

CHAPTER-ONE

INTRODUCTION

The present study is an effort to explore the M. Ed. English students' attitudes towards the 'action research'. It is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced achievement in schools/colleges, or looking for ways to improve instruction and increase student's achievement. This chapter incorporates general background, concepts, definitions, process, features, principles, importance, and so on of the action research and a short glance of attitudes. Likewise, review of related literature, objectives, and significance of the study are also included in this chapter.

1.1 General Background

The concept of 'action research' is historically credited to the movement in Education Sciences and variety of other social reform initiatives in as early as late 19th century. It also grew out of the other ventures of progressive educators, such as John Dewey, in the early part of the 20th century to dispute the orthodoxy of the scientific research methods in the current field of education (Burns, 1999, p.26). Burn's main effort to attempt suggesting a new viewpoint was 'to elucidate the approaches to research and to include in research processes for those who are directly involved in the practices of education'. Dewey's notion in research were innovative to confront common educational problems by inviting researchers, practitioners and others working in the educational community to address their effort toward educational enquiry collectively. Dewey's propositions for educational research are stated in the following statements:

The answer is that (1) educational practices provide the data, the subject matter, which form the problems of enquiry ... These educational

practices are also (2) the final test of value and test the worth of scientific result. They may be scientific in some other field, but not in education until they serve educational purposes can be found out only in practice. (Dewey, 1938, p.138)

Dewey's ideas on progressive education were extremely influential in educational research. In the 1940's, an important contribution to Dewey's ideas on action research came from Kurt Lewin, who was not an educator, but a social psychologist. Lewin proposed a model of inquiry that comprised action cycles including analysis, fact -finding, conceptualization, planning, implementation and evaluation. He suggested that the urge to carry out an inquiry and reside in the problems of a specific social group, and investigation should be done by the participants of this group only. Lewin's own research revealed that in order to achieve this type of inquiry, there is the need for support and training of participants in the development of new skills, "We should consider action, research and training as a triangle that should be kept together for the sake of any of its corners" (Lewin, 1946, p.42).

In the other way, it is regarded as the idea of using research in a practice to change the way that the researcher interacts with that setting can be traced back to Kurt Lewin, a social psychologist and educator whose work on action research was developed throughout the 1940s in the United States. "Lewin is credited with coining the term 'action research' to describe work that did not separate the investigation from the action needed to solve the problem" (McFarland & Stansell, 1993, p.14). Topics chosen for his study was related directly to the context of the issue. His process was cyclical, involving a "non-linear pattern of planning, acting, observing, and reflecting on the changes in the social situations" (Noffke & Stevenson, 1995, p.2). Stephen Corey at Teachers College at Columbia University was among the first to use action research in the field of education. He believed that the scientific method in education would bring about change because educators would be involved in both the research and the application of information. Corey summed up much

of the thought behind this fledgling branch of inquiry. We are convinced that the disposition to study...the consequences of our own teaching is more likely to change and improve our practices than is reading about what someone else has discovered of his teaching. (Corey, 1953, p.70)

Lewin's ideas, which were originally on studying 'minority problems', were extended to industrial training by a former student of Lewin's, Ronald Lippitt. In the early 1950's, Lewin's and Lippitt's ideas were adopted and applied to the educational arena by Stephen Core, Dean of Teachers' College in Columbia University. He encouraged teachers, principals, and supervisors to use action research to improve their own practices. Besides this, Corey's writings were on justifying action research as a methodology and he mainly focused on the technical procedures of it. Other accounts of action research by advocates such as Taba and Noel (1957) followed rationalized six-step procedures, which are: identifying problems, analysis of problems, formulating ideas or hypothesis, gathering and interpreting data, implementation-action, and evaluating the results of action.

The popularity of action research led to the scrutiny of its scientific establishment and it was criticized as a less rigorous, small-scale version of experimental research, rather than as an alternative for practitioners. Because of this criticism, its popularity declined in the late 1950's and early 1960's. However, as it is found that an understanding of the need for action research in other countries emerged from its decline in the United States. Therefore, in 1970's, through the work of Lawrence Stenhouse and his successors, John Elliott and Clem Adelman, interest in action research manifested itself distinctively in the British educational context. (Lewin, 1996, p.50)

Today, the prevailing idea is that action research should be employed for various purposes: for school –based curriculum development, as a professional development strategy, in pre-service and graduate courses in education, and in planning system and policy development, many scholars advocate an action

research approach for school restructuring. Therefore, the expansion of action research as a domain is increasing day by day with the applications in different areas and their easily witnessed and experienced contributions to teaching in particular.

1.1.1 Two Major Concepts in Action Research

In fact, the understanding of the term ‘action research’ is not the same in the views of all scholars. At the very least, it carries a general implication that teachers should be involved in a research activity. An important distinction between ‘action research’ and ‘other research’ made by the teachers is that action research is not ‘theory driven research’ because the problems and questions emerge from teacher’s own immediate concerns. On the other hand, the ‘other research’ carried by teacher centers around the question or problem approved by established community of scholars in the relevant field i.e. theory driven research. These two concepts are the issues of discussion when we define the term action research; to clarify these two positions, let us see the pair of definitions presented below:

“Trying out ideas in practice as a means of improvement and as a means of including knowledge about the curriculum, teaching, and learning” (Kemmis and Mc Taggart, 1982, p.9).

“Small scale intervention in the functioning of the real world and close examination of the effect of such intervention” (Cohen and Manion, 1985, p.174).

These definitions subsume at least two distinguishable trends. The first one finds action research equivalent or research done by a ‘teacher-researcher’. The second refers to action research to be used for aspects of critical educational practice, i.e. education and educational research which is committed to emancipating individual from the domination of unexamined assumption embodied in the stated quotation. The first one is value free, whereas the

second is value laden. But whether our field understands or appreciates them is equally questionable.

1.1.2 Defining Action Research

Action research is one of those terms that we hear quite often in today's educational circles. But just what does it mean? If you ask three people to define action research, you may find yourself with three different responses. Typically, action research is undertaken in a school setting. It is a reflective process that allows for inquiry and discussion as components of the "research". Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement rather than dealing with the theoretical. Action research allows practitioners to address those concerns that are closest to them, ones over which they can exhibit some influence and make change. Practitioners are responsible for making more and more decisions in the operations of schools, and they are being held publicly accountable for student achievement results. The process of action research assists educators in assessing needs, documenting the steps of inquiry, analyzing data, and making informed decisions that can lead to desired outcomes. According to Best and Kahn (1993), action research is the involvement of both research specialist and classroom teacher in the study and application of research to educational problems in a particular classroom setting.

Action research is a transformative means of responding to the changing profiles of the classes and developing new teaching strategies and approaches to meet the students' heterogeneous needs. Burns (1999, p.13) defines action research as "The approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group member". They further identify the three characteristics of action research; that it is carried out by practitioners (for our purpose, classroom teachers) rather than outside

researcher; secondly, that it is collaborative; and thirdly, that it is aimed at changing things (Nunan, 1992, p.17). Similarly, Cohen and Manion (1985) offer a similar set of characteristics. They argue that the action research is first and foremost situation, being concerned with the identification and solution of the problems in a specific context.

What is Action Research?

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions:

-) Teachers and principals work best on problems they have identified for themselves
-) Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently
-) Teachers and principals help each other by working collaboratively
-) Working with colleagues helps teachers and principals in their professional development

Although there are many types of research that may be undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher's environment-that is, with the students and at the school in which the teacher works-on questions that deal with educational matters at hand.

While people who call for greater professionalization say that teachers should be constantly researching and educating themselves about their area of expertise, this is different from the study of more educational questions that arise from the practice of teaching. Implicit in the term action research is the idea that teachers will begin a cycle of posing questions, gathering data, reflection, and deciding on a course of action. When these decisions begin to

change the school environment, a different set of circumstances appears with different problems posed, which require a new look. Indeed, many action research projects are started with a particular problem to solve, whose solution leads into other areas of study. While a teacher may work alone on these studies, it is also common for a number of teachers to collaborate on a problem, as well as enlist support and guidance from administrators, university scholars, and others. At times, whole schools may decide to tackle a school-wide study to address a common issue, or join with others to look at district-wide issues.

What is Not Action Research?

Action research is not what usually comes to mind when we hear the word “research.” Action research is *not* a library project where we learn more about a topic that interests us. It is *not* problem-solving in the sense of trying to find out what is wrong, but rather a quest for knowledge about how to improve. Action research is *not* about doing research on or about people, or finding all available information on a topic looking for the correct answers. It involves people working to improve their skills, techniques, and strategies. Action research is *not* about learning why we do certain things, but rather how we can do things better. It is about how we can change our instruction to impact students.

Thus, action research is a process in which the practitioners critically examine their own activities, reflect on the identified problems, plan to resolve them, take action, evaluate the action, and derive the conclusion on the whole process.

For performing these activities, the class- room researchers do the following:

- i. Find the solution and change the specific environment in which he is in practice,
- ii. Record the change to be made in existing situation for solving any on going problems.

Moreover, in case of language teaching the teacher can conduct an action research to experience development in performance by the use of different

technique, methodology, teaching aid, and so on by introducing them in the existing situation. In this case, the teacher-researcher conducts the classroom teaching for a month or an academic year intervening new techniques, approaches, teaching aids, and so on. He/she collects the data each day, does reflection and finally, deduces the conclusion about how the introduced techniques or method is helped to change the behavior.

In this way, the basic features of action research can be presented as follows:

- i. Action research is led by inductive approach
- ii. It is a research in action.
- iii. It focuses on small group professional practices on producing general statements, in which reflection cycle is facilitated.
- iv. It embodies informational reflection through structured reflection.
- v. It is critical.
- vi. Reflective practioner is accountable in making the results of their enquiry. (Watts, 1985, p. 118)

1.1.3 Tools Used in Action Research

Action Research is more of a holistic approach to problem-solving, rather than a single method for collecting and analyzing data. Thus, it allows for several different research tools to be used as the project is conducted. These various methods, which are generally common to the qualitative research paradigm, include: keeping a research journal, document collection and analysis, participant observation recordings, questionnaire surveys, structured and unstructured interviews, and case studies. In this regard, Stephen (2006) gives following tools that can be used in carrying out action research:

- J observation schedules – of children, students or themselves;
- J audio and video tape recording;

- J structured or semi-structured interviews;
- J class records;
- J statistical indicators;
- J field notes;
- J an analytic memo;
- J sociometry;
- J photography;
- J repertory grids;
- J questionnaires;

Beside these above mentioned tools there are many more tools. Therefore to conduct the action research, the teacher-researcher can use any of the following tools:

a. Time-on-Task

After conducting an action, the teacher –researcher can provide the students with test items related to the action, and then scores on the test are analyzed.

b. Check list

It is prepared by the teacher to record the observed events.

c. Individual File

The individual file for each student’s progress can be kept on which reflection and analysis occur. Along with the above, the researcher can make use of portfolio’, questionnaire, journal, video tapes, still photograph, case study and so on.

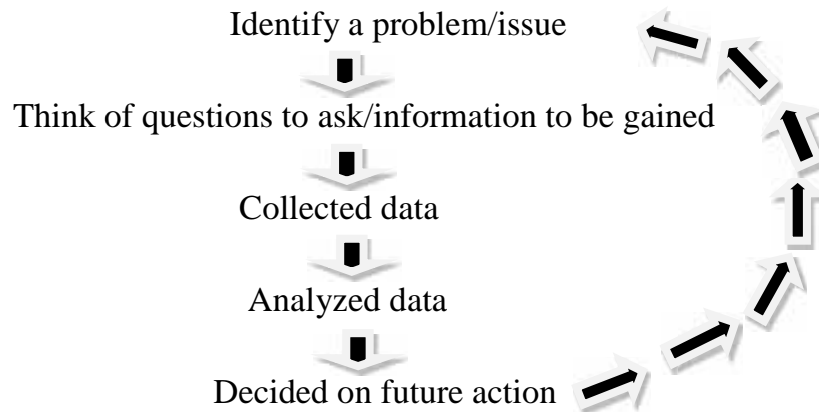
1.1.4 Process of Action Research

The process of action research has been recommended in a number of ways. One of them includes reflection, exploring, finding problems, plan the interventions, research, analysis, act, and review. Apart from these steps, other scholars have suggested following sets of steps to be used in action research.

- a. In the figure No.1, Harmer (2001) shows that the action research can be carried out following five steps. These steps are more common ones to be used in action research.

Figure No.1

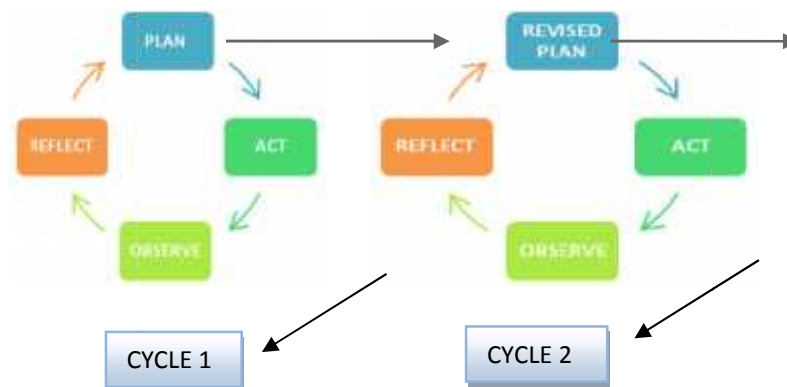
The Flow Chart Displaying the Process of an Action Research



- b. Riding, et al. (1995) state the action research begins with observation and continues up to the completion of various cycles until and unless the conclusion is not driven. Each cycle in action research has the step called ‘plan’ which determines the transition of action from one cycle to another, as indicated in the Figure below:

Figure No. 2

The Process of Action Research



(Riding, Fowell & Phil, 1995, p.10)

The action research is classroom investigation carried out to find out and solve the specific problems here and now in local setting. It is a joint venture of language practitioner and researcher in a practical way. That is why Kemmis and Mc Taggart (1986, p.6) have called it a group activity. The main aim of the action research is to improve the current state of affairs within the educational context in which research is being carried out. Action research ultimately solves the practical problems of an academic context by bridging gap between theory and practice.

As I discussed processes of action research which are taken into account while carrying out action research, some more steps are discussed below. Though the different scholars have stated somehow similar steps of action research, they slightly differ in ordering the steps.

It is Wallace (1998), who states five steps:

-) Consider problems/issues
-) Ask questions
-) Action research
-) Data collection and analysis
-) Application to professional practices.

Moreover, Nunan (1992, p.17) supplies following six steps of action research:

-) Initiation: The researcher observes the problem.
-) Preliminary Investigation: An attempt is made to collect the concrete information about what the problem is.
-) Hypothesis: The researcher plans his /her activity to solve the problem identified and postulates a hypothesis.

-) Intervention and treatment: The ongoing regular classroom activities are interrupted and a new treatment is introduced. The main purpose of it is to bring change in the organizing state of affairs.
-) Evaluation: The researcher evaluates the change brought by the new action introduced in preceding steps.
-) Follow up: The findings of the study are followed up by the practitioners. By this, the regular way of teaching and learning is changed and new one is adopted to introduce certain changes in the study.

After having short survey on the definition, features, processes, steps and tools of action research, what can be said is that action research is a teacher research which is conducted to resolve the problems in teaching aids, and methods, and so on in a particular situation. The selection of tools depends on who participated in the research. ‘Time on task’ analysis is important and useful tool to collect the data.

1.1.5 Principles of Action Research

As we know, each and every thing has its own principle to be unique so it cannot be exception. What gives action research its unique flavor is the set of principles that guide the research. Winter (1989) provides a comprehensive overview of six key principles:

1) Reflexive Critique

An account of a situation, such as notes, transcripts or official documents, will make implicit claims to be authoritative, i.e., it implies that it is factual and true. Truth in a social setting, however, is relative to the teller. The principle of reflective critique ensures people reflect on issues and processes and make explicit the interpretations, biases, assumptions and concerns upon which judgments are made.

2) Dialectical Critique

Reality, particularly social reality, is consensually validated, which is to say it is shared through language. Phenomena are conceptualized in dialogue; therefore a dialectical critique is required to understand the set of relationships both between the phenomenon and its context, and between the elements constituting the phenomenon.

3) Collaborative Resource

Participants in an action research project are co-researchers. The principle of collaborative resource presupposes that each person's ideas are equally significant as potential resources for creating interpretive categories of analysis, negotiated among the participants. It strives to avoid the skewing (sudden change) of credibility stemming from the prior status of an idea-holder. It especially makes possible the insights gleaned (obtained) from noting the contradictions both between many viewpoints and within a single viewpoint.

4) Risk

The change process potentially threatens all previously established ways of doing things, thus creating psychic fears among the practitioners. One of the more prominent fears comes from the risk to ego stemming from open discussion of one's interpretations, ideas, and judgments. Initiators of action research will use this principle to allay others' fears and invite participation by pointing out that they, too, will be subject to the same process, and that whatever the outcome, learning will take place.

5) Plural Structure

The nature of the research embodies a multiplicity of views, commentaries and critiques, leading to multiple possible actions and interpretations. This plural structure of inquiry requires a plural text for reporting. This means that there will be many accounts made explicit, with commentaries on their contradictions, and a range of options for action presented. A report, therefore,

acts as a support for ongoing discussion among collaborators, rather than a final conclusion of fact.

6) Theory, Practice, Transformation

For action researchers, theory informs practice, practice refines theory, in a continuous transformation. In any setting, people's actions are based on implicitly held assumptions, theories and hypotheses, and with every observed result, theoretical knowledge is enhanced. The two are intertwined aspects of a single change process. It is up to the researchers to make explicit the theoretical justifications for the actions, and to question the bases of those justifications. The ensuing practical applications that follow are subjected to further analysis, in a transformative cycle that continuously alternates emphasis between theory and practice.

1.1.6 Importance of Action Research

In order to be successful and to attain the best results, all teachers and administrators must have the passion to be lifelong learners. Strategies implemented in schools are constantly changing and evolving with time. It is essential that school leaders evolve and evaluate best practices along the way in order to best serve their campus and community. One way to accomplish this is through action research. On the behalf of the importance of action research, Raydeal (2009) writes:

‘A teacher of English cannot be called an ELT practitioner or professional if s/he is not involved in action research or any form of research. Involving oneself in research or action research implies keeping current with developments in the chosen field.’

In his statements he gives prime importance of action research. He stresses it is not apt to call ‘teacher’ a teacher unless he/she is involved in action research.

Action research can be accomplished in four steps. The first step is self reflection. This is where you reflect on curiosities, problems, or wonderings that could be used to improve the campus or student learning. Next is the process of researching the aforementioned curiosity or issue. This is traditional research and consists of collecting data, reading relevant literature, meeting with colleagues, and collaborating with professional learning communities. The third step is to implement your findings and put new ideas into practice. Lastly, and most importantly, is reflecting on and sharing the outcome of your research. It is essential that leaders reflect and evaluate if the results accomplish what was set out to improve. From here, action research is shared in professional learning communities and amongst colleagues.

Action research is much more involved than the traditional research. In education, it is imperative that action research be conducted by teachers and administrators. This is an invaluable tool used to improve leaders, teachers, campus, classrooms, and most importantly student learning.

1.1.7 Benefits of Action Research

Action research can be a worthwhile pursuit for educators for a number of reasons. Foremost among these is simply the desire to know more. Good teachers are, after all, themselves students, and often look for ways to expand upon their existing knowledge. Rayan (2009; adopted from IATEFL Cardiff online) states the benefits of Action research in the following statements:

"It has the potential to generate genuine and sustained improvements in schools. It gives educators new opportunities to reflect on and assess their teaching; to explore and test new ideas, methods, and materials; to assess how effective the new approaches were; to share feedback with fellow team members; and to make decisions about which new approaches to include in the team's curriculum, instruction, and assessment plans."

Action research is a research in the context of focused efforts to improve the quality of an organization and its performance. It typically is designed and conducted by practitioners who analyze the data to improve their own practice. Beside these benefits consider following benefits of action research:

1) Focus on School Issue, Problem, or Area of Collective Interest

Research done with the teacher's students, in a setting with which the teacher is familiar to confer (discuss) relevance and validity to a disciplined study. Often, academic research is seen as disconnected from the daily lives of educators.

While this might not always be true, it can be very helpful for teachers to pick up threads suggested in academic circles, and weave them in to their own classroom. It is also comforting for parents, or education administrators outside of the school, to know that a teacher is not just blindly following what the latest study seems to suggest, but is transforming the knowledge into something meaningful.

2) Form of Teacher Professional Development

Research and reflection allow teachers to grow and gain confidence in their work. Action research projects influence thinking skills, sense of efficacy, willingness to share and communicate, and attitudes toward the process of change. Through action research, teachers learn about themselves, their students, their colleagues, and can determine ways to continually improve.

3) Collegial Interactions

Isolation is one of the downsides of teaching. Teachers are often the sole adult in a room of children, and have little or no time scheduled for professional conversations with others. Action research in pairs or by teams of teachers allows time to talk with others about teaching and teaching strategies. As a team they examine various instructional strategies, learning activities, and curricular materials used in the classroom. Through these discussions with

colleagues they develop stronger relationships. As the practice of action research becomes part of the school culture, we see increased sharing and collaboration across departments, disciplines, grade levels, and schools.

4) Potential to Impact School Change

As teachers get into action research, they are more apt to look at questions that address school and district concerns rather than questions that affect the individual teacher. This process creates new patterns of collegiality, communication, and sharing. Development of priorities for school-wide planning and assessment efforts arise from inquiry with potential to motivate change for improvement's sake.

5) Reflect on Own Practice

Opportunities for teachers to evaluate themselves in schools are often few, and usually happen only in an informal manner. Action research can serve as a chance to really take a look at one's own teaching in a structured manner. While the focus of action research is usually the students, educators can also investigate what effect their teaching is having on their students, how they could work better with other teachers, or ways of changing the whole school for the better. Conversations can take on a different focus from attempting to "fix" to arrive at understanding.

6) Improved Communications

Team work within the school or district brings individuals together for a shared purpose. Educators involved in action research become more flexible in their thinking and more open to new ideas (Pine, 1981). Likewise, the studies by Little (1981) suggest positive changes in patterns of collegiality, communication, and networking.

1.1.8 Attitude: A Brief Account

Attitude is the underlying way we think, feel and act and how we react to the world around us. It determines the quality and effectiveness of all of our thinking, emotions and behavior and, thereby, the positive or negative consequences of that behavior. Attitude is the one thing we can count on as a lifetime companion always with us. Attitude is based upon our expectations and perceptions.

There are so many factors that affect language learning which are:

- Attitude
- Motivation
- Physical condition
- Methods of teaching
- Age of the learner
- Language aptitude
- Learning environment
- Instructional material

Attitude is one of the most important factors in language learning. The word 'attitude' is a borrowed term in English from Latin word 'aptus' which means 'fitness' or adoptedness'.

Encyclopedia of psychology (Vol I, p.1994) defines attitude as "a disposition to respond favorable or unfavorable to an object, person, institution or event, people can hold towards any discriminable aspect of their environment widely shared, position attitudes towards relatively abstract goal are known as value"

A person's attitude represents how he/she feels or his/her state of mind about something. According to Wilkins (1972, p.184), attitudes are likely to be closely related to the reason for learning. Simply speaking, it refers to the way of thinking and behaving towards something. Especially, attitudes may be

expressed in such as 'for' and 'against', 'favorable' or 'unfavorable' 'like' or 'dislike' and 'good' or 'bad'. The role of attitude in learning a language is vital which determines the learning. Attitude variables can be classified as educational and social. Example of educational attitude would be attitudes towards the teacher, the course, the method of teaching, the learning environment and so on. Example of social attitude would be attitudes towards culture, community, social group and so on. Likewise, Stern (1983, p.376) has classified the attitudes into three types. They are:

1. Attitudes towards the community and people who speak L2 (i.e. group specific attitude)
2. Attitudes towards learning the language concerned.
3. Attitudes towards language and language learning in general.

These attitudes are influenced by the kind of personality of the learner, for instance whether he is ethnocentric or authoritarian. They may be influenced by the social milieu in which learning takes place. Different attitudes, for instance, may be found in monolingual and bilingual contexts.

Brown (1981, as cited in Ellis 1985, p.117) uses the term 'attitude' to refer to the set of beliefs that the learner holds towards members of the target language group (e.g. whether they are seen as 'interesting' or 'boring', 'honest' or 'dishonest', etc) and also towards his own culture. Likewise, Gardner and Lambert (1972, as cited in Ellis 1985, p.118) define attitude as "the persistence shown by the learner in striving for a goal". They have also investigated a number of different attitudes which they consider relevant to L2 learning. The result of Gardner and Lambert empirical research is summarized as follows:

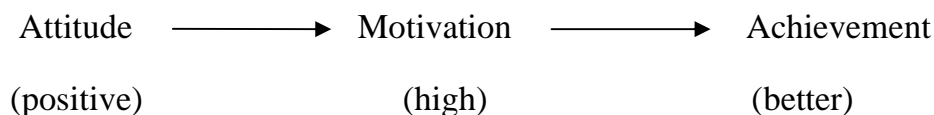
1. An attitude is important factor which helps to determine the level of proficiency achieved by different learners. Savignon (1976, p.295) claims that attitude is a single most important factor in second language learning.

2. The effect of attitude appears to be separate from the effect of aptitude.

Attitude creates the motivational factor to learn any language. To do something, we must have positive attitude. If the learners have positive attitude towards learning English, they are highly motivated and learn better. Without positive attitude, we can hardly expect learning of any language successfully. Thus, the learning and attitude go side by side, only the positive attitude can lead learning. Following figure shows if you have positive attitude with high motivation, you will have better achievement.

Figure No.3

The Process of Learning



1.1.8.1 Types of Attitudes

Humans are constantly thinking, feeling or doing something or the other. Being humans, we tend to have different types of attitudes that may or may not change with time. An Attitude is nothing but a point of view one holds for other people, situations, event, object, places, phenomena, or beings. It is essentially like an evaluative statement that is either positive or negative depending on the degree of like or dislike for the matter in question. An attitude reflects how one thinks, feels and behaves in a given situation. There are different types of attitudes that are subject to change during the course of life. In the broader sense of the word there are only three attitudes:

- i. Positive attitude,
- ii. Negative attitude, and
- iii. Neutral attitude

But in general sense, an attitude is what it is expressed through. Given below is a list of attitudes that are expressed by people, and are more than personality traits which you may have heard of, known of, or might be even carrying them:

-) Acceptance
-) Confidence
-) Seriousness
-) Optimism
-) Pessimism
-) Interest

These were some of the different types of attitudes that we may confuse with personality traits as there is a very thin line between the two. Personality traits are more rigid and permanent whereas attitudes may change with different situations and experiences in life. Personality traits are what humans are endowed with whereas attitudes are learned and acquired. In simple words, attitudes are judgments or conclusions that we draw about certain phenomena in life including our own self. We know that there are different types of attitudes. Essentially, what we think, what we do, and what we feel is what forms our attitude. For example, if girls say, "I like dancing", it represents positive thinking towards dancing. This attitude is formed because she believes that she likes dancing, or feels happy while dancing. Consider another example, when someone says, "I hate working on this project" represents a negative attitude of that person towards the project. He either thinks so, or he believes that this work is boring. In both the cases there could be numerous reasons for developing those attitudes. In the first case, the girl may think that dancing is good for health or it is 'cool' to dance, or she must be having fun while dancing, in short the reasons could be numerous for her to like dancing or believe that she likes dancing. In the similar manner, in the second case, a man may hate working on a project due to numerous reasons that make him feel so. Attitudes are formed over the years by various means. Sometimes, they are based on our experiences and knowledge and sometimes we acquire them from other people.

Sometimes they are based on what is true or what we think is true. Humans manifest their attitudes through their behavior and actions. For example, in the first case, the girl may take up dancing classes and in the second case, a man may leave the project. Basically, there are three components of attitude namely, emotional, cognitive, and behavioral that relate to feelings, information or thought process, and the course of action, respectively. All these things result in different people having different types of attitudes that may or may not change.

It is possible for human beings to change or unlearn their attitudes as attitudes are learned. One needs to change the way he or she thinks, behaves, and feels in order to change the attitude. However, it is very challenging to change our emotions and feelings but they constitute a major part of our attitude and hence changing attitude is a difficult task. Though vague, feelings are powerful and difficult to control and hence, to change our attitude we must start with other two components, thinking and behavior, as they are easy to control. By changing these components, it is possible to change different types of attitudes carried by different people. I would like to state a famous quote by Winston Churchill which speaks volumes about positive attitude in a single line that you can ponder upon, "Attitude is a little thing that makes a big difference".

1.1.8.2 Measuring Attitude

It is very difficult to measure anyone's attitude. According to Best and Kahn (2003, p. 245) information which attempts to measure the attitude or beliefs to an individual is known as opinionnaire or attitude scale. How people feel or what they believe, is their attitude. But it is difficult to describe and measure attitude. Researchers must depend upon what people say are their beliefs and feelings. This is the area of opinion. There is no sure method of describing and measuring attitude.

Psychologist and sociologist have employed several methods which are:

1. Asking people directly how they feel about a subject. This technique may employ a schedule of questionnaire of the open or closed form. It may employ the interview process, in which the respondents express their opinion orally.
2. Asking people to check in a list the statement with which they agree.
3. Asking people to indicate their degree of agreement or disagreement with a series of statements about controversial subject.
4. Inferring their attitudes from reaction to projective devices, through which they may reveal attitude unconsciously.

There are three major attitudinal scales:

1. Likert scale
2. Thurstone scale
3. Guttman scale

Likert Scale:

Likert scale is also known as the summated rating scale. It is easy to construct. This scale is based upon the assumption that each statement /item on the scale has equal 'attitudinal value' 'importance' or 'weight' in terms of reflection. In Best and Kahn words (2003, p.246) "since the Likert type scale takes less time to construct, it offers an interesting possibility for the student of opinion in research."

The first step in constructing a Likert type scale is to collect a number of statements about a subject. The correctness of the statement is not important, as long as they express opinions held by a substantial number of people. It is important that they express definite favorableness or to a particular point of view and that the number of favorable and unfavorable statement is approximately equal.

After the statements have been gathered, a trial test should be administered to a number of subjects. The attitude of opinion scale may be analyzed in several ways. The simplest way to describe opinion is to indicate percentage responses 'agree' and 'disagree' are preferable. If Likert type scale is used, it may be possible to report percentage responses by combining the two categories: 'strongly agree' and 'strongly disagree'. The Likert scaling technique also assigns a scale value to each of the five responses such as:

Strongly agree	6
Agree	5
Uncertain	4
Disagree	3
Strongly disagree	2

Thurstone Scale:

To overcome the problem with the Likert scale, the Thurstone scale appeared which calculate a 'weight' of 'attitudinal value' for each statement. In psychology the Thurstone scale was first formal technique for measuring attitude towards religion. The weight for each statement is calculated on the basis of rating assigned by a group of judges, each statement with which respondents express agreement is given and attitudinal score equivalent to the attitudinal value of the statement. On the basis of the judges 'ratings, calculation the median value of their rating for each item is done.

The main advantage of this scale is that as the importance of each statement is determined by judge, it reflects the 'absolute' rather than 'relative attitude' of respondents. Thus, the scale is able to indicate the intensity of peoples' attitudes and any change in this intensity should be replicated.

Guttman Scale:

Guttman scale is developed by Louis Guttman in 1944 called Guttman scaling or Socalogram analysis, the Guttman scale is most difficult scale to construct

that is why is not commonly used. This scale does not have much relevance for us.

1.2 Review of Related Literature

Attitude is one of the important influencing factors in language learning. Various researches have been carried out on attitudes towards English language in the department of English Education. Some of them which are very close with the title of my research work are briefly reviewed.

Awasthi (1979) carried out a research entitled “A Study of Attitudes of Different Groups of People towards English Language in Secondary Schools of Kathmandu District.” It was the first research carried out in the department of English Education. The objective of his study was to find out attitudes of different groups of people towards English language in secondary schools of Kathmandu district. He found that the people had positive attitudes toward the English Language and they were in the favor of continuing English as a compulsory subject in secondary Level. He had also found that the majority of people did not want English to be replaced by any other UN language.

Karki (1989) conducted a research on “Attitudes of Campus Students towards English Language.” The main objective of her research was to find out the attitudes of campus students towards English language. By her research, she came with the conclusions that the students have positive attitude towards English language. They did not think that learning English is unnecessarily imposed on them. However, they had some dissatisfaction over the existing curriculum, textbooks, methods of teaching and evaluation process.

Similarly, Kanal (1999) carried out a research entitled “A Study on Attitudes Secondary Level Students towards Learning English”. The main objective of her research work was to find out the attitudes secondary level students towards learning English. He found that the people were very positive in learning English. They were entirely supported by their parents. However, they did not

have positive feeling over the existing methodology, materials, and examination system.

Moreover, Poudel (2004) conducted a research on “A Study on Attitude towards Learning Compulsory English: A Case of PCL.” The prime objective of his research work was to find out the attitudes of PCL students towards learning English as a compulsory subject. He found that the students of PCL prefer learning English as a compulsory subject. Though, they were not found positive toward the methodology used in the existing situation, preferred learning communicative English.

Similarly, Pande (2008) carried out a research on “A Study on Attitudes of Public School Teachers towards Teaching English”. The main objective of her research study was to find out the attitudes of public school teachers towards teaching English. In her study too, she found that the student of higher secondary level students had highly positive attitude towards learning English as a compulsory subject at this level but they are not satisfied with the existing system of Education. In fact they were in the favor of communicative English and literary text from national context. They had also suggested that the internal evaluation system should be constructed to evaluate their actual performance.

There have been several researches carried out on the attitudes of students, parents, textbook and examination system of SLC but up to now no researches have been carried out on the attitudes of M. Ed. English students towards action research. Therefore, the research which was carried out by me is entirely new venture. This research is closely associated to the variable attitudes of the M. Ed. English students towards action research. Thus, the aim of my study was to find out attitudes of M. Ed. English students towards action research that the ELT practitioners generally carry out or attitudes just on it.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To find out the attitudes of M. Ed. English students towards the practice of action research.
- ii. To suggest some pedagogical implications.

1.4 Significance of the Study

The study of attitude has potential value for the planner, administrator, students, teachers, curriculum designers, the textbook writers, and other individuals who are directly or indirectly involved in the field of teaching and learning English Language. Therefore, this present research carried out by me will be very beneficial to students, teachers, researchers and all those people who are involved in the field of English language teaching and learning.

Similarly, it will be beneficial to researchers and language teachers in two ways. They will be acquainted with different opinions of the English language students towards action research and its effectiveness while carrying out action research. It will encourage them to carry out the action research and further similar or related such studies in the field of English language teaching for their betterment. Additionally, the present study will add something new in the field of studying the effectiveness in the existing views of on action research.

CHAPTER-TWO

METHODOLOGY

I adopted survey method in this study in order to find out the attitudes of M. Ed. second year English students towards action research which is very essential for all the ELT practitioners. The population, sampling procedures, research tools and their preparation, administration and their procedures are described below. Hence, to address the objectives of the study, the following methodology were adopted.

2.1 Sources of Data

I used both primary and secondary sources for data for this study. The primary sources were used for collecting the data and the secondary sources were used to facilitate and enrich the study.

2.1.1 Primary Sources of Data

The primary data were elicited from the students who were currently studying in M. Ed. second year in different campuses of Kathmandu valley.

2.1.2 Secondary Sources of Data

The secondary sources of data I used for my study were some books, theses, journal, articles, internet, and so on. Some of them were Best and Khan (1998), Kohen and Manion (1985), Kumar (2005), Lewin (1946), Nunan (1992), Wallace (1998) and so on.

2.2 Sampling Procedure

To meet the need of required population for the study four different M. Ed. campuses of Kathmandu valley were selected. The informants were selected by using judgmental non-random sampling procedure. The sample population for this study was taken from both public and private colleges. They were:

University Campus, Kirtipur, Mahendra Ratna Campus, Tahachal, Kathmandu, Sikshya Campus, Kathmandu, and Sanothimi Campus, Bhaktapur. Twelve students from each campus were selected for the study.

2.3 Tools for Data Collection

The tools I used to elicit the data included two different types of questionnaire. The experience and opinions of the teachers were elicited through close-ended (objective) and open-ended (subjective) questions. The questions had three options to be selected for each close-ended questions; they were 'Yes', 'No', 'I don't know' and three point Likert scales were developed for the close-ended questions. The respondents were requested to put tick mark for their chosen answers and for open-ended questions; they were requested to give their own reasons for the given questions. There were altogether 15 questions. The questionnaire is available in appendix.

2.4 Process of Data Collection

In course of data collection for my study, first of all I visited the selected campuses of Kathmandu and Bhaktapur districts. I met the authority of the campuses and established rapport with them. I met the selected population and explained the purpose of the study and distributed the questionnaires to them. After that the questionnaires filled by them with their attitudes were collected.

2.5 Limitations of the Study

The limitations of my study were as follows:

- a. The study was limited only within Kathmandu valley.
- b. The study was limited only to the four campuses under Tribhuvan University.
- c. This study was based on the attitudes of only M. Ed. second year English students.
- d. The primary data elicited for the study were only from written set of questionnaire.
- e. The attitudes towards only action research were studied.
- f. The study was limited to forty-eight respondents of four M. Ed. level Campuses.
- g. Only M. Ed. level campuses were selected for the study.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter mainly deals with the analysis and interpretation of the data. The data collected from the respondents were analyzed and interpreted to find out the attitudes of M. Ed. English students towards action research. It has been mentioned in the chapter two that the data could be elicited using both types of questionnaire including close-ended (objective) questions and open-ended (subjective) questions. Therefore, the questionnaires were provided to the respondents for the data elicitation and after that those questionnaire were analyzed and interpreted which is included in this chapter.

The questionnaires were based on the following assumption:

1. The attitudes on the definition of action research
2. The attitudes on the importance of action research
3. The attitudes on the benefits of action research for students
4. The attitudes the benefits of action research for teachers
5. The attitudes of respondents on the statement “teachers can be researchers”
6. The different views of respondents on engaging the schools and colleges in action research
7. The different views of respondents on whether action research can also be carried out away from other instructional time
8. The different views of respondents on the role of practice in action research
9. The attitudes of respondents on ‘action research increases collegial interaction’
10. The attitudes of respondents on carrying out action research is whether intricate/tough

11. The attitudes of respondents on the participation of students in action research
12. The attitudes of respondents on the role of keeping teaching journal in carrying out action research
13. The attitudes on the significance of electricity and multimedia while carrying out action research
14. The attitudes on whether action research can be carried out individually
15. The attitudes of respondents on action research as a collaborative work

Now consider the analysis and interpretation of the data collected from respondents in detail.

3.1 Analysis and Interpretation of the Information Obtained from Questionnaire

This section mainly deals with the attitudes of M. Ed. English student towards action research. As it is already mentioned in the previous chapter, I had distributed a set of questionnaire including both close-ended and open-ended types of questions in order to elicit the data from the informants.

3.1.1 Analysis and Interpretation of the Attitudes on Defining Action Research

In this section, I tried to find out the multiple attitudes of the respondents regarding the question on the question how do they define action research.

While I analyzed the attitudes of respondents on the issue, I found the ways of defining action research was not consistent. Some defined action research as a research that helps to solve the problems seen in teaching learning process. Whereas some respondents defined action research as the research i.e. carried out only when any problems occur during teaching learning process. However, a consistency was found in all the respondents' attitudes that it is action

research which must be carried out by ELT practitioners for the improvement in their ways of teaching and also to make their teaching effective. Some of them opined while defining action research that action research have to be conducted in the natural classroom setting in order to get genuine complications and its resolutions. They also added that it is a changing process by behaviors in the existing problems. Some of them took action research as a holistic study of a particular event especially based on one's own problems/issues during the period of real classroom activities.

3.1.2 Analysis and Interpretation on the Importance of Action Research

Under this section, I tried to find out the attitudes of M. Ed. English students regarding the need of action research.

The respondents opined that carrying out action research is very essential for ELT practitioners. Each ELT practitioner or all the English language teachers must engage themselves in carrying out action research in order to get improvement in their own teaching behaviors. They added that it is very important in the sense that action research helps the ELT practitioners to get their problems identified and bring positive change in their teaching carrier or behaviors. Some of them viewed carrying out action research is very crucial in the sense that it is the real search of teachers' problems and finding out their solutions accordingly.

3.1.3 Analysis and Interpretation on the Benefit of Action Research for Students

In this section, I had tried to find the respondents' attitudes on whether the students also get benefits from action research. Most of the respondents responded that carrying out action research is equally important for students as well.

Table No. 1
Attitudes on the Benefits of Action Research for Students

The Attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Yes	47	97.92
No	1	2.08
I don't know	-	-
Total	48	100

The above table explicitly shows that 97.92 percent respondents viewed that action research is beneficial for students. They opined that while engaging in carrying out this research they may have various problems related with their learning so, those problems get identified and resolved. They strongly argued that the students may get chance to be practiced various new methodologies. In this way, not only the teachers but also students get equal opportunity to be benefited. Likewise, just a few i.e. 2.08 percent respondents were found negative towards the benefits of action research for the students.

3.1.4 Analysis and Interpretation of the Attitudes on the Benefits of Action Research for the Teachers

In this section I had tried to find out the attitudes of the respondents regarding the benefits of action research for the teacher. In other words, the respondents' attitudes towards the benefits of action research for the ELT teachers were tried to find out in this sub-heading.

Table No.2

Attitudes on the Benefits of Action Research for the Teacher

The Attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Yes	47	97.92
No	1	2.08
I don't know	-	-
Total	48	100

While analyzing the table above it was found that 97.92 percent respondents were found positive regarding the benefits of action research to the English teachers. They argued that the teachers have to face numerous complications in course of teaching. So, it is action research which helps the teacher to overcome those problems or complications. They also opined that it is the genuine means of identifying and reflecting their own teaching. They also get opportunity to do something new through action research. Among all those respondents, just a few respondents i.e. 2.08 percent presented their view negative towards the benefits of action research for teachers.

**3.1.5 Analysis and Interpretation of the Respondents on the Statement
“Teachers can be Researcher”**

In this section, I endeavored to get the attitudes of students of how do they perceive this statement “teachers can be researchers”.

Table No. 3

Attitudes on the Statement “Teachers can be Researchers”

The Attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Yes	46	95.83
No	1	2.08
I don't know	1	2.08
Total	48	100

From the table No.3 mentioned above, I found that 95.83 percent respondent opined that teachers can be researcher. They argued that teachers can be researchers in the sense that when they do not find satisfaction in their teaching, they identify their problem, plan actions, implement it and evaluate the solution. They also argued that teachers to be called researchers in the sense that teachers do exactly the same as researchers do for investigation to get certain findings. Among those respondents some i.e. 2.08 percent respondents gave their negative view towards the statements “teachers can be researcher”. However, 2.08 respondents remained neutral for this statement.

3.1.6 Analysis and Interpretation of the Attitudes on Engaging Schools and Colleges in Action Research

In this section, I analyzed the responses of respondents associated with the question whether schools and colleges should engage in action research.

Table No. 4
Attitudes on Engaging Schools and Colleges in Action Research

The Attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Yes	45	93.75
No	2	4.16
I don't know	1	2.08
Total	48	100

While analyzing the table No.4 given above, it was found that 93.75 percent respondent responded that engaging schools and colleges in action research is beneficial. They opined that the same approaches, method, and technique may not work forever. Therefore, in order to address the exiting problems each school and college has to engage in action research. On the other hand, 4.16 percent respondents opined their attitudes negative towards engaging schools and colleges in action research. Their claim was that schools and colleges do not have sufficient time to engage in such work as it is vivid that carrying out research takes longer time. They responded that schools and colleges have to finish the curriculum offered to them so, if they engage in such work they would have hard time to finish the curriculum in time. Moreover, some respondents i.e. 2.08 percent found neutral regarding this question.

3.1.7 Analysis and Interpretation of the Attitudes on whether Action Research can also Take Away from other Instructional Time

In this section, I had tried to get the respondents ideas on whether action research could also be carried out away from the instructional time.

Table No.5
Attitudes on whether Action Research can also Take Away from other Instructional Time

The Attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Yes	8	16.66
No	19	39.58
I don't know	21	43.75
Total	48	100

While analyzing the table above, it was found that out of total respondents 16.66 percent opined that action research takes away from other instructional time. They argued that while carrying out any research, a researcher has to consult different sources including primary and secondary sources which may not available only inside institution. That is why action research also takes away from instructional time. Likewise, 39.58 percent respondents found with negative attitudes for this question. They claimed that it is action research which is entirely based on real classroom situation. I found maximum responses i.e. 43.75 percent remained neutral regarding this view.

3.1.8 Analysis and Interpretation of the Attitudes on ‘Practice Qualify Action Research’

In this section, I tried to find out the views of respondents regarding the question on whether practice has any role to play while carrying out action.

Table No.6
Attitudes on Practice Qualify Action Research

The Attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Yes	45	93.75
No	-	-
I don't know	3	6.25
Total	48	100

From the above table, it was found that 89.58 percent respondents responded positive attitudes regarding practice qualify action research. They strongly argued that the role of practice is very important in each and every thing and action research can't be exception. They strongly argued on the findings of research is entirely depend on the practice of action research. That is to say, in action research as much as practice is done, the findings of research could be accordingly. On the other hand, no respondent found negative towards this view. However, some respondents i.e. 6.25 found neutral regarding this view.

3.1.9 Analysis and Interpretation of the Attitudes on Action research Increases Collegial Interaction

In this section, I had tried to find out the respondents attitudes regarding action research increases collegial interaction.

Table No.7
Attitudes on Action Research Increases Collegial Interaction

The attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Yes	39	81.25
No	4	8.33
I don't know	5	10.42
Total	48	100

While analyzing the table no. 7 (p.39), it was explicitly found that out of 100 % respondents 81.25 % expressed positive attitudes regarding action research increases collegial interaction. They opined that in course of carrying out research a researcher has to consult different people. They have to interact in order to discuss on various issues in group. Hence, action research increases collegial interaction. Likewise, 8.33% respondents gave their negative views regarding this question. Their claim was that if they do not spend their time in interacting, they cannot accomplish their research in time. However, 10.42 percent respondents were found neutral.

3.1.10 Analysis and Interpretation of the Attitudes on carrying out Action Research is whether Intricate/Tough Job

Under this sub-heading, it was tried to find out the attitudes of M. Ed. English students regarding carrying out action research is whether intricate job.

Table No.8

Attitudes on Carrying out Action Research is whether Intricate/Tough Job

The Attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Yes	29	60.42
No	13	27.08
I don't know	6	12.50
Total	48	100

While analyzing the above table, it was found that out of total respondents 60.42 percent supported their ideas positive on the question carrying out action research is intricate job. They claimed that action researcher should be very active. He/she should follow different process while carrying such research. If any step misses, the consequent could not be as the researchers think. Similarly, some respondents i.e. 27.08 percent expressed their attitudes

negative. Their claim was that carrying out action research is not intricate job; it is because it is such research which is carried out by ELT practitioners during their teaching period. They do not have to visit field as in other research. They can carry such research in their teaching classroom setting. Therefore, it is not apt to call carrying out action research is intricate job. Moreover, it was 12.50 percent respondent remained neutral regarding this view.

3.1.11 Analysis and Interpretation of the Attitudes on the Participation of Students in Carrying out Action Research

In this section, I tried to analyze the responses of respondents' related to the perspective on "students' participation is crucial for carrying out action research".

Table No.9
Attitudes on the Students' Participation in Carrying out Action Research

The Attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Yes	46	95.83
No	-	-
I don't know	2	4.16
Total	48	100

From the table mentioned above, it was found that 95.83 percent respondents gave their responses positive saying that students' participation is crucial in carrying out. They strongly argued that the main target of ELT practitioners is students. So, if they are not participated in carrying out action research, the research will not be completed. No respondent was found negative toward this question. However, some respondents i.e. 4.16 percent were found neutral regarding this question.

3.1.12 Analysis and Interpretation of the Attitudes of Respondents on Keeping Teaching Journal

In this sub-heading of analysis and interpretation, I had tried to find out the attitudes of respondents regarding on whether keeping teaching journal helps in carrying out action research.

Table No.10
Attitudes of Respondents towards Keeping Teaching Journal

The Attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Yes	18	37.50
No	4	8.33
I don't know	26	54.16
Total	48	100

From the above table, I analyzed that 37.50 percent respondents opined that keeping teaching journal plays vital role in carrying out action research. They supported their views saying that while carrying out action research they get different ideas from teaching journal since they have reported their own teaching. Likewise, some respondents i.e. 8.33 percent supplied their views negative regarding this question. However, maximum i.e. 54.16 percent students remained neutral.

3.1.13 Analysis and Interpretation of the Attitudes on the Significance of Electricity and Multimedia while Carrying out Action Research

In this section of analysis and interpretation, I analyzed the attitudes affiliated with the question whether there in any role of electricity or multimedia in carrying out action research.

Table No. 11
Attitudes on the Significance of Electricity and Multimedia while Carrying out Action Research

The Attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Yes	24	50
No	21	43.75
I don't know	3	6.25
Total	48	100

While analyzing the table No.11, I found that half of the respondents i.e. 50 percent respondents stated their attitudes positive for this view. They argued that it depends upon the researcher claiming that all the problems or issues are not similar. Most of the problems can also be identified even if there is not the facility of electricity and multimedia. But 43.75percent respondents responded that as we know it is 21st century and to make any work effective the facility of electricity and multimedia is very fruitful. They further argued that while carrying out action research, teacher/researcher has to use different technologies to practice different new methods, techniques and so on which cannot be possible without the facility of electricity and multimedia. However, 6.25 respondents were found neutral.

3.1.14 Analysis and Interpretation of the Attitudes of Respondents on the Question whether Action Research can be Carried out Individually

Under this section of analysis and interpretation, it tried to find that the attitudes of respondents on whether action research can be carried out individually.

Table No. 12

Attitudes on carried out action research individually

The Attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Yes	12	25
No	29	60.42
I don't know	7	14.58
Total	48	100

As the table mentioned above analyzed, it was found that out of entire population 25 percent population opined that action research can be carried out individually, however, it could not be effective. The respondents including 60.42 percent gave their responses negative. Their claim was that no work in this world could be entirely accomplished without the assistance of other people similarly, carrying out action research cannot be exception. They further claimed that to carry out action research a researcher has to talk and discuss with students and other concerns on various problems or issues. So, if they do not take co-operation of other concerns their research could be hardly accomplished. Hence, it is not possible to carry out action research individually. In this question too, some including 14.58 percent respondents were found neutral.

3.1.15 Analysis and Interpretation of the Attitudes on Action research as Collaborative Work

In this section of analysis and interpretation, it tried to find out the attitudes of respondents on action research as a collaborative work. In the other words, carrying out action research is whether collaborative work, was tried to find out in this sub-heading.

Table No. 13

Attitudes on Carrying out Action Research as a Collaborative Work

The Attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Yes	47	97.92
No	-	-
I don't know	1	2.08
Total	48	100

On the basis of the responses given by the respondents in the table, I found that 97.92 percent respondents had high positive attitudes regarding the carrying out action research as collaborative work. They strongly argued that carrying out action is collaborative work. Their claim was that a researcher has to collaborate with different fellows during his/her research period on various matters in order to make his/her research successful. To be more specific, a researcher has to talk with different students, colleagues, seniors and other concerns in order to get a successful consequent. In this way, they said that carrying out action research is collaborative work. However, 2.08 percent respondents were found still neutral.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

This chapter concerns with the major findings of the research. It deals with some recommendations and pedagogical implication of the findings of the study which have been made on the basis of analysis and interpretation of the data. The present study was carried out to find out the attitudes of M. Ed. English students towards action research. To accomplish the objectives, a survey study was done. For that I visited to the four campuses of Kathmandu valley. The questionnaire was my research tool. The questionnaire was of two types one being close-ended and other open-ended. My informants were M. Ed. second year English students. So, in order to elicit the data questionnaire were distributed to them and requested to fill it out. After that those entire questionnaires were collected and the responses given by them were analyzed and presented and interpreted with the help of different tables. Finally, based on the attitudes of the respondents some findings were concluded. Likewise, the recommendations for further researches have been also included in this chapter.

4.1 Findings

After completion of the analysis and interpretation of the data, the major findings of the study are summarized as follows:

- a. The students of M. Ed. English have very positive attitudes towards action research. They said that action research is such a research which all the ELT practitioners have to carry out.
- b. They thought carrying out action research is very important to identify teachers own caliber and getting apt solutions.
- c. Most of the students i.e. 97.92 percent responded that carrying out action research is beneficial for the teachers.

- d. More than 97 percent responded argued that students get different benefits from action research carried out by teachers.
- e. More than 95 percent respondents have very positive attitude regarding the statements “teachers can be researchers”.
- f. The respondents responded that each and every schools and colleges have to engage in action research. They said that the existing approach, method and techniques may not work forever. So, in order to update those existing approach, method and techniques, action research is needed to be carried out.
- g. Most of the students have negative attitudes regarding the question action research take away from other instructional time. Maximum respondents responded that it is action research which is entirely based on the classroom situation. So, it is impossible to carry out action research than other instructional time.
- h. Most of the respondent i.e. ninety-three percent supplied their responses that practice has great role to play in carrying out action research. Their claim was that the outcomes of the research entirely depend on the practice.
- i. They are very positive regarding action research increases collegial interaction. More than 81 percent respondents responded that it develops the teachers’ friendly behavior.
- j. Half of the respondents i.e. 50 percent respondents stated their attitudes positive for the question whether action research can be carried out without the facility of action research. They argued that it depends upon the researcher claiming that all the problems or issues are not identical. Most of the problems can also be identified even if there is not the facility of electricity and multimedia.

- k. It was found that carrying out action research is not difficult if a teacher wants. Sixty percent respondents claimed that no work is intricate for human being so as the action research.
- l. It was found that action research cannot be carried out without the participation of the students. Almost 96 percent respondent claimed the main target of the teachers is students and teachers experiment on them. So participation of the students is very important.
- m. My study showed that Keeping teaching journal has great role to play in carrying out action research.
- n. They have negative attitudes towards action research could be carried out individually. They opined that while carrying out action research a researcher has to consult other concerns as well.
- o. Almost 98 percent respondents were found strongly argued that carrying out action research is collaborative work. Their claim was that a researcher has to collaborate with different fellows during his research on various issues in order to make his/her work excellence. Hence, it is collaborative work.

4.2 Recommendations

On the basis of findings of obtained from the analysis and interpretation of the data, the recommendations with pedagogical implications are given below:

- a. All the ELT practitioners should carry out something new by themselves so that they can find out the ways of teaching which suit in the context they teach. Unless they let themselves involve in such works for identifying themselves, they cannot practice English language effectively. Therefore, it is recommended that all the ELT practitioners should carry out action research.

- b. Carrying out action research is very important to identify teachers own caliber and getting apt solutions. So they are suggested to involve them in action research.
- c. As the study revealed that 97.92 percent respondents responded that carrying out action research is beneficial for the teachers, they are advised to get benefits of action research.
- d. More than 97 percent responded argued that students get different benefits from action research. Hence, they should involve in action research to be benefited.
- e. The teachers should be as conscious as researchers. They have to consider each and every step while carrying out research.
- f. It is better to engage each schools and colleges in carrying out action research. As it was found the existing approach, method and techniques may not work forever since in order to update those existing approach, method and techniques, action research is needed to be carried out.
- g. It is suggested to carry out action research inside the classroom than other instructional time.
- h. As it is explicit that practice has great role to play in carrying out action research, they are suggested to do much more practice while carrying out action research in order to achieve expected goal.
- i. They are requested to behave friendly when interacting with the colleagues discussing on the issues occur while carrying out action research.
- j. The facility of electricity and multimedia make the research effective in the sense they help to keep records, audio record, video tapped and so on. So, the concerned persons are advised to pay attention on managing the facility of electricity and multimedia.

- k. No work in this world is difficult if it is done. Therefore, the practitioners of English should be encouraged to carry out action research to find out the solutions of the problems they face while teaching learning process.
- l. It is recommended that the students are inspired to participate in classroom while carrying out action research.
- m. ELT practitioners should keep their teaching journal in order to identify their weak points found in their teaching process.
- n. While carrying out action research, each concern is required to be co-operative so that they can feel convenient to accomplish their work.
- o. While teachers involve in carrying out action research they have to create co-operative and friendly environment in order to get required information.

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