growing day by day. The aim of the study is to identify and analyze problems that are faced by Kazakhstan's school teachers in Teaching English as a Foreign Language, such as students' anxiety, motivation, and digital integration. It contributes to a broader understanding of the main improvement areas within the local educational context. The research explores how Action Research can address challenges in English as a Foreign Language (EFL) education, particularly within the Kazakhstani educational system. Qualitative method was applied to analyze the research topics and questions chosen by EFL teachers who study master's degree in Almaty, Kazakhstan. The participants represent different professional backgrounds, include both rural and urban teaching contexts, and vary in gender. The findings of the paper cover different research discussions like anxiety, motivation and digital

tools, all focused on practical, learner-centered strategies to improve language learning. It shows how AR helps educators solve real classroom challenges and support both teacher and student growth.

Key words: Action Research, challenges, anxiety, motivation, EFL teachers

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ACTION RESEARCH ӘДІСІН АҒЫЛШЫН ТІЛІ МҰҒАЛІМДЕРІНІҢ КӘСІБИ ДАМУЫНА ҚОЛДАНУ

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Аннотация. Мақалада ағылшын тілін шетел тілі ретінде үйретуде Action Research-тің қолданылуы қарастырылады. Action Research – мұғалімдердің оқыту тәжірибесін жетілдіру және оқушылардың білімін арттыру мақсатында жүргізетін зерттеу деп анықталады. Білім беру саласында Action Research көбінесе оқу процесінің тиімділігін арттыру үшін қолданылады. Теориялық модельдерді тәжірибелік жағдайларда қолдану және нәтижелерді сараптау арқылы Action Research білім беру теориясы мен сыныптағы практиканың арасындағы алшақтықты жояды. Қазіргі уақытта Action Research Қазақстанның білім беру жүйесінде ерекше өзектілікке ие, өйткені білім беру сапасы күннен-күнге артып келеді. Бұл зерттеудің мақсаты – Қазақстандағы мектеп мұғалімдерінің шетел тілі ретінде ағылшын тілін оқыту (TEFL) барысында кездесетін проблемаларды, мысалы, оқушылардың мазасыздығы, мотивациясы және цифрлық интеграциясы сияқты мәселелерді анықтау және талдау болып табылады. Бұл жергілікті білім беру контекстінде жетілдірудің негізгі бағыттарын кеңірек түсінуге ықпал етеді. Зерттеу шет тілін ағылшын тілінде оқыту (EFL) саласындағы өзекті мәселелерді, әсіресе Қазақстан білім беру жүйесі контекстінде, қалай шешуге болатынын қарастырады. Зерттеу

барысында ағылшын тілі мұғалімі қызметіндегі Қазақстандық университетінің магистранттары таңдаған зерттеу тақырыптары мен сұрақтарын талдау үшін сапалық әдіс қолданылды. Зерттеу нәтижелері мазасыздық, мотивация және цифрлық құралдар сияқты әртүрлі зерттеу тақырыптарын қамтиды, олардың барлығы тілді үйренуді жақсартуға бағытталған практикалық, оқушыға бағытталған стратегияларға негізделген, сонымен қатар Action Research мұғалімдерге нақты сыныптағы қиындықтарды шешуге және мұғалімдер мен оқушылардың өсуін қолдауға қалай көмектесетінін көрсетеді.

Түйін сөздер: әрекет зерттеуі, мәселелер, қобалжу, мотивация, ағылшын тілі мұғалімдері

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ИСПОЛЬЗОВАНИЕ ACTION RESEARCH КАК МЕТОД ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ ПРЕПОДАВАТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. Статья исследует использование Action Research в преподавании английского как иностранного языка, которое определяется многими исследователями как исследование, проводимое педагогами в их собственных условиях с целью совершенствования своей практики и улучшения обучения своих учеников. В сфере образования Action Research (AR) обычно используется для повышения эффективности учебного процесса. Применяя теоретические модели в практических условиях и анализируя результаты, AR устраняет разрыв между образовательной теорией и практикой в классе. В настоящее время Action Research особенно актуально в системе образования Казахстана, так как качество образования растет с каждым днем. Целью исследования является выявление и анализ проблем, с которыми сталкиваются казахстанские школьные учителя в преподавании английского языка как иностранного (TEFL), таких как тревожность учеников, мотивация и цифровая интеграция. Это способствует более глубокому пониманию

основных областей, требующих улучшения в местном образовательном контексте. Исследование рассматривает, как Action Research может помочь решить актуальные проблемы в преподавании английского как иностранного языка (EFL), особенно в контексте Казахстанской образовательной системы. В качестве качественного метода был использован анализ исследовательских тем и вопросов, выбранных учителями английского языка которые учатся на магистратуре в одном из университетов в Казахстане. Результаты исследования охватывают разные научные обсуждения, такие как тревожность, мотивация и цифровые инструменты, сосредоточенные на практических, ориентированных на улучшения изучения языка, демонстрируя, как AR помогает педагогам решать реальные проблемы в классе и поддерживать рост как учителей, так и студентов.

Ключевые слова: Action Research, тревожность, проблемы, мотивация, учителя английского языка

Introduction. Action Research (AR) is a reflective problem solving process of led by individuals working within a community or organization. It involves identifying a problem, planning an action to solve it, implementing that action, and after, reflecting on its outcomes. In education, AR empowers teachers to investigate their own practice, as well as experimenting with new methods, and adjusting their approaches based on the observed results.

AR is highly relevant in education as it promotes reflective teaching, assists professional growth, and fosters a student-centered approach to learning. It lets educators to take ownership of their professional self improvement, experiment with innovative solutions, and adapt to the unique needs of their students and classrooms. AR a vital approach for professionals and educators who are aiming to overcome practical challenges and enhance methodologies within their particular environments. It is distinguished by its cyclic nature, blending inquiry, action, and critical reflection to foster positive advancements, whereas traditional research methods primarily focus on knowledge creation. It is an iterative and collaborative process that involves systematic investigation combined with problem-solving techniques.

Literature review. The models by scholars like Lewin, Kemmis, Elliott, and Stringer offer structured approaches to systematically develop educational practices (Kemmis and McTaggart, 1988).

The use of AR in educational realms has a long history, with numerous notable figures contributing to its development. John Dewey, for instance, emphasized experiential learning and practice, which are foundational for AR (Dewey, 1938). His approach of "Action as inquiry" underscores the importance of active learning and critical assessment of results. Similarly, Kurt Lewin developed the "Action Research cycle" which covers the essential phases of planning, acting, observing and reflecting, and continues to influence current Action Research initiatives (Stenhouse, 1975).

A significant figures in this field, Kemmis with Robin McTaggart, authored the influential "Participatory Action Research: Transforming the Practice", which has shaped the perception of AR as a cooperative and transformative endeavor.

Understanding the evolution of AR as a methodology can be beneficial for both newcomers and those who already involved in projects. Kurt Lewin's foundational work in the mid 20th century, particularly his research into social issues, marks a crucial milestone in the development of Action Research. Following Lewin, figures as Stephen Corey in the United States moved the methodology forward, particularly in the field of educational research.

In the Kazakhstani educational system, AR was first introduced in 2012. It was applied to the program of Teacher training on the basis of Nazarbayev Intellectual School (McLaughlin and Ayubayeva, 2015). This approach is highly relevant to the needs of Kazakhstan's educational reforms, which emphasize innovative teaching practices and the improvement of critical thinking skills among students. The system is prioritizing the enhancement of teaching methodologies, and AR provides a structured framework for teachers to test new strategies, evaluate their effectiveness, and contribute to the broader educational discourse. Meyer also notes that the strength of AR lies in its ability to generate practical solutions for real-world problems and to empower practitioners by involving them directly in the research and subsequent actions (Meyer, 2000) This approach allows practitioners to either examine their own practices or work with external researchers to identify problems, develop and implement solutions, and systematically review and reflect on the change process and its outcomes. Whitehead et al. also emphasize the role of AR in enhancing practices in health promotion programs (Whitehead et al, 2003)

Action Research in EFL teaching emphasizes the importance of context, allowing educators to develop and test teaching strategies that are specifically tailored to the linguistic, cultural, and educational contexts of their students. This focus on the local solutions is crucial in language education, where context significantly influences learner engagement as well as comprehension (Burns, 2010).

Graduate students in EFL teaching are motivated to engage in a cyclic process of planning, acting, observing, and reflecting. This process not only aids in the immediate improvement of teaching strategies but also helps in building a reflective practice that is essential for ongoing professional development (Kemmis and McTaggart, 1988).

Action Research projects in EFL provide a great opportunity for students to apply theoretical frameworks from their academic studies to real-world teaching scenarios. It helps bridge the gap between theory and practice, enriching the students' understanding of both. The ultimate aim of Action Research in EFL teaching is to foster significant educational change that improves student learning. By continuously evaluating and adjusting teaching approaches based on empirical data and reflective practice, graduate students can contribute to the transformation of EFL teaching and learning (Edge, 2001).

One of the great benefits of AR in Kazakhstan is its application in language

teaching, where it allows educators to experiment with various approaches, such as communicative competence, task-based learning or the integration of ICT. In these contexts, AR enables teachers to observe the impact of different methodologies on student engagement and language acquisition, adapting their practices the needs of students. The significance of AR in the Kazakhstani context also lies in its contribution to the professional self improvement of teachers. By engaging in AR, they gain a deeper understanding of their teaching environments, skills and become more adept at problem-solving. It fosters a culture of lifelong learning, encouraging teachers to continuously refine their practices. Moreover, the findings from AR projects contribute to the academic literature, offering valuable case studies and examples that can inform policy decisions and curriculum design at a national level.

In the Kazakhstani educational system, Action Research aligns well with the purposes of improving teaching quality and student outcomes as outlined in the country's strategic education plans. The Ministry of Education has advocated for the use of research-based approaches to enhance pedagogical practices, and AR provides a practical, flexible, and effective method for achieving these objectives. Also, it promotes collaboration among educators as they often have to work in teams to implement and evaluate AR projects, creating a supportive network for professional growth (retrieved from: https://adilet.zan.kz/kaz/docs/V090005750_). With the growing emphasis on trilingual education—Kazakh, Russian, and English teachers face unique challenges in having the diverse linguistic needs of their students. AR offers a way for educators to experiment with different instructional techniques that can accommodate different levels of language proficiency. Additionally, AR empowers teachers to take ownership of their professional development and make decisions that directly impact their students' learning experiences.

Graduate students undertaking EFL teaching studies may explore AR topics such as the effectiveness of instructional strategies and methods, the integration of ICT in language learning, cultural influences on language acquisition or strategies for increasing student engagement. These projects not only contribute to the students' professional growth but also advance the field of EFL teaching practices.

Materials and Methods. The method used in this paper is qualitative content analysis. Qualitative content analysis involves systematically examining and interpreting the content of text data to find patterns, themes, and meanings. In this case, the topics provided by the participants were analyzed to identify similarities with differences, common themes, and underlying objectives across the research areas.

The analysis involved carefully reading and reviewing each topic to understand its key components, research focus and objectives. Then, similarities and differences among the topics were identified and organized into categories. This process required interpreting the content of the topics, identifying recurring themes, and drawing conclusions based on the observed patterns. The data is collected among EFL teachers who study Master's degree by program "Foreign Language: Two Foreign Languages" at one of the universities in Almaty, Kazakhstan. The participants work

at different schools as English teachers. The participants are English teachers from a range of schools in urban and rural settings. They work with learners of different age groups and have varied professional experiences and educational backgrounds. The study highlights practical challenges faced by teachers and students in language learning. The research reflects broader trends in educational practices that prioritize reflective, collaborative, and context-specific approaches to solving problems in classrooms.

The relevance of this research is in its exploration of how Action Research (AR) can address pressing challenges in English as a Foreign Language (EFL) education, particularly within the context of the Kazakhstani educational system.

The main purpose of the research is to identify and analyze challenges in EFL teaching in Kazakhstan. By examining the topics chosen by graduate students, the study seeks to uncover common issues in the field of language teaching, such as anxiety, student motivation and digital integration. This contributes to a broader understanding of the key areas in need of improvement within the local educational context.

Results. This section presents an exploration of the selection process and thematic focus of a group of master's degree students engaged in Action Research within English as a Foreign Language (EFL) classes.

The choice of topics was influenced by a confluence of personal interest and pedagogical challenges. In the beginning of the semester the instructions were given for graduate students with some toolkits. One of them is written by Sara Efrat Efron and Ruth David called "Action Research in Education" (Efron and Ravid, 2019). They learned to follow steps and models to do their AR projects. The six cyclic steps for conducting AR were kept. The first is Identify a problem. This step was a little bit challenging. Many educators found themselves at a crossroads, grappling with multiple potential areas without a clear indication of which topics would be most suitable ones. This uncertainty was a significant hurdle; some participants were unsure which issues were most prevalent in their settings or how to approach these issues methodologically. Before selecting the topics, one session was devoted to the discussion of challenges in classroom settings. Each student chose the topics related to their own interests and problems in EFL classes. Before students started their research, they had made several research questions they will work on. The second step is to gather background information. Every graduate student collected background information in the form of test, questionnaire and survey. The third step to design the study. Students chose the type of research method. Most of the students preferred to choose mixed method. And the next step collecting data. It took several weeks to collect data according to their study. For the last two steps analyze and interpret data, implement and share the findings. The feedbacks were taken regularly in order to encourage the students.

Here is the table with the overall focuses and topics of the participants. The table presents a range of studies and projects, each of which explore specific aspects of EFL education. These topics highlight key challenges in the field, as well as potential strategies to enhance learning outcomes (Table 1)

Table 1 - Research Topics and Focus Areas in EFL Education

Topic	Focus
Anxiety Reduction Strategies in Speaking Skills	Focuses on anxiety reducing in language learning, particularly speaking skills. Aims to understand the impact. - Explores strategies to reduce anxiety in EFL students.
Impact of Digital Tools on Teacher-Student Interaction	Examines the influence of digital tools on interaction in EFL classes. - Considers preferences and engagement strategies of the Alpha Generation. - Investigates how technology impacts teacher-student interaction.
Enhancing Vocabulary and English Level through Interactive Learning	Aims to enhance vocabulary and English proficiency through interactive methods. - Explores strategies like peer teaching, group discussions, and online tools. - Focuses on improving language skills among high school students.
Enhancing Reading Comprehension for Struggling Students	Addresses challenges of reading comprehension among struggling high school students. - Investigates targeted strategies for supporting reading development. - Focuses on improving comprehension skills among struggling readers.
Fostering Writing Skills in 6th and 7th Grades	Aims to foster writing skills among middle school students. - Explores strategies to make writing enjoyable and overcome challenges. - Seeks to inspire a love for writing and improve writing proficiency.
Overcoming Fear of Public Speaking	Focuses on understanding causes and consequences of public speaking anxiety. - Investigates strategies to overcome fear and improve communication skills. - Aims to address the impact of fear on academic and professional lives.
Enhancing Student Motivation in the Classroom	Investigates current levels of motivation among ninth-grade students. - Explores factors contributing to low motivation. - Designs classroom strategies to enhance student motivation.
Interactive Approaches to Vocabulary Acquisition	Explores interactive methods to enhance vocabulary acquisition. - Investigates impact of gamification and technology on engagement and success. - Aims to improve vocabulary learning out

Discussion. Participant 1, Di’s topic is “Anxiety reduction strategies to enhance the speaking skills of EFL students”. Her choice stemmed from observing high levels of anxiety among her students, which significantly hindered their ability to speak English fluently and confidently. Her research was grounded in several studies on foreign language anxiety, based on the works by Horwitz and Cope , who defined foreign language anxiety and discussed its negative impact on learners' performance (Horwitz et al., 1986). Di's decision to pursue this topic was not made easily; it was the result of observing persistent challenges in her classroom, coupled with a deep dive into the literature that suggested a lack of definitive strategies targeting this specific aspect of language learning. Her research questions are: What was challenging? How does anxiety impact the speaking competency of learners? Her aim was to find out the relationship between anxiety and speaking competency among EFL students. It delves into understanding the extent to which anxiety affects students' ability to speak fluently, with confidence in English. Can specific strategies help EFL students speak better by reducing anxiety?

This question focuses on exploring the effectiveness of specific strategies



in reducing anxiety among EFL students. It seeks to identify interventions or approaches that can potentially alleviate speaking anxiety and consequently improve students' speaking skills. What kind of factors influence speaking anxiety? The following question aims to uncover the various factors that contribute to speaking anxiety among EFL students. It may explore classroom dynamics, individual differences, teaching methods, cultural influences, or other variables that impact students' anxiety levels when speaking in English. Overall, Diana's research is centered on understanding the dynamics of speaking anxiety in the EFL context and investigating strategies to mitigate its effects, ultimately aiming to enhance students' speaking proficiency.

The second participant, Aru, is studying the impact of digital tools on teacher-student interaction in EFL classes, focusing on the learning preferences and engagement strategies of the Alpha Generation. Aru's decision to investigate the impact of digital tools on teacher-student interaction was influenced by the digital nativity of the Alpha Generation, which forms a significant number of her students. Her choice reflects a broader trend towards digital integration in education, paired with a specific need to enhance motivation and engagement among digitally adept learners. Aru also considered studies on the integration of technology in language learning, such as those by Chapelle and Blake, which emphasized the importance of digital tools in enhancing engagement and collaborative learning (Chapelle 2001), (Blake, 2013). Her research questions are as follows: What are the specific learning preferences of the Alpha Generation in the context of EFL education? This question seeks to identify and understand the unique learning preferences of the Alpha Generation, referring to individuals born in the digital age, in the context of learning English as a foreign language. It aims to explore how this generation interacts with digital tools and resources in their language learning process. How do caring and sharing games facilitated by digital platforms foster communication skills among students in EFL education? This question focuses on investigating the role of web platforms in promoting collaborative communication among EFL students through using games. Her aim was to understand how such interactive activities facilitated by digital tools contribute to enhancing student engagement, participation, and communication skills in the English language classroom.

Aru's research highlights the importance of integrating digital tools effectively to cater to the learning preferences of the Alpha Generation and to foster collaborative communication in EFL education settings.

Participant 3, Zhan, is focused on enhancing the vocabulary and English level of high school students through interactive learning methods. Zhan reviewed literature on gamification in education, including the work of Deterding et al., which demonstrated the positive effects of game-based learning on engagement and recall (Deterding et al., 2011). Her first research question is How can the vocabulary development of high school pupils benefit from collaborative learning practices like peer teaching and group discussions? It explores the effectiveness of collaborative learning practices, such as peer teaching and group discussions, in enhancing high

school students' vocabulary development. It seeks to understand how interaction with peers can facilitate vocabulary acquisition, retention, and comprehension among students. The second question is: How can interactive learning strategies affect high school students' vocabulary and language competency over time?

This question delves into the long-term impact of interactive learning strategies on high school students' vocabulary and language competency. It examines the effectiveness of various interactive learning approaches, such as gamification, multimedia tools, and hands-on activities, in improving students' vocabulary skills and overall language proficiency. The following question What effects can games and online tools have on high school students' recall and interest in word learning? It explores the effects of incorporating games and online tools into vocabulary learning activities for high school students. It also investigates how gamified learning environments and digital resources can enhance students' recall of vocabulary items and sustain their interest and engagement in word learning activities. Zhan's research underscores the perspectives of interactive learning methods, collaborative practices, and digital tools in fostering vocabulary development and language proficiency among high school students.

Participant 4, Aya, is focusing on enhancing reading comprehension in high school English classes, particularly for struggling students, by implementing targeted strategies. Her literature review drew from studies on reading strategies by Kintsch and Perfetti, who highlighted the role of background knowledge and vocabulary in comprehension (Kintsch, 1998), (Perfetti, 1985). Her first research question is What are the main causes of reading comprehension difficulties among high school students in English classes? This question helps to identify and understand the factors contributing to reading comprehension difficulties among high school students in English classes. It may explore various factors such as vocabulary limitations, lack of background knowledge, poor decoding skills, limited reading fluency, or insufficient comprehension strategies. The second question is What are the most effective strategies to improve reading comprehension for different types of texts and genres in English classes? This question focuses on identifying and evaluating effective strategies for improving reading comprehension across various types of texts and genres in English classes. It may involve investigating instructional approaches, comprehension strategies, scaffolding techniques, or technology-enhanced methods that have been proven to be effective in enhancing students' comprehension skills. The next research question How can high school English teachers improve the reading comprehension skills of their struggling students by using targeted strategies? This question addresses the practical application of targeted strategies by high school English teachers to support struggling students in improving their reading comprehension skills. It may involve examining specific intervention programs, differentiated instruction methods, individualized support approaches to meet the diverse needs of struggling readers.

Aya's research is focused on understanding the challenges of reading comprehension in high school English classes and exploring effective strategies for supporting struggling students in improving their comprehension abilities.

Participant 5, Gul, conducted AR on fostering writing skills in 6th and 7th grades. Her research was informed by Flower and Hayes' cognitive process theory of writing, which emphasizes the mental processes involved in writing (Flower and Hayes, 1981). Her research's first question is How can we make writing more enjoyable and engaging for 6th and 7th graders, and how does this enthusiasm impact their writing development? This question explores strategies to enhance the enjoyment and engagement of 6th and 7th graders in writing activities. It helps to understand how increased enthusiasm for writing positively influences students' writing development, including their motivation, creativity, and proficiency in written expression. The second question of Gul is What are the specific challenges that 6th and 7th-grade students encounter when it comes to writing, and how can we provide better support to overcome these obstacles? This question addresses the challenges that 6th and 7th-grade students often face in writing, such as difficulties with organization, grammar, vocabulary and generating ideas. It identifies effective support mechanisms and instructional strategies to help students overcome these obstacles and improve their writing skills. The last question states as In what ways can educators inspire a love for writing in 6th and 7th graders, and how does this passion contribute to improved writing skills? This question investigates how educators can cultivate a love for writing among 6th and 7th graders through various approaches, such as fostering a supportive writing environment, providing opportunities for creative expression, and connecting writing to students' interests and experiences. It explores the relationship between passion for writing and students' overall writing skills development. Gul's research focuses on promoting writing proficiency among 6th and 7th graders by addressing their engagement, challenges, and passion for writing, ultimately aiming to enhance their writing skills and confidence.

Participant 6, Ula, is investigating the fear of public speaking. Her first research question is What are the common causes of fear of public speaking? She wants to identify and understand the underlying factors that contribute to the fear of public speaking. It may explore various reasons such as social anxiety, lack of confidence, fear of judgment or criticism, past negative experiences, or self-perceived inadequacy in communication skills. The second question is How does fear of public speaking affect individuals' academic and professional lives? This question delves into the consequences of fear of public speaking on individuals' academic and professional endeavors. It may examine how the fear impedes academic performance, limits career opportunities, hinders professional advancement, or affects interpersonal relationships in educational and workplace settings. The third question What strategies or techniques can be effective in overcoming fear of public speaking? focuses on identifying effective strategies and techniques for overcoming the fear of public speaking. It may explore a range of approaches including cognitive-behavioral techniques, exposure therapy, relaxation exercises, visualization techniques, public speaking training programs, or self-help strategies aimed at building confidence and reducing anxiety.

Her study was influenced by McCroskey's work on communication apprehension, which provided a framework for understanding public speaking anxiety (McCroskey, 1977). Ula's research aims to find out causes and consequences of fear of public speaking, as well as to propose practical strategies for individuals to overcome this common fear and improve their communication skills in academic and professional contexts.

The next participant, May is focusing on enhancing student motivation in the ninth-grade classroom. Her first question What are the current levels of motivation among ninth-grade students in the classroom setting? This question seeks to assess the existing levels of motivation among ninth-grade students in the classroom environment. It may involve measuring factors, such as intrinsic motivation and extrinsic motivation, engagement, interest in learning, and lastly persistence in academic tasks. The next question is What factors contribute to low motivation among ninth-grade students? This question underlies factors that contribute to low motivation among ninth-grade students. It may explore various aspects such as lack of relevance of the curriculum, ineffective teaching methods, limited autonomy or choice in learning, negative peer influences, or personal factors like self-efficacy and mindset. The third question How can classroom strategies and interventions be designed and implemented to enhance student motivation? This question focuses on exploring effective classroom strategies and interventions that can be implemented to enhance student motivation in the ninth-grade classroom. It may involve examining approaches such as incorporating student interests into lesson planning, providing meaningful feedback, fostering a supportive classroom environment, promoting autonomy and mastery goals, and utilizing motivational techniques and rewards. Her review of Deci and Ryan's self-determination theory provided a foundation for understanding the role of intrinsic and extrinsic motivation in student engagement (Deci and Ryan, 1985). May's research helps to understand the dynamics of student motivation in the ninth-grade classroom and to propose practical strategies and interventions to enhance motivation levels, ultimately fostering a positive learning environment and improving academic outcomes for students.

Participant 8, Asya, is exploring interactive approaches to enhance vocabulary acquisition in beginner English language learners. Her first research question is How does the integration of gamification strategies impact the engagement levels of beginner English language learners in vocabulary acquisition? This question investigates the effects of integrating gamification strategies, such as game-based learning activities or rewards systems, on the engagement levels of beginner English language learners during vocabulary acquisition. It seeks to understand how gamified approaches can enhance motivation, participation, and retention of vocabulary among learners. The next question To what extent does the integration of technology impact learners' engagement and success in acquiring new vocabulary? It explores the influence of integrating technology, such as digital applications, multimedia resources, or online platforms, on the engagement and success of beginner English language learners in acquiring new vocabulary. It examines how technological tools can facilitate interactive and personalized learning experiences,

promote active participation, and enhance vocabulary acquisition outcomes. Her research was based on Nation's work on vocabulary acquisition (Nation, 2001).

Asya's research focuses on leveraging interactive approaches, including gamification and technology integration, to optimize experiences of vocabulary acquisition for beginner English language learners. By addressing these research questions, she aims to contribute to the development of effective instructional strategies for enhancing language learning outcomes.

The participants' selected topics reflect the diverse range of interests and concerns within the field of English language education. While each topic has its own unique focus and objectives, there are common themes and underlying goals that tie them together.

The similarities among the topics include a learner-centric approach, a focus on practical applications, and an emphasis on enhancing language learning outcomes. Many topics center around understanding and addressing the needs, challenges, and preferences of learners, whether they are struggling students, high school students or beginner English language learners. Additionally, the topics provide recommendations for educators and practitioners to implement in real educational settings, emphasizing the application of research findings to enhance teaching and learning practices.

Despite these commonalities, the topics also exhibit differences in their specific research focuses and methodologies. Some topics delve into specific language skills such as speaking, writing, reading comprehension, and vocabulary acquisition, while others explore broader themes such as motivation, anxiety, and technology integration. Moreover, the target audience varies among the topics, ranging from students to educators, and the research methodologies employed may differ accordingly.

Overall, the topics contribute to a rich and diverse landscape of research in English language education, addressing various aspects of language teaching and learning. By exploring these topics and conducting research in these areas, educators and researchers can gain valuable insights into effective instructional strategies, learner engagement techniques, and approaches to improving language learning outcomes for diverse student populations.

Conclusion. The selected topics, ranging from anxiety reduction in speaking to enhancing motivation and integrating digital tools, shows the diverse needs and concerns faced by both educators and learners. These topics highlight the importance of a learner-centric approach, focusing on practical solutions to improve language learning outcomes.

A key takeaway from this research is the shared emphasis on addressing the unique challenges learners face in various EFL contexts. Whether the focus is on developing specific skills such as speaking, reading, or writing, or tackling broader issues like motivation and technology integration, each project offers practical recommendations for enhancing educational practices. The commonality across topics lies in their intent to not only identify problems but also propose

actionable strategies that educators can implement to foster better language learning environments.

Despite their differences in focus, audience, and methodologies, the AR projects demonstrate the flexibility of this research approach in tackling real-world classroom challenges. By empowering educators to reflect on their practices and develop tailored solutions, AR plays a crucial role in both teacher professional development and student learning improvement.

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