

## Appendix A

### Exploring Teachers' Pedagogical and Content Knowledge Questionnaire

#### Instructions

##### Dear Participant,

Thank you for being so willing to participate in this study. This questionnaire has been meticulously designed to assess your familiarity and proficiency with key concepts in pedagogical and content knowledge (PCK), drawing upon the validated Technological Pedagogical Content Knowledge (TPACK) framework developed by Koehler et al. (2008). While primarily focused on enhancing teachers' content and pedagogical knowledge, this researcher-made instrument excludes the technological dimension, and experts in the field will evaluate its reliability and validity to ensure its authenticity.

For each item, you are kindly requested to rate your familiarity or level of knowledge using the provided scale. Please select the "Not Familiar" option if a term is unfamiliar. To gain deeper insights, some sections include open-ended questions that invite your thoughtful reflections.

Please rest assured that your responses will remain strictly confidential and will be used solely for academic purposes. Your contribution is greatly appreciated and will play a crucial role in the success of this research.

#### Participant Information

*Please complete the following demographic details. Your responses will remain confidential.*

**First Name:** \_\_\_\_\_

**Last Name:** \_\_\_\_\_

**Years of Teaching Experience:** \_\_\_\_\_

**Age:** \_\_\_\_\_

**Major:** \_\_\_\_\_

**Affiliation/Institution:** \_\_\_\_\_

**Highest Degree Earned:** \_\_\_\_\_

#### Section 1: Theories and Approaches

##### Theories and Approaches

*Rate your familiarity with the following theories and approaches.*

Theory/Approach	Not Familiar	Minimal Knowledge	Moderate Knowledge	Familiar	Highly Proficient
<b>Structuralism</b> (Focuses on the structure of language as a system of interrelated elements)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Behaviorism</b> (Explains learning through observable behaviors and reinforcement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Cognitive Psychology</b> (Studies mental processes like memory and reasoning in learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Constructivism</b> (Learners actively construct knowledge through experience and interaction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Theories of First Language Acquisition</b>					
<b>Monitor Model</b> (Emphasizes the role of conscious monitoring in language output)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Cognitive Model</b> (Explains second language acquisition through mental processing mechanisms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Theory/Approach	Not Familiar	Minimal Knowledge	Moderate Knowledge	Familiar	Highly Proficient
<b>McLaughlin's Attention-Processing Model</b> (Distinguishes between controlled and automatic processes in language learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Implicit and Explicit Models</b> (Differentiates between unconscious and conscious learning processes in language acquisition)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A Social Constructivist Model</b> (Views language learning as a collaborative process influenced by social interaction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavioristic Approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nativist Approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section 2: Pedagogical Knowledge

*How confident are you in applying the following pedagogical skills in your teaching practice?*

Skill	Not Confident	Slightly Confident	Moderately Confident	Confident	Highly Confident
<b>Lesson Planning</b> (Designing structured plans for teaching sessions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Classroom Management</b> (Maintaining a conducive learning environment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student Engagement</b> (Using strategies to involve students in learning actively)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Assessment Techniques</b> (Providing constructive responses to student performance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback Mechanism</b> (Providing constructive responses to student performance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section 3: Personality Factors in Teaching

*To what extent do you agree with the following statements about personality factors in teaching?*

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I encourage risk-taking among my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I frequently reflect on my teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building empathy helps me connect with my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Section 4: Styles and Strategies and Affective Factors

To what extent do you agree with the following statements about cognitive styles, learning strategies, and affective factors?

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I adapt my teaching to support students who are <b>field-independent</b> (those who focus on details).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I modify my teaching approach to help <b>field-dependent</b> learners (those who rely on external context).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I incorporate activities that cater to both <b>left-brain</b> (logical) and <b>right-brain</b> (creative) learning preferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage students to develop both <b>reflective</b> (thoughtful) and <b>impulsive</b> (quick) decision-making styles in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I emphasize the use of <b>learning strategies</b> to improve students' autonomy and efficiency in language learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I teach <b>direct strategies</b> (e.g., memory techniques, note-taking) to enhance language acquisition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I promote <b>indirect strategies</b> (e.g., self-monitoring, setting learning goals) to foster independent learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Section 5: Personality Factors

To what extent do you agree with the following statements about personality traits and their influence on language learning?

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I address <b>affective factors</b> (e.g., emotions, attitudes) to create a positive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I help students build <b>self-esteem</b> (confidence in their abilities) to improve their language learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage <b>risk-taking</b> by creating an environment where mistakes are seen as learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I implement strategies to reduce <b>anxiety</b> (fear or nervousness) in language learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I foster <b>empathy</b> among students to enhance collaborative and respectful interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I design activities that cater to both <b>extroverted</b> (outgoing) and <b>introverted</b> (reserved) learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I motivate students by acknowledging their efforts and showing enthusiasm for their progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section 6: Sociocultural Factors in Language Teaching

How familiar are you with the following sociocultural factors and their impact on language teaching?

Factor	Not Familiar	Minimal Knowledge	Moderate Knowledge	Familiar	Highly Proficient
<b>Social Distance</b> (The gap between different cultural groups in interaction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Cultural Sensitivity in Class</b> (Recognizing and Respecting Cultural Differences)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language Policy and Politics</b> (Policies influencing language education and use)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Section 7: Open-Ended Questions

Please answer the following questions briefly.

1. How do you incorporate cultural awareness into your teaching practice?

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  2. What strategies do you use to engage students with diverse learning styles?

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  3. Describe a successful classroom management technique you have used.

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## Section 8: Feedback for Improvement

Your feedback is essential for refining this questionnaire.

1. Were there any terms or questions that were unclear? If so, please specify:

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  2. Do you have suggestions for additional topics or areas to include?

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Thank you for completing this questionnaire. Your responses will contribute significantly to research aimed at enhancing teachers' professional development and pedagogical practices.

## Glossary of Terms

### 1. Structuralism

☛ **Definition:** A theoretical approach focusing on the structure of language as a system of interrelated elements, emphasizing rules and patterns in language use.

☛ **Reference:** Saussure, F. de. (1916). *Course in General Linguistics*.

### 2. Behaviorism

☛ **Definition:** A learning theory that emphasizes observable behaviors and the role of reinforcement and punishment in shaping behavior.

☛ **Reference:** Skinner, B. F. (1957). *Verbal Behavior*.

### 3. Cognitive Psychology

☛ **Definition:** The study of mental processes such as perception, memory, reasoning, and problem-solving, often applied to language learning.

☛ **Reference:** Anderson, J. R. (1980). *Cognitive Psychology and Its Implications*.

### 4. Constructivism

- ☛ **Definition:** A learning theory that posits learners actively construct knowledge through experiences and interactions with their environment.
- ☛ **Reference:** Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*.

### 5. Nativist Approach

- ☛ **Definition:** A theory suggesting that language ability is innate and governed by a universal grammar, particularly during a critical period.
- ☛ **Reference:** Chomsky, N. (1965). *Aspects of the Theory of Syntax*.

### 6. Functional Approach

- ☛ **Definition:** Focuses on the communicative purposes of language, emphasizing meaning over form.
- ☛ **Reference:** Halliday, M. A. K. (1973). *Explorations in the Functions of Language*.

### 7. Field Independence and Dependence

- ☛ **Definition:** Cognitive styles that describe an individual's ability to separate details (field-independent) or rely on external cues (field-dependent) for problem-solving.
- ☛ **Reference:** Witkin, H. A. et al. (1977). *Field Dependence and Interpersonal Behavior*.

### 8. Learning Strategies

- ☛ **Definition:** Specific actions or techniques learners use to enhance their language acquisition.
- ☛ **Reference:** Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*.

### 9. Affective Factors

- ☛ **Definition:** Emotional variables like anxiety, self-esteem, and motivation that influence learning.
- ☛ **Reference:** Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second-Language Learning*.

### 10. Sociocultural Factors

- ☛ **Definition:** Influences of society and culture on language learning, including attitudes and social distance.
- ☛ **Reference:** Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural Theory and the Genesis of Second Language Development*.

### 11. Monitor Model

- ☛ **Definition:** A theory by Stephen Krashen emphasizing the role of conscious knowledge (monitor) in language performance.
- ☛ **Reference:** Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*.
- ☛ **Monitor Model:** Highlights the importance of conscious grammatical correction in language performance. (*Reference:* Krashen, S. D., 1985).
- ☛ **Cognitive Model:** Focuses on how learners mentally process and organize new language information. (*Reference:* Anderson, J. R., 1983).
- ☛ **McLaughlin's Attention-Processing Model:** Emphasizes the distinction between deliberate and automatic cognitive processes in learning. (*Reference:* McLaughlin, B., 1987).
- ☛ **Implicit and Explicit Models:** Addresses the dichotomy between unconscious and deliberate learning processes. (*Reference:* Ellis, R., 2009).
- ☛ **A Social Constructivist Model:** Stresses the role of collaborative interaction in language acquisition. (*Reference:* Vygotsky, L. S., 1978).

### 12. Classroom Management

- ☛ **Definition:** Techniques used by teachers to create and maintain an effective learning environment.

- ☛ **Reference:** Marzano, R. J., & Marzano, J. S. (2003). *Classroom Management That Works: Research-Based Strategies for Every Teacher*.

### 13. Assessment Techniques

- ☛ **Definition:** Methods used to evaluate student learning, such as formative and summative assessments.
- ☛ **Reference:** Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*.

### 14. Feedback Mechanism

- ☛ **Definition:** Strategies for providing constructive responses to students' performance to facilitate learning.
- ☛ **Reference:** Hattie, J., & Timperley, H. (2007). *The Power of Feedback. Review of Educational Research*, 77(1), 81–112.

### 15. Cultural Awareness in Teaching

- ☛ **Definition:** Understanding and integrating students' cultural backgrounds into teaching practices to promote inclusivity.
- ☛ **Reference:** Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*.

- ☛ **Field Independence:** Refers to learners who prefer to work with details and solve problems independently.
- ☛ **Field Dependence:** Refers to learners who rely on external frameworks and benefit from collaborative or guided learning.
- ☛ **Left and Right-Brain Functioning:** The theory that left-brain learners are logical and analytical, while right-brain learners are creative and intuitive.
- ☛ **Reflectivity and Impulsivity:** Describes the tendency to think carefully before responding (reflectivity) versus acting quickly (impulsivity).
- ☛ **Learning Strategies:** Techniques that learners use to improve their language acquisition.
- ☛ **Direct Strategies:** Include explicit actions like memory techniques or summarizing.
- ☛ **Indirect Strategies:** Involve supportive activities like self-regulation and organizing learning.
- ☛ **Affective Factors:** Emotions, attitudes, and feelings that influence language learning, such as motivation, anxiety, and empathy.
- ☛ **Self-Esteem:** The belief in one's own ability to succeed, which is critical for language learning success.
- ☛ **Inhibition:** A learner's reluctance or fear of taking risks, often caused by fear of criticism or making mistakes.
- ☛ **Risk-taking:** Willingness to experiment and make mistakes, essential for language practice.
- ☛ **Anxiety:** Nervousness or fear that can hinder language performance; reducing it creates a supportive environment.
- ☛ **Empathy:** The ability to understand and share another's feelings, promoting respect and collaboration.
- ☛ **Extroversion:** A trait where learners thrive in group interactions and social activities.
- ☛ **Introversion:** A trait where learners prefer solitary or small-group settings for processing information.
- ☛ **Motivation:** The internal drive to achieve a goal, essential for persistence in language learning.

## Appendix B

### EFL Teachers' Attitudes Toward Socially Constructed Action Research Questionnaire

#### Instructions

This questionnaire has been crafted to gauge your attitudes and perceptions regarding socially constructed action research within the context of teaching English as a Foreign Language (EFL). It is adapted from the validated framework of Rainey (2000) while drawing upon an exhaustive review of the literature, including the works of Borg (2010), Gould (2008), Rahimi and Weisi (2018), and Zeichner (2003), it seeks to explore your understanding of insights into this critical area. Rest assured, all responses will remain strictly confidential and will play an integral role in advancing the academic exploration of this subject. We kindly ask you to reflect thoughtfully and select the option that best aligns with your perspective.

#### Section 1: Demographic and Professional Background

1. **Gender:**
  - Male
  - Female
  - Prefer not to say
2. **Age Range:**
  - Under 25
  - 25–35
  - 36–45
3. **Teaching Experience:**  
\_\_\_ years
4. **Highest Academic Qualification:**
  - Bachelor's
  - Master's
  - Ph.D.
  - Other: \_\_\_\_\_
5. **I have participated in action research before:**
  - Yes
  - No
6. **I consider my familiarity with action research to be:**
  - Minimal
  - Moderate
  - Extensive

#### Section 2: My Attitudes Toward the Nature of Socially Constructed Action Research

Items	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree
I believe action research is an effective tool for fostering collaborative problem-solving among teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that engaging in socially constructed action research enhances my understanding of my professional context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Items	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree
I think the collaborative aspect of action research promotes shared learning and mutual support among colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find that socially constructed action research transforms traditional teaching practices into reflective and innovative processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel empowered to critically evaluate and improve my teaching methodologies through action research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section 3: The Impact of Action Research on My Pedagogical Practices

Items	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree
I believe socially constructed action research helps me bridge the gap between theory and practice in EFL teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel encouraged to integrate culturally and socially relevant content into my lesson planning through action research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My engagement in collaborative action research has improved my classroom management strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Action research has helped me gain a deeper understanding of my students' individual and collective learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section 4: My Professional Growth Through Action Research

Items	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree
I believe collaborative action research has positively influenced my professional identity as an EFL teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflecting on my teaching practices through action research has led me to make more informed decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in action research has increased my confidence in addressing classroom challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Action research has motivated me to pursue ongoing professional development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section 5: My Perception of Institutional Support and Challenges

Items	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree
I feel my institution/school encourages and supports teachers' engagement in action research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe there are sufficient resources and time allocated for me to participate in action research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think institutional/school recognition of action research outcomes would enhance my willingness to engage in it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe the collaborative nature of action research helps me overcome challenges associated with individual research efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section 6: Open-Ended Reflections

1. **What do I perceive as the most significant benefits of engaging in socially constructed action research?**

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2. **What challenges have I encountered (or might anticipate) while participating in action research?**

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3. **How do I perceive the role of collaboration in shaping the outcomes of action research?**

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4. **What suggestions do I have for promoting socially constructed action research in EFL settings?**

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**Appendix C**  
**Semi-structured interview questions**

1. **Pre-Intervention Perspective**  
*Before participating in this action research, how did you perceive your pedagogical and content knowledge in teaching English as a foreign language?*
2. **Post-Intervention Reflection**  
*In what ways has your participation in the action research project influenced your understanding and application of pedagogical and content knowledge?*
3. **Collaborative Learning Experiences**  
*How has collaboration with peers during the action research process contributed to your professional development?*
4. **Teaching Practice Changes**  
*Can you provide specific examples of how action research has altered your teaching methodologies?*
5. **Student Engagement and Outcomes**  
*Have you noticed any changes in student engagement or learning outcomes as a result of implementing insights from action research?*
6. **Knowledge Construction**  
*Can you discuss how engaging in action research has facilitated a deeper construction of knowledge through social interaction?*
7. **Obstacles Encountered**  
*What challenges did you face while integrating action research into your teaching practice?*
8. **Support Systems**  
*What resources or support mechanisms were most beneficial in overcoming these challenges?*
9. **Sustained Practices**  
*Which aspects of the action research process do you plan to continue applying in your future teaching endeavors?*
10. **Recommendations for Peers**  
*What advice would you offer to fellow EFL teachers considering engaging in action research?*