

DEBRE BERHAN UNIVERSITY

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

ACTION RESEARCH ENGAGEMENT OF ELT TEACHERS

WITH REFERENCE TO TWO GOVERNMENTAL

PREPARATORY SCHOOLS

BY

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AUGUST, 2018

DEBRE BERHAN, ETHIOPIA

**ACTION RESEARCH ENGAGEMENT OF ELT TEACHERS
WITH REFERENCE TO TWO GOVERNMENTAL PREPARATORY SCHOOLS**

**A THESIS SUBMITTED TO THE
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE**

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POST GRADUATE PROGRAM

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DECLARATION

I hereby declare that this thesis is my original work and has not been presented in any other universities.

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ABSTRACT

The purpose of this study was to explore the practice of ELT teachers' action research in Addis Ababa, Gullele sub city of two preparatory schools. This study, used both qualitative and quantitative research for data collection and analysis. Total population or purposive sampling technique were used to select the teachers. The researcher administers questionnaire consisting of four different sections and an interview was also conducted with some selected participants. 38 teachers were the participant of the study. The interview was also held with 6 ELT teachers using random sampling technique. Depending on the nature and type of the different sections of the questionnaire and the interview, descriptive statistics technique (frequency and percentage) were employed. Similarly, the data obtained through non structured questionnaire and the interview were also analyzed on the basis of common themes and issues of the respondents' responses. The finding showed that teachers had positive attitude towards action research although the support of the educational authorities and reading materials were not as such enough for the need of the researcher. Facing major obstacles like high work load and shortage of trainings/workshops, 57.9% of the respondents involved in action research. Thus, the picture of these descriptive statistical analyses appeared to show that the ELT teachers made satisfactory efforts in undertaking English language teaching action research. Based on the findings, the researcher forwarded some recommendations that, concerned authorities should upgrade ELT teachers' knowledge of action research by preparing trainings or seminar, made available research materials in schools. It is also recommended that teacher researchers should document their research work for the benefit of all concerned bodies in the school environment in order to make action research more effective and practical.

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ABBREVIATION AND ACRONYMS

AAU	Addis Ababa University
AR	Action Research
EAR	Emancipatory Action Research
EFL	English as a Foreign Language
ELT	English Language Teaching
MOE	Ministry of Education
PAR	Practical Action Research
SPSS	Statistical Package for Social Science
TAR	Technical Action Research
TEFL	Teaching English as a Foreign Language

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CHAPTER-ONE

INTRODUCTION

This chapter deals with the general introduction part of the paper which focuses on the concept and base of the research thesis. It comprises the background, statement of the problem, objective of the study, scope and limitation, significant and operational definition.

1.1 Background of the Study

The origin of action research is considered from the field of psychology or social psychology. It is being used in education since 1926. Backingham has mentioned this concept first time in his book 'Research for Teachers'. But Stephen.M Corey has used this concept for solving these problems of education first time (Sing, Y.K 2006:264).

Gray, D.E(2004:334) also illustrates in his view that the term action research was first coined by Lewin in 1946, by which he meant a process through which theory building and research on practical problems should be combined. Lewis also argued that it was important to conduct social experiments in natural, social settings, not in the artificial world of controlled laboratory environments. As to him action research is gestaltist in origin, that is, it sees issues as only being understood not through the study of a single variable, but within holistic, complex social system.

According to Vanlier,L(1994) Cited in Bevery,J(1993)the concept of action research can be traced back to the early works of John Dewey in the1920s and Kurt Lewin in the 1940s', it is Stephen Corey and other teachers college of Columbia University who introduced the term action research to the educational community in 1949.

According to Harmer (2001:334);"Action research is the name given to a series of procedures teachers can engage in either because they wish to improve aspects of their teaching or because they wish to evaluate the success and/or appropriacy of certain activities and procedures". Kemmis & MCTaggart (1998) cited in Beverly (1993); also illustrate action research as a deliberate solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection,

analysis, data driven action taken, and finally problem identification. Wallace (1991) cited in Donato (2003) emphasized that; action research is conducted by teachers and for teachers. It is highly recommended for teachers since it enables them to reflect on their classroom activities. According to Elliot (1988) in Solomon (2013); action research can be conducted to attain three main objectives or goal: to improve teaching practice, to improve the practitioners (teachers) and to improve the practice setting. Therefore, conducting action research is very helpful to achieve these major goals for ELT teachers. In Ethiopian context, all the three goals of action research are reflected in the current educational policy. The importance of research and related competencies, such as problem solving and creative thinking are given priority.

Freeman (1998) also noted that involvement of research projects offers teachers the opportunity to actively reflect on an aspect of their work in a context- relevant and focused way. This make research another responsibility of teachers to make informed decisions in their practices so that they can teach the language effectively. Educators strongly suggest that research should be regarded as part of the major tasks of teachers in addition to class room teaching and updating them through academic writings. Every class room environment is so unique to itself that what actually works in one class room may hardly work in another. This makes action research inquiry important in order to exploit each class room event to benefit students at its best (Rukya, 2007).A further thinking behind the attempts that are made to increase teachers' research engagement is that when teachers make use of research findings they can make more informed and evidence based decisions (Borg,2007;2009;2010). In addition, through engagement with research (reading research) and engagement in research (doing research) teachers become more critical, reflective and analytical about their practice in class rooms (Atay, 2008). Robert (1993) also believes that research engagement can also reduce teachers' feelings of frustration and isolation. Moreover; as it is stated by (Donat, 2003) teachers' research engagement help them to become less venerable and dependent on external challenges as they develop their capacity for autonomous professional judgments.

Action research is becoming a more revealing and relevant type of research to investigate the actual class room. At the preparatory level in teaching English teachers face many problems like that of students' lack of back ground knowledge and lack of sufficient exposure. On teachers side

as well teachers' poor method of teaching can be taken as one of the obstacles that can be considered. Therefore these problems need some kind of systematic approach to be addressed. It is hoped that English language teachers can contribute their own to the betterment of English language instruction like that of applying different method of teaching by investigating students' problem. Undoubtedly ELT teachers who teach the language at preparatory level should take this responsibility more seriously.

Thus, it seems a sound justification to explore to what extent ELT teachers involve in action research with reference to two preparatory schools which found in Gullele sub city in Addis Ababa.

1.2 Statement of the Problem

The issue which derived my interest to undertake the study is that, currently at preparatory schools there is high expectation that teachers can do action research. However, there is no evidence that indicates ELT teachers' involvement of action research.

These days, in schools also doing action research set as requirements for the school teachers to be eligible to get awards and promotion on the ladders of the career structure even for getting license. Even though, doing action research in Ethiopian ELT teachers relevant, there seem to be a few literature which show the engagement of ELT teachers in action research both at MA and PHD levels. In line with understanding its relevance, it has become significant and necessary to explore to what extent ELT teachers are involved in educational action research.

In Ethiopia, some of the researchers' local works showed low involvement in action research. It is concluded by Cheri(2003), An exploration into the involvement of ELT teachers in action research the case of three teachers training colleges. Solomon(2013), Involvement of secondary school teachers in action research the case of one secondary school. Asefa (2014), The practice of action research in Addis Ababa administration primary schools selected governmental schools and Firdissa (2015), Action research practice of English as foreign language (EFL) On college EFL teachers .On the contrary; the works of Zewdu (2012) , An investigation into the research culture of Addis Ababa universities the case of teaching English as a foreign language TEFL On

AAU EFL teachers and Rukeya (2007), Effects of action research on female EFL teachers professional development . Regard to Zewdu's study the teachers' involvement in action research is high. Though their involvement is appreciated, the teachers' research work didn't solve any problem. Their research work simply remain on shelf, just for the fulfilment of their dissertation. On the other hand; Rukya's study focuses on those teachers who participate in action research. As a result; her study strengthen the benefits of doing action research. Such as; change on teachers' method of teaching, made teachers to read, explore and expand on professional literatures and also help teachers to develop their profession.

As it is clearly stated above, the current study is different from the previous studies in content (subject of the study focused up on) and setting (the place where the study takes place).The researcher gave more emphasis on engagement of ELT teachers to explore teachers' action research and also have the need and intention to carry out the research on preparatory schools namely Yekatit 12 and Medhanealem in Addis Ababa Gullele subcity.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to assess teachers' engagement of action research on Yekatit 12 and Medhanealm preparatory schools of ELT teachers.

1.3.2 Specific Objectives

The specific objectives of the current research are to:

1. assess the attitude of ELT teachers towards conducting action research.
2. identify the extent to which ELT teachers' have enough knowledge and skill towards action research.
3. examine the current status of ELT teachers' involvement in conducting action research.
4. identify problems which preparatory ELT teachers encounter in conducting action research.

1.4 The Research Questions

Based on the specific objectives the following research questions were posed

1. What attitude do ELT teachers have towards action research?
2. How practical is action research among ELT teachers these days?
3. What are the problems that ELT teachers encounter in conducting action research?
4. What are the possible solutions to these problems?

1.5 Significance of the Study

Any educational research is conducted with the aim of meeting certain goal. Therefore, this study have the following significance.

Mainly, it is valuable for ELT teachers in many perspectives regard to their professional development. Doing action research raises the level of awareness for the need to popularize and promote action research activities among teachers at school level. These awareness motivates teachers to involve in doing action research in order to solve their students' problem.

Next, it helps to identify problems which preparatory ELT teachers encounter in conducting action research. Furthermore it gives some information for all concerned bodies like educational authorities (MOE) to know how far ELT teachers involve in research work.

Finally, it is also the view of the writer that, the study may serves as valuable source of information or literature for anyone who are inspired to do further study in action research on issues that matters them.

1.6 Scope of the Study

As stated above, the study has been limited to ELT teachers of only two governmental preparatory schools, Yekatit12 and Medhanealm in Addis Ababa Gullele sub city. These might not be representative of all preparatory schools. The researcher involved thirty eight English language teachers of the selected schools. Though it's important to see the application of action research in varies sub cities, this study considered only Gullele sub city of ELT teachers since assessing the practice of action research of varies sub cities of ELT teachers is very vast and time taking. Thus, it was delimited to deal only on ELT teachers of Gullele sub city.

1.7 Limitation of the study

In the present study, document analysis was planned to be used as another source of data to check, teachers practical involvement in English language teaching action research against their personal files across the two schools. However due to ethical considerations of the law.i.e.Right to privacy (Article 26) this was not done. Even then, all possible efforts were made while designing the questionnaire and the interview to gather relevant and adequate data for this M.A thesis, some teachers were not cooperative to fill the questionnaires as well.

1.8 Operational Definitions

Action Research: is a scientific inquiry that involves a systematic collection and analysis of data about one's practices with the view of improving it, It is a self-reflective practice.

Career structure: is a change in the structure of teaching profession that provides teachers to advance or progress (from one rank to the next) in their profession.

Educational Research: is a systematic attempt to gain a better understanding of the educational process, generally with a view to improve its efficiency.

Emancipatory action research: is about participation: all people involved come together as co-participants in a process of education for critical consciousness informs action for social change.

Ethics: is a branch of philosophy that involves systematizing, defending and recommending concepts of right and wrong conduct.

Practical action research: is theorized as illuminating the day to day issues teachers face. Critical action research seeks to not only improve teaching and learning in the classroom but also to improve society.

Professional Development: actual change or progress in the status of employees (teachers) with in an organization (school) as a result a good performance and it is also one of the motivating factors.

Reliability: is consistency or stability of measurement.

Technical action research: is the use of an experimental artifact to help a client and to learn about its effects in practice.

Validity: is defined as the extent to which an instrument measures what is purports to measure.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This section of the paper will review basic and relevant literatures which are related to the objectives. It starts by defining the term action research which is defined by different scholars. Then, historical overview of action research, purpose of action research, principles and characteristics of action research, rational for the use of action research in ELT, involvement of ELT teachers in action research, major factors affecting teachers' action research as well as the benefits and drawbacks of action research will be considered of this study.

2.1 Definition of Action Research

Action research is defined by many scholars in different ways with different focuses. Among the many definitions these are some of them.

According to Hopkins & Ebbutt (1985) cited in (Louis et al., 2000:226) action research is “The combination of action and research renders that action a form of disciplined inquiry in which a personal attempt is made to understand, improve and reform practice”.

As it is stated, action research is the result of action plus research, and to analyze the issue, personal view of individual involved.

Coghlan & Brannik (2001) cited in (Gray, D.E2004:374) strengthen the idea of Hopkins & Ebbutt as an approach that “Focuses on simultaneous action and research in a participative manner”. Corey (1953) cited again in (Louis et al., 2000:227) defines action research as “a process in which practitioners study problems scientifically so that they can evaluate, improve and steer decision making and practice”. Here Corey tries to note that the study of problem is viewed scientifically.

Additionally, Corey cited in Sing, Y.K (2006:263) put the definition as “A process for studying problem by part owners scientifically to take decision for improving their current practice.”

In his definition he further expresses that the scientific decision in improving the problem emphasizes on the recent issues. The other definition of AR is that it is “Designed to bridge the gap between research and practice.” (Somekh, 1995) in (Louis et al., 2000:227). That is to say, it motivates the researcher to engage in practice.

Further, according to the view of (Ary et al., 2010:517) action research is defined as “A practical tool for solving problems experienced by people in their professional lives”. From this saying we can understand that action research is a means of solving problem for every profession. Similarly, (Ferrance, 2000; Lewin, 1946; Stringer, 2008) cited in Hine, G & Lavery, S.D, (20014:162) also define AR as “A process of systematic inquiry that enables people to find effective solutions to real problems encountered in daily life.”

In the educational context as well it is “A method for improving and modifying the working system of a class room in school” (Sing, Y.K 2006:226). As to (Hine, G. 2013) action research can be defined as the process of studying a school situation to understand and improve the quality of the educational process. According to them action research is a means to make teaching and learning process better. Cohen and Manion (1994) in (Louis et al., 2000:227) define action research as “a small scale intervention in the function of the real world and a close example of the effects of such an intervention”. This definition noted that action research focuses on solving specific problem out of many complex issues.

Finally, Carr & Kemmis (1986) cited in (Louis et al., 2000:227) define action research as “A form of ‘self-reflective inquiry’ by participants, undertaken in order to improve understanding of their practices in context with a view to maximizing social justice.

The views of different scholars in different focal point illustrated briefly as stated earlier. Next the historical view will be explained as follows

2.2 Historical overview of action research

According to (Holter&Frabutt,2012) in Hine,G&Lavery,S.D(2014) action research has had a long and distinguished pedigree that spans over 50 years across several contents. Historically, the term action research has been long associated with the work of Kurt Lewin, who viewed this research methodology as a cyclic, dynamic and collaborative in nature (Mills, 2014).

As French Bell, (1990) cited in Shannon,G.S (1995) also action research has been attributed to two separate sources: Kurt Lewin and John Collier. Lewin developed theory and practice in action research for use in the social sciences in 1940's and 1950's. Although action research has been applied in education settings over the intervening years, there has been renewed attention to using these processes in the context of school improvement and reform. Bowling (1997) cited in Badger (2000) also further explains, Lewin's concept of action research as a means of social engineering has now been replaced by one that emphasizes raising awareness empowerment and collaboration. Action Research has become increasingly popular in foreign and second language teaching classes. From its beginnings in the 1930s, action research was seen as an applied social science. Kurt Lewin, one of its acknowledged founding fathers, was himself a social scientist, promoted action research on the basis that workers greater involvement would probably improve their productivity. McFarland&Stansell, (1993) cited in Nistollah, M.A et al., (2012). On the other hand; according to Nistollahi, M.A, et al (2012); the idea of action research was taken up vigorously in education in 1950s in America, but later went into decline. In the 1970s it received a new impetus in the UK through the work of researchers such as John Elliott, Jack

Whitehead, Wilf Carr and Stephen Kemmis. Elliot developed action research as a form of professional development for teachers. At the same time as Elliot was developing his work, Jack Whitehead was also developing a new approach to action research. He took the view that teachers are perfectly capable of generating their personal theories by systematically studying their practice. Their theories would contain the descriptions and explanations they offered for their practices as they asked "How do I improve what I am doing?" (Whitehead, 1989). Moreover; the work of Elliot and Whitehead has been profoundly influential over the years in presenting action research as a legitimate educational research method. Kurt Lewin (1946) was concerned with the

investigation and solution of pressing problems in the real world and one of his famous statements is that: “Research is too important to be left for publication in books, but should be put directly into the service of problems needing urgent solutions”(Beverly.J, 1993).

Thus, today action research has gained popularity in the United States and elsewhere and is seen as important in the work of improving school (Arayet al; 2010)

2.3 Purpose of Action Research

Educational investigators who engaged in action research have different primary purposes.

The two essential aims of all action research activities are: to improve and to involve Grundy & Kemmis (1981) cited in Simmons (2011).

According to (Aray, et al., 2010) the primary goal of action research is to determine what is happening in a specific context. A researcher believe that everything is context bound and that the goal is not to develop generalizable statement but provide rich and detailed descriptions of the context so that others can make comparisons with their context and judge for themselves .Burns, A (2010) also explains the main aims of action research is to identify a problematic solution or issue that the participants-who may include teachers, students, managers, administrators or even parents consider with looking into more deeply and systematically.

Further, AR aims to empower individual and social groups to take control their lives within a framework of the promotion, rather than the suppression of generalizable interests (Habermas, 1976 cited in Louis et al., 2000). As to Kothari, C.R (2004:3) as well action Research aims at finding a solution for an immediate problem facing a society or an individual”.

The common point that the above scholars share, focused on finding solutions for the participant in context bound.

According to Carr & Kemmis (1986) cited in Simmon, N (2011) action research aims at improvement in three areas: firstly the improvement of a practice; secondly, the improvement of

the understanding of practice by its practitioners; and thirdly, the improvement of the situation in which the practice takes place.

For (Sing, Y.K 2006) also the purposes of action research projects are conducted firstly, to improve the working condition of school plant. Secondly, to develop the scientific attitude of teachers and principals of studying their problems. Thirdly, to develop the democratic attitude among students and teachers for understanding and solving their problems. Fourthly, to bring excellence in school workers. Finally to develop the ability and understanding among administrators to improve and modify the school conditions and make it more conducive for learning.

As to Henson (1996) cited in (Hine, G. 2012) as well explains that action research helps teachers to develop new knowledge directly related to their class rooms, promotes reflective teaching and thinking, expands teachers pedagogical repertoire, puts teachers in charge of their craft, reinforces the link between practice and student achievement, fosters an openness toward new ideas and learning new things and gives teachers ownership of effective practices.

According to Grundy & Kemmis (1981) cited in Mathews there are three minimal requirements, which incorporate the goals of improvements and involvement, for research to be classified as action research, these are;

- 1) The subject matter is a social practice susceptible to improvement.
- 2) The project proceeds through a spiral of cycles that include planning ,action, observing and reflecting with each of these activities being systematically and self-critically implemented and interrelated; and
- 3) The project involves those responsible for the practice in each stage of the activity, widening participation in the project gradually to include others affected by the practice and maintaining collaborative control of the process.

Thus, these various purposes of action research are very helpful for the teachers' Professional development and students' sake in many ways as discussed above.

2.4 Types of action research

According to Grundy, S (1982) cited in kagan, C distinguishes three broad types of action research are technical, practical & emancipatory.

1. **Technical action research (TAR)** - involved the researcher identifying a problem and an intervention, which was then tested. The goal of this kind of action research is the promotion of efficient and effective practice. The collaboration between researcher and practitioner is largely technical and facilitator. This type of action research tends to be applied as a positivist approach. According to Wieringa, R (2012) in TAR the researcher wants to learn something about a technique by using it to solve a client's problem. She also said that technical action researcher is a designer, a helper and a researcher of knowledge questions.
2. **Practical action research (PAR)** - in practical action research practitioners and researchers come to gather to identify potential problems, their underlying causes and possible change projects. Mutual understanding is sought, and the goal is understanding practice and solving immediate problems. As to Skinner (2017) also practical action research may involve a facilitator but would be under taken by a group of equal participants, but the emphasis is upon individual power for action. It adopts a non-positivist, flexible approach to change. It is this kind of action research that is common in the field of education and in both practitioner and human service development areas. As to Zuber O.S (1996) the researcher's role is Socratic and to encourage practical deliberation and self-reflection on the part of practitioners.
3. **Emancipatory action research (EAR)** -promotes a "critical consciousness which exhibits itself in political as well as practical action to promote change" (Grundy, 1997:154).The goal is to assist participants in identifying and making explicit fundamental problems by raising their collective consciousness. Critical intent determines both the development of a theoretical perspective and guides action and interaction with in the project. Here the challenge is not so much a collaboratively defined political problem as the collaborative exploration of an existing social problem in order to achieve social transformation.

It also aims at the participants empowerment and self-confidence about their ability to create grounded theory Zuber.O.S(1996).All type of action research are seen to be underpinned by

four basic themes: empowerment of participants: collaboration through participation: acquisition of knowledge and social change. Master (1995) cited in Skinner (2017).

2.5 Principles and Characteristics of Action Research

Winter (1996) cited in Louis.C et al., 2000:228) viewed six key principles of action research as follows:

- 1. Reflective critique, which is the process of becoming aware of our own perceptual biases*
- 2. Dialectical critique, which is a way of understanding the relationships between the elements that make up various phenomenon in our context*
- 3. Collaboration, which is intended to mean that every one's view is taken as a contribution to understanding the situation*
- 4. Risking disturbance, which is an understanding of our own taken for granted process and willing to submit them to critiques*
- 5. Creating plural structures, which involves developing various accounts and critiques rather than a single authoritative interpretation and*
- 6. Theory and practice internalized, which is seeing theory and practice as two interdependent yet complementary phases of the change process.*

Further, the key principles of action research as summarized by Kemmis & McTaggart(1992) cited in Louis et al., (2000); action research is participatory and collaborative which establish self-critical communities in all phases of the research process: the planning, the action, the observation and the reflection. It is also a systematic learning process that involves people in theorizing about their practices. Action research requires that people put their practices, ideas and assumptions about institutions to the test by gathering compelling evidence.

Moreover, it is open minded about what counts as evidence which involves people in making critical analysis of situation (classrooms, schools, systems in which they work). AR allows us to build records of our improvement like records of changing activities and practice, records of changes in language and discourse, records of changes in the social relationships and forms of organization and records of development in mastery of action. AR also allows to give a reasoned justification of our educational work to others.

As to (Ary, et al., 2010) the three main characteristics of action research are listed as follows; the first characteristics of action research is, situated in a local context and focused on a local issues. Second, the research is conducted by and for the practitioner. Lastly the research results in an action or a change implemented by the practitioner in the context.

He further explains the characteristics of AR in the following way:

Action research is a process to improve education by incorporating change and involves educators working together to improve their own practice. It is Persuasive and authoritative because it is done by and for educators. The other characteristics of AR it is Collaborative and encourages educators working and taking together in empowering relationships, including educators as integral participating members of the process. It is also Practical and relevant and allows educators direct access to research findings and a way to develop critical reflection and open mindedness. Lastly, it has a process that requires testing of our ideas about education and a justification on one's teaching practices as well.

Hult&Lennung(1980) and (McKiernan(1991) cited in Louis.C et al., 2000) suggest that action research: makes for practical problem solving as well as expanding scientific knowledge. It enhance the competencies of participants, undertaken directly in situation-seeks to understand particular complex social situations within an agreed framework of ethics.AR also Seeks to improve the quality of human actions, frequently uses case study which Includes evaluation and reflections. It is methodologically eclectic and also contribute to a science of education.

Though the characteristics of action research expressed by different writers in various ways the message is all the same as it is explained above.

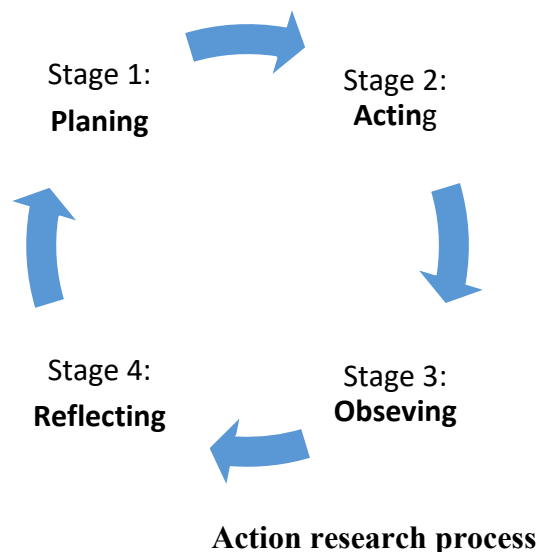
2.6 Rational for the use of Action Research in ELT class room

According to Borg, S (2013) the idea of language teachers conducting their own research, often in their own classrooms, is not a new one, and its positive benefits have driven investigators by many teacher educators in many areas of the world (All wright, 2005; Burns, 2010; Farrell, 2007; Freeman, 1998; Richards&Farrell, 2005 to name just few).However; in Ethiopian context specially in ELT, the practice of action research is less.

ELT teachers are required not only to teach in the classroom but also to do research. While teachers are knowledgeable about teaching, many of them may not be as knowledgeable about doing research. Action research is becoming a tool for school reform. In action research language teachers insights into their students' learning from observing their behavior. Reflective teachers analyze the students' behaviors, identifying potential problems, modifying their teaching practice and evaluate the results (Chamot, et al.,1998).Many scholars believe that, teachers who engage in Action Research become more effective in their practices by reflecting on their teaching and then by acting on their reflections to improve their teaching.

2.7 Action Research: Steps and Process

Most models of action research propose cyclical and spiral four stage process, namely planning, acting, observing and reflecting (Choeda&et al;2018).



Stage 1: ask questions and identifies the problem

Stage 2: implements action plan and simultaneously reflects

Stage 3: monitors, collects, analyses data and shares findings

Stage 4: ascertains whether the intervention strategy worked out or not.

According to (Kemmis & McTaggart, 1982:1988 cited in AIJC 2012) ,**planning** involves identifying an area of concern that needs to be addressed. Also at the planning stage the teacher needs to map out possible interventions that could be used to bring about improvements related to the area of concern. The next stage **acting** involves implementing one of the interventions. This then leads to the third stage, where the interventions is **monitored**. Whilst the intervention is under implementation it is essential to collect relevant information about its effects, hence the third stage of the cycle. The last stage involves **reflection** based on the information collected to determine the success or failure of the intervention. In case the intervention does not improve the area of concern then another intervention may be needed and the cycle restarts.

2.8 Involvement of ELT teachers Action Research

In comparison to the volume of empirical work which has been conducted into teachers' research engagement in education generally, little research into this area has been conducted in the field of English Language teaching (McDonough & McDonough, 1990). While action research is a very recent form of research in the ELT field, holds great promise as a form of research that can be considered by teachers, with a view of exploring, understanding and improving various areas within the educational context. Such that issues of classroom interaction, material analysis and curriculum development (Burns, 1999). For Kennedy (1997) lack of connection between research and practice can be attributed to the educational system itself, not the research.

According to Kennedy (1997), teachers development cover a range of various activities. To start with, consciously analyzing one's own assumptions, and believe towards teaching and learning. Besides articulating and understanding the principles that your teaching is based on. The other activity teachers development cover is that, maintaining an active interest in current, develops in

language teaching through reading, further study or professional associations. In addition, critically examining new developments for their feasibility in your classroom and also attending conferences, with colleagues or visiting colleagues and professors'. Lastly, observing other teachers and sharing practical ideas with them.

From the above expressions we can understand that further reading, attending various conferences and sharing experience are useful for the professional development of teachers.

Conducting action research puts teachers in control of their professional development. When teachers have ownership at the research process, specifically action research, learning can occur in numerous ways including trying new strategies, evaluating existing programs, expanding instructional repertoires, engaging in professional development; and most importantly helping teachers develop new pedagogical knowledge (Henson, 1996).

As Watkins(2006)cited in Mehrani,M.B(2015) research engagement particularly helped practitioners' to obtain an outsider perspective toward the practice of teaching, to find out what other people are doing, to see practical relevance of research to classroom and also to develop social networking (providing possibilities for contacting others).

Besides its benefit, for Compbell&Tacques(2004); research engagement influenced their professional development in different ways. Specially, it could increase the number of teaching plans, educational objectives, teaching strategies and teachers' knowledge of what was being taught. Therefore, involving in doing and reading action research can make the researcher knowledgeable.

Teachers' engagement in and with research brings about making pedagogical decisions informed by sound research evidence, and this will have a beneficial effect on both teaching and learning(Borg,2007:371).Similarly(Gui-xia.S (2006) also states that Implementation of action research will help a lot in both teachers' professional development and classroom teaching.

More recently, teacher- researcher movement (practitioner-research) was developed in ELT as a more democratic form of inquiry, hoping to empower teachers through their involvement in classroom (All Wight, 1997; Nunan, 1997). Hopefully this movement will motivate ELT teachers to do more.

Thus, as Johns & Button (2000) engaging in action research is a natural activity that gives teachers a sense of order in their classroom practices.

2.9 Factors affecting teachers research engagement

According to Borg (2007) cited in Mehrani, M.B & Behzadnia, A (2013) the primary barriers to research engagement is attitudinal. As to Zahorik (1986) states that, general attitudes toward teaching can be classified into three main categories: Science/research conceptions, theory/philosophy conception, art/craft conceptions. Each of these characterizations carries with it defined orientations toward teaching, what skills it involves, and what teachers must know (Freeman and Richards, 1993). Studies show that English teachers 'conception of the ELT profession directly influences their research engagement. In particular, teachers who see ELT as a scientific undertaking are more likely to have a higher level of research engagement. Whereas, those who equate ELT with an art or a value based endeavor appear to have less or no research engagement (Mehrani, 2013). It should be pointed out that the educational system plays a determining role in the formation of teachers' conception of their profession. For instance, pre service and in service teacher education programs, teachers' evaluation system and the description of teachers' duties play key roles in the formation of their conception of ELT.

According to Mehrani, M.B & Behadnia, A (2013) the common barriers of research engagement related to education are firstly, lack of financial and intellectual support. Secondly, teachers' conception of research and teaching. Thirdly, negative view toward research and innovation. Fourthly Mismatch between educational research and educational material and lastly, inefficient teacher evolutionary system.

Johnson, C.S. (2011) States the challenges that educators face in schools as follows:

1. Time is the biggest concern because the researcher must find time to develop a plan of action and the move through the action research plan. It is important to remember that an action re Instead, it should be an integral part of what takes place every day in schools.
2. Lack of resources can also be a challenge when planning action research. The researcher needs to be innovative, optimistic and dedicated to overcome this challenge. The school administrators needs to design the project that can be supported by the resources that are available.
3. Difficulty formulating the research questions is a challenge that researchers face in the early stages of action research.
4. Resistance to change can impact any action research project support from school and school district personnel is fundamental for the researcher. It may be important to emphasize how conducting action research will benefit the professional practice of the researcher, schools, students, teachers and the district.
5. Ethical considerations must be taken into account. Most action research projects involve human subjects therefore the district, parents, teachers, and students must be fully aware of the goals and the expectations of the research.

Generally as Briton and Moon (2007:27) have noted, “Conducting research in schools is a complex and multifaceted challenge .However, the process of solving real problems of immediate concern makes the challenge well worth the effort”.

2.10 Benefits and Drawbacks of Action Research

2.10.1 Benefits of Action Research

A key benefit of action research is reducing the gap between theory and practice (Ary et al; 2010:516).

For more than 30 years, the importance of teachers’ carrying out research has been emphasized. As pointed out by many researchers(Stenhouse,1997;KemmisandMcTaggart,1982;Goswami and stillman,1987;Nunan,1993;Crookes,1993;Burns,2005),there are a number of personal and professional benefits in foreign language teachers’ carrying out research with regard to professional development, teachers are critical and responsive; they learn to think systematically

;they practice working collaboratively with their students and other teachers; and they increase their self-awareness and personal insights. With regard to professional benefits, they learn to be reflective, evaluative and critical in their teaching; their teaching is transformed; they become more effective teachers; they become rich resources; and they start to better evaluate existing research. Furthermore, the uniqueness of each classroom setting naturally requires teachers to study their work by themselves rather than by somebody else (Bahloul, 2015).

The benefit of conducting action research goes well beyond improving professional practice. Mertler(2009) cited in Johnson, C.R(2011:19) explains, “Action Research deals with your problems, not someone’s. Second, action Research is very timely; it can start now or whenever you are ready and it provides immediate results. Third, it provides the researcher with opportunities to better understand, and therefore improve professional practices. Fourth, as a process action Research can also promote the buildings of stronger relationships among colleagues. Finally, and possibly most importantly, action Research provides alternative ways of viewing and approaching educational questions and problems and with new ways of examining your own educational practices.”

As it is stated by different scholars’ action research have many benefits regard to personal and professional development like solving problems of ours, which occur currently, help to improve professional practice, strengthen colleagues’ relationship, and also provides to see problems from different angels.

2.10.2 Drawbacks of Action Research

According to Hampshire(2000) cited in Gray,D.E (2000)...since action research studies, typically, take longer to complete than other opportunities, staff turnover and people leaving the project can be disruptive. Also while new knowledge generated through studies may lead to practical results, these may not be widely reported in the academic literature .Hence, they do not teach the public domain, and their application to other situations may be limited. Another problem is that of generalizability. Many action research projects are fairly unique or idiosyncratic in nature. Badger, also warns that due to it’s very contextually focus, action research may only be capable of allowing’ tentative generalization’ (2000:202). On the whole,

action research seem fairly divided as to whether generalization of the results of an action research project is either feasible or indeed, worthwhile. Besides the above weakness, action research is unscientific. Questions can also be asked about the relevance of any findings. Rapoport(1970) draws attention to the risk of the researcher becoming over involved in the situation or of being used as a tool in organizational politics. This may be a particular difficulty for the insider action researcher who is simultaneously a researcher and organizational member (Rose,S et al;2015).

From the above explanation the limitations of action research are: take considerable resources, including time to complete, also many action research projects tend to be fairly unique and difficult to generalize.

2.11 Validity and Reliability

The result of action research need to be measured for validity and reliability. Validity is defined as the extent to which an instrument measured, what is claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument. To be able to make valid inferences from a test scores, the test must first be consistent in measuring whatever is being measured. Reliability is necessary but not a sufficient condition for valid interpretations of test scores. On the other hand; reliability is concerned with how consistently you are measuring whatever you are measuring. It is not concerned with the meaning and interpretation of the scores, which is the validity question. Ary,D&et;al(2010).As to them a measuring instrument can be reliable without being valid, but it cannot be valid unless it is first reliable. Thus, reliability is more on the consistency of a measurement, while validity is focused more on the suitability or meaningfulness of the measurement.

2.12 Ethical Issues in Action Research

According to Cavan (1977) cited inCohen,L(2000);Ethics has been defined as a matter of principled sensitivity to the rights of others. Being ethical limits the choices we can make in the

pursuit of truth. Ethics say that while truth is good, respect for human dignity is better, even if in the extreme case, the respect of human nature leaves one ignorant of human nature.

It is important for a researcher to know and adhere by the researcher ethics. Therefore a teacher researcher needs to be mindful of respecting the participants of the study .No participants should be harmed as a result of the action research process and outcomes. This is to ensure that human dignity is upheld and respected (Choeda et al;2018).

There are a variety of ethical issues that must be taken into consideration. The commonly recognized ethical principles include: minimizing harm, respecting autonomy, protecting privacy, offering reciprocity, treating people equitably.

1. **Minimizing Harm-** is a research strategy likely to cause harm, how serious is this and is there any way in which it could be justified or excused?
2. **Respecting Autonomy-**does the research process show respect for people in the sense of allowing them to make decisions for themselves, notably about whether or not to participant? According to Campbell and McNamara (2007) cited in Banegas,D,L (2015) participants can be open to us and tell us their stories in confidence but refuse to allow us to use their data. In other words participants may be willing to be quoted even if they remain anonymous.
3. **Protecting Privacy-** a central feature of research is to make matters public, to provide descriptions and explanations that are publicly available. But what should not be made public? What does it mean to keep data confidential?
4. **Offering Reciprocity-** researchers depend upon being allowed access to data, and this involve people cooperating in various ways. For example, giving up time in order to be interviewed or to fill in questionnaire.
5. **Treating people equitably-**it may be argued that the various individuals and groups that a researcher comes into contact with in the course of research should be treated equally in the sense that no-one is unjustly favored/discriminated against. These principles do not exhaust all of the ethical concerns relevant to social research, but they are probably the main one Hammersley,M and Traianou,A(2012).

CHAPTER THREE

RESEARCH METHODOLOGY

In this section research design, research setting, participants of the study, sampling size and sampling techniques, data gathering instrument, procedure of the study and method of data analysis were presented.

3.1 Research Design

In order to achieve the intended objective of the study, this research employed a descriptive statistics research design with mixed research approach. According to Muijs, D (2004) descriptive survey research concerned with the present and attempts to determine the status of the phenomenon under investigation. Both qualitative and quantitative approaches are appropriate to address the objective accurately (Best&Kanhan, 1999).

As to Slevitch (2011) quantitative research is a deductive, objective process of inquiry where the variables in the study are measured in numbers and analyzed using statistical procedures from large sample population while qualitative research is an inductive, subjective process of inquiry done in natural setting in order to build a complex, holistic pictures described in words and the sample size is typically small and responds are selected to fulfil a given quota. The researcher used questionnaire and non-structured interview data collecting tools to gather information about the ELT Teachers' engagement of action research.

Thus, the study aimed at the extent to which ELT teachers' involvement in the two preparatory schools.

3.2 Research Setting

Gullele sub city is one of the ten sub cities which is found in Addis Ababa. The study was conducted in Gullele sub city two preparatory schools namely Yekatit12 and Medhanealem preparatory schools in Addis Ababa. The researcher is obliged and limited to select these two schools because they are the only available preparatory governmental schools in Gullele sub city. Besides the schools are selected purposively because of the fact that they are geographically near to the researcher site and also, the researcher worked with some of the staff members. Therefore,

in gathering data the researcher believed that these teachers give more cooperation and necessary support in order to have adequate and valid reliable evidence.

3.3 Participants of the study

The participant of this study were thirty eight teachers who were teaching English language in Yekatit 12 and Medhanealem preparatory schools. It is believed that the participation of all English teachers would offer concert evidence to have valid and reliable information for the study.

3.4 Sampling size and sampling techniques

To address the research questions posed in the statement of the problem, the investigation was conducted on the ELT teachers of two preparatory schools: Yekatit 12 and Medhanealm schools. The researcher chose the ELT teachers in these two preparatory schools using total population sampling (purposive sampling technique).Although, the researcher distributed 40 questionnaire for each teacher 38 were filled and returned .Six interviewed teachers were also selected using random sampling technique for the interview.

3.5 Data Gathering Instruments

To obtain data for this study, the researcher utilized questionnaires and non-structured interviews as data gathering instruments.

3.5.1 Questionnaire

Questionnaire was mainly the research tools of this study. It was designed for ELT teachers to generate data on the extent to which ELT teachers in the two preparatory schools have been possibly involved in undertaking English language teaching action research. The nature of the questionnaire was structured and non-structured and composed of four parts. The first part of the questionnaire was personal data of the respondents. The second, the third and the fourth part were contained closed end, open ended and items in a likert scale. The researcher distributed 40 copies of questionnaire, however; 38 were filled and returned.

Moreover, the use of the questionnaire is found to be important to elicit information on ELT teachers' attitudes and beliefs towards English language teaching action research. It seemed also crucial to get data on the research constraints which ELT teachers possibly encounter in undertaking action research and generate data on the possible solutions to these research constraints as well. General directions and sub instructions were included across each section of the questionnaire (please see Appendix A).

3.5.2 Non-Structured Interview

Interview was another research tool of this study which was prepared for ELT teachers. It is believed that the use of the interview may be helpful to make the research finding more sustainable. In other words, the use of the interview would seem crucial to counter check the respondents' responses to the questionnaire. The interview would also be important to generate data on ELT teachers' attitude and beliefs towards English language teaching action research which would be of difficult to identify through the use of the questionnaire only. Burns (1999) confirms that non-structured interviews can help researchers to get themes and topics which may not have been anticipated while designing the interview. Before conducting the interview with ELT teachers, the interviewer explained the purpose of the present study to each interviewee. During the interview the response were recorded with the willingness of the teachers by audio recorder. (please see appendix B).

Based on the responses gained from the non-structured interviews from ELT teachers attempts were made to assess the current status of action research in the selected preparatory schools, the attitudes of ELT teachers towards English language action research, the research constraints, and the possible solutions to these constraints as well. In other words, the non-structured interview was made to validate what the ELT teachers filled in across the four sections of the questionnaire. As a result, there were some similarities among the contents of non-structured interview and questionnaire.

3.6 Data collection procedures

First, the researcher asked permission from the two selected schools principal and the ELT teachers to make the data collection smooth. This gave the researcher conducive atmosphere for the study. As a result the researcher was collected data from the participants without any problem.

3.7 Data Analysis Procedure

In order to analyze the data both qualitative and quantitative data analysis techniques were employed based on the nature of the research questions. All the closed-end questionnaires were first collected, organized, tabulated, coded and entered into the statistical package for social science(SPSS) computer program and quantitatively analyzed ,interpreted and reported using descriptive statistics(frequency& percentage).

The data obtained from the open ended questions of the questionnaire were qualitatively analyzed and discussed under each pertinent basic research questions.

3.8 The Pilot Study

After the questionnaire had been developed, the first draft was given to my advisor and also my colleagues MA holder and PHD student. Based on the feedback obtained, some items were reshuffled and modified. Then, the instrument was tried out for its suitability, reliability and validity in one of the selected schools, Yekatit 12 preparatory school before it was distributed to the main respondents.

Eight teachers were selected using random technique as participants of the pilot study. After the questionnaire was collected modification was made on the items based on the hint obtained from the study. The pilot protocol of the interview was also practiced with two ELT teachers about the procedures, clarity and validity of the questions.

CHAPTER FOUR

Result and Discussion

4.1 Data Presentation, Result and Discussion

This chapter deals with the presentation, result and discussion of the data gathered from ELT teachers, questionnaire and interview were used to gather the data.

Regarding the questionnaires, in order to address the research questions, the present researcher designed the questionnaire with the help of her advisor and administered the questionnaire contained four major sections in line with the research questions. Background information ,yes/no questions, degree of agreement and/or disagreement on the base of five scale rating and non-structured questions,5,20,20 and 6items respectively.

4.2 Results of the questionnaire

To remind once again, the present researcher was conducted on ELT teachers of two preparatory schools Yekatit 12 and Medhanealm schools. The total number of the target population across the two preparatory schools were thirty eight. As stated above the first section focused on the bio data information of ELT teachers here under in Table 1.

Table-1 Bio data of the participants

No		Characteristics	Frequencies	Percentages
1	Sex	Male	21	55.3
		Female	17	44.7
		Total	38	100.0
2	Qualification	BA	6	15.8
		MA	32	84.2
		Total	38	100.0

3	Work experience	6-10	5	13.2
		11-15	7	18.4
		16-20	9	23.7
		21-30	10	26.3
		>=31	7	18.4
		Total	38	100.0
4	Work load per week	11-15	10	26.3
		16-20	11	28.9
		21-25	16	42.1
		>=26	1	2.6
		Total	38	100.0
5	Current position in your career	Junior teacher	5	13.2
		Teacher	5	13.2
		Higher teacher	10	26.3
		Associative teacher	9	23.7
		Lead teacher	6	15.8
		Higher lead teacher	3	7.9
		Total	38	100.0

As can be seen from the above table, 21(55.3%) of the teachers were male while 17 (44.7%) were female. On the other hand, with respect to academic qualification, the majority of teacher respondents, about 32(84.2%) had master degree, 6(15.8%) were first degree holders. Accordingly MA holders took the larger proportion of the population, whereas, BA holders constituted smaller proportion.

Concerning teachers work experience, 5(13.2%) of the respondents had 6-10 working experience, 7(18.4%) of the respondents had 11-15 experience, 9(23.7%) had 16-20 experience, 10(26.3%) had 21-30 experience and 7(18.4%) had more than 31 years working experience in teaching respectively.

This implies that from the teachers work experience, most of the respondents who were involved in this study were found in the productive age group.

As indicated in table -1 teaching load of the respondents teachers,10(26.3%) had 11-15 periods per week,11(28.9%) had 16-20 periods per week,16(42.1%) had 21-25 periods per week and 1(2.6%) had more than 26 periods per week respectively.

This indicates that majority of the teachers 16(42.1%) had maximum load per week as a result, teachers may not have enough time to conduct action research in their school.

In accordance with the above table 5(13.2%) reported that they were jounior,5(13.2%) teacher 10(26.3%) higher teacher,9(23.7%) associative teacher,6(15.8%) lead teacher and 3(7.9%) of the respondents were higher lead teacher. This shows that most of the teacher respondents were found between higher to lead teacher in their career structure.

4.2.1 ELT Teachers' Involvement of Action Research

(Items6,7,8,9,10,11,12.13,14,15,16,17,18,19,20) would be expressed as follows:

Table 2.The involvement of ELT teachers in action research

No	Each item of the question	Responses					
		'Yes'		'No'		Total	
		F	%	f	%	f	%
6	Have you ever been involved in any kind of research?	20	52.6	18	47.4	38	100.0
7	Have you ever conducted action research in ELT?	22	57.9	16	42.1	38	100.0

Table 2 items 6&7 the respondents were asked whether or not they carry out any kind of action research and action research in ELT.As a result 20(52.6%) and 22(57.9%) of the respondents were participated in some kind of action research and in English language action research

respectively. But the remaining 18(47.4%) and 16(42.1%) of the respondents were not involved in any kind action research and in English language action research, respectively.

This finding, would seem to be positive attitude with these preparatory school teachers in undertaking both any kind of action research and action research in ELT.

4.2.2 Documenting research results

Teachers who conducted action research were asked whether they document or not the research result.

Table 3. The documentation of research results

No	Each item of the question	Responses					
		'Yes'		'No'		total	
		F	%	f	%	f	%
8	If your answer to question number 7 is 'yes', did you document your research result as a reference for others in the library?	16	42.1	22	57.9	38	100.0

As can be seen on table 3, most of the teachers 22(57.9%) teachers respondents replied that they didn't document their research result as a reference. While, 16(42.1%) document the research result. This implies that novice teacher's researcher couldn't get much opportunity to refer research documents.

4.2.3 ELT Teachers Interest towards Action Research

Showing interest towards action research help teacher researchers to participate in practical task. To know the interest of ELT teachers question was posed.

Table 4 ELT Teachers Interest in doing Action Research

No		Responses					
		'Yes'		'No'		total	
		F	%	f	%	F	%
9	Do you have a high interest in doing language teaching action research?	21	55.3	17	44.7	38	100.0

As can be seen on table 4, 21(53.3%) expressed that they have high research interest; however, 17(44.7%) responded that they didn't have a high interest. This would imply that the majority of the respondents had high interest as a result their attitude towards doing research were positive. On the other hand, for those respondents who were in lack of interest would harm the involvement in action research

4.2.4 Colleagues Involvement in Action Research

Colleagues' involvement in undertaking action research enhance the participation of action research in many ways. Question were posed to ELT teachers.

Table 5 Colleagues Involvement in ELT action research

No		Responses					
		'Yes'		'No'		total	
		F	%	f	%	f	%
10	Do you believe that your colleagues have been involved in undertaking language teaching action research?	22	57.9	16	42.1	38	100.0
11	Do your colleagues give due emphasis to teaching than to research?	21	55.3	17	44.7	38	100.0

Regarding item 10, majority of the respondents 22(57.9%) said that their colleagues participated in action research, however, 16(42.1%) the respondents replied that their colleagues did not seem participate in undertaking English language action research .This would suggest that in their department it seems, they had strong relationship among themselves.

In relation to item 11, many of the respondents 21(55.3%) said that their colleagues gave due emphasis to teaching than to research. The remaining 17(44.7%) of the respondents claimed that they gave equal emphasis to teaching and research. Items 10&11 imply that majority of ELT teachers committed to do action research.

4.2.5 Respondents theoretical knowledge and skills of Action Research

In order to conduct action research, teachers must have knowledge and skill of action research. To assess the respondents' the theoretical knowledge and skill of action research question was posed to ELT teachers.

Table 6 Theoretical Knowledge and Skill of Teachers to Conduct Action Research

No		Responses					
		Yes		No		total	
		F	%	f	%	f	%
12	Do you feel confident in your research skills in language teaching research?	23	60.5	15	39.5	38	100.0

Table 6 indicates that most of the respondents 23(60.5%) had research skill, while 15(39.5%) of the respondents had not research skill. As shown in the above table, majority of the respondents had enough knowledge and skill to do research. As the table indicates most of the respondents feel confident in their research skills.

4.2.6 Constraints of Action Research

In undertaking action research teachers may come up with different obstacles, to know these obstacles question was posed below.

Table 7 The frequencies and percentages of some serious action research constraints (for questionnaires items 13&15)

No	Each research constraints	Total number of respondents and non-respondents					
		Respondents		Non respondents		Total	
		f	%	f	%	f	%
1	Lack of enough language teaching research courses offered	12	31.6	26	68.4	38	100
2	Lack of updated research materials in language teaching	13	34.2	25	65.8	38	100
3	Absence of research conferences and workshops on language teaching research issues	22	57.9	16	42.1	38	100
4	Lack of encouragement from school principals	21	55.3	17	44.7	38	100
5	Lack of research interest	10	26.3	28	73.7	38	100
6	Absence of collaboration among colleagues	16	42.1	22	57.9	38	100
7	Emphasizing teaching over research	10	26.3	28	73.7	38	100
8	Heavy work load	24	63.2	14	36.8	38	100
9	Others	10	26.3	28	73.7	38	100

The ranking of research constraints reported above was done by counting the frequencies that each constraint was ticked by the respondents. Referring to the information given in the above table, heavy work load and absence of conference and workshops were reported to be the most serious research constraints with percentage of 63.2 and 57.9 respectively. In fact, these research constraints were followed by 36.8 and 42.1 percent of respondents who did not give responses to each research constraint respectively.

Lack of encouragement and lack of updated materials were the next serious constraints reported with percentage of 55.3 and 34.2 respectively. However; these research constraints were followed by 44.7 & 65.8 percent respondent who did not give responses to each research constraints respectively.

The third group of research constraints reported were lack of research interest and emphasizing teaching over research.

Finally, the respondents reported lack of photocopy access, internet, computers and printers are some of research constraints they encountered.

4.2.7 School Environment to Conduct Action Research

Conducive school environment plays a great role in conducting any kind of research. Therefore, questions were posed here.

Table 8 School Environment to Conduct Action Research in English Language Teaching

No	Each research constraints	Respondents					
		'Yes'		'No'		total	
		F	%	f	%	f	%
14	Does your work environment create conducive atmosphere for undertaking language teaching research?	15	39.5	23	60.5	38	100.0

As can be seen from the table 8 above, 15(39.5%) and 23(60.5%) of the teacher respondents said that the school environment created conducive atmosphere and didn't create conducive atmosphere to undertake language teaching research respectively.

This implies that, for most of the respondents' school environment didn't cooperate for the teachers.

4.2.8 The status of Teachers in Action Research

In order to involve in action research teachers should have basic knowledge about action research. Accordingly, a question was posed to teacher respondents whether they had taken action research course/training during their university/college study and after they started teaching.

Table 9 Teachers Attendance in Action Research Course/Training

No	Each research constraints	Respondents					
		'Yes'		'No'		total	
		F	%	f	%	f	%
16	Have you taken relevant research courses which are pertinent to English language teaching during your college or university training years or pre service training?	23	60.5	15	39.5	38	100.0
17	. If your response to number 16 is 'yes', do you find that these courses are adequate to enable you to carry out language teaching action research?	20	52.6	18	47.4	38	100.0

Table 9 shows that 25(60.5%) of the respondents confirmed that they had taken action research course/training. Whereas, the remaining 15(39.5%) admitted that they had not taken such courses/training. Out of 60.5% who had taken the training 52.6% of the respondents admitted

that the courses they took in university or college were adequate. Whereas 47.4% of the respondents had not admitted the adequacy of the course they had taken in university/college to conduct language teaching action research.

Based on the above findings, it is possible to sum up that majority of the respondents had taken action research courses/trainings. This implies at least the respondents had the basic research knowledge to be engaged in action research activities.

4.2.9 Teachers Effort in Reading Action Research Materials

It is expected that teachers have to read different research books to update their action research knowledge. For this reason, question was posed to teachers whether they read or not.

Table 10 Teachers’ effort for updating their action research knowledge

No	Each research constraints	Respondents					
		Yes		No		total	
		F	%	f	%	f	%
18	Do you regularly read different action research books, journals and articles on language teaching research?	19	50	19	50	38	100.0

As can be seen from the above table 19(50%) and 19 (50%) teacher respondents read different action research materials regularly and didn’t read respectively.

This shows half of the respondents read action research materials regularly similarly half of them didn’t. Therefore half of the respondents can effectively increase their knowledge of action research while the rest cannot maximize.

4.2.10 Action Research Competence

Table 11 ELT teachers' competence in action research

No	Each research constraints	Respondents					
		Yes		No		total	
		F	%	f	%	f	%
19	Do you have clear information on your research skills in language teaching action research?	22	57.9	16	42.1	38	100.0

Table 11 shows that 22(57.9%) were competent enough whereas, 16 (42.1%) were not competent in English teaching action research. This indicates that the majority of the respondents were competent enough to do action research. As a result teachers can improve students' achievement.

4.2.11 Teachers Collaboration in the Practice of Action Research

ELT teachers' cooperation among themselves maximize ELT teachers competency in conducting action research besides minimize varies school problems they face in teaching and Learning.

Table 12 ELT Teachers Collaboration to carry out Action Research

No	Each research constraints	Respondents					
		Yes		No		total	
		F	%	f	%	f	%
20	Do ELT teachers in your school collaborate with one another to carry out language teaching action research?	17	44.7	21	55.3	38	100.0

As can be seen from the table 12, 17(44.7%) and 21(55.3%) were collaborative one another to carry out research and were not respectively. This indicates that the majority of the respondents were not cooperative as a result novices may not share experience from the experienced once.

4.3 Teachers Attitude towards Action Research

Attitudes are a complex combination of things that tend to call personality, beliefs, values, behaviors and motivations. Thus, to identify the perception of ELT teachers towards the practice of action research in making the schools more effective: respondents were asked to show their reaction to statements by choosing one among the given five points. Likert scale alternatives ranging from strongly disagree (1) to strongly agree (5).

Table 13. Teacher’s attitude towards action research

No	Each item of the questionnaire	Responses									
		SD		D		ID		A		SA	
		f	%	F	%	f	%	f	%	f	%
1	I believe that teachers decision should be supported by action research	6	15.8	6	15.8	6	15.8	10	26.3	10	26.3
2	English language teaching is problematic and needs class room oriented investigation	5	13.2	6	15.8	6	15.8	12	31.6	9	23.6
3	In the school where I work , action research is less understood in the teaching of English	10	26.3	12	31.6	4	10.5	7	18.4	5	13.2
4	There are no relevant reading material on language teaching research in the school where I work	5	13.2	6	15.7	5	13.2	12	31.6	10	26.3
5	Teachers in my department seem not to have research interest in	11	28.9	13	34.2	5	13.2	5	13.2	4	10.5

	undertaking language teaching action research										
6	Teachers role in school is both to undertake research and to teach	6	15.8	7	18.4	4	10.5	11	28.9	10	26.3
7	I know that there has been gap between English language teaching and research among my colleagues method of teaching	8	21.1	7	18.4	5	13.2	9	23.6	9	23.6
8	I have neither time nor money to undertake language teaching research	6	15.8	6	15.8	5	13.2	11	28.9	10	26.3
9	In the school where I work ,English language teaching are expected to put many hours of work to teaching rather than to research	5	13.2	7	18.4	4	10.5	12	31.6	10	26.3
10	I have been engaged in investigating my English language teaching practices	6	15.8	9	23.7	4	10.5	12	31.6	7	18.4
11	Among my colleagues ,there is a good professional contact on language teaching research issues	6	15.8	11	28.9	4	10.5	10	26.3	7	18.4
12	My teaching load is so high to the extent that I do not have time to do action research	5	13.2	7	18.4	5	13.2	11	28.9	10	26.3
13	The schools organizational environment contributes to me carrying out language teaching action research	7	18.4	8	21.1	7	18.4	11	28.9	5	13.2
14	I don't feel confident in my research competence	8	21.1	10	26.3	6	15.8	7	18.4	7	18.4

15	There is minimal support principals through I would like to carry out action research	11	28.9	10	26.3	5	13.2	5	13.2	7	18.4
16	My colleagues have been using action research as one means to solve academic problem in teaching English language	5	13.2	8	21.1	5	13.2	12	31.5	8	21.1
17	My school teaching experience inform me that ELT teaching do not usually get involved in language teaching action research	8	21.1	9	23.6	6	15.8	8	21.1	7	18.4
18	I am not encouraged to understand action research due to lack of incentive	5	13.2	6	15.8	4	10.5	14	36.8	9	23.7
19	Research in language teaching has not yet become practical	9	23.7	10	26.3	5	13.2	7	18.4	7	18.4
20	I usually depend on language teaching action research to strengthen my ELT classroom	5	13.2	6	15.8	6	15.8	12	31.5	9	23.7

As it is shown in Table 13, about item 1, 26.3% of the respondents showed their agreement as they believed that teachers' decision should be supported by action research. While 15.8% of the respondents disagree. Similarly 15.8% of the respondents didn't decide on the same item. This indicated, most of the respondents show their agreement as teachers decision should be supported by action research.

Regarding English language teaching in item2, 55.2% of the respondents agree upon English language teaching is problematic and that needs classroom oriented investigation. On the other hand, 29 %&15.8% of the respondents disagree and didn't decide as it's problematic and that needs investigation. This showed that the majority 55.2% of the respondents reported their agreement as English language teaching is problematic and that needs investigation.

About item 3, 57.9% of the respondents reflected their disagreement as action research in their school were less understood by ELT teachers. Whereas, 50% of the respondents agree upon the question posed as action research is less understood in ELT teaching. This indicated that the majority (57.7%) of the respondents believe that action research is well understood by ELT teachers.

As indicated in item 4, 57.9% of the respondents reflected their agreement as there is no relevant reading materials on language teaching research in the school where they work. On the other hand, 28.9% of the respondents reflected their disagreement. This showed that the majority (57.9%) complained that there is shortage of materials in their school. As a result teachers may get in difficulty to do different action research in schools.

With respect to research interest in item 5, 63.1% of the respondents disagree about teachers in their department seem not to have research interest in undertaking language teaching action research. Whereas, 23.7% of the respondents showed their agreement as member of their department had no interest. This data showed that majority of the teachers had interest towards action research. Therefore, when they face problem in the teaching learning process they may try to solve their problem by doing research.

Regarding item 6, 55.2% of the respondents agree that teachers role in school is both to teach and to research. Whereas 34.2% of the respondents reflected their view by disagreement. This indicated that most of the respondents know very well about the importance of research besides teaching.

In line with item 7, 47.2% of the respondents agree that there has been a gap between English language teaching and research in their colleagues' method of teaching. Whereas, 39.8% of the respondents reflected their disagreement. Only 13.2% of the respondents didn't decide. This showed that there is little gap between research and language teaching.

As observed in item 8, 55.2% of the respondents reflected their idea as they had no time to undertake research. Whereas, 31.6% of the respondents said that they had enough time to

conduct action research. This showed that most of the respondents had no time to do research. As a result, because of time constraint researchers may be limited to do action research.

In relation to item 9, 57.9% of the respondents showed their agreement about the school where they work as English language teaching expected to put many hours of work to teach than to research. While 31.6% of the respondents disagree about the question posed. This showed that the maximum number of respondents reflected their view as many hours were given to teach than to research.

With respect to item 10, 50% of the respondents reflected their agreement as they have been engaged in investigating their English language teaching practice. While 39.5% of the respondents disagree about the question posed. This indicated that almost half of the respondents engaged in investigating English language teaching practice as a result, different school problems can be solved by the schools by themselves.

Regarding professional contact of colleagues in item 11, similar number of respondents showed their agreement and disagreement with percentage of 44.7. The rest 10.5% of the respondents didn't decide on the same item. This indicated that, half of the respondents accept as there is good professional contact on language teaching professions among colleagues. Whereas, half of them denied. In order to maximize colleagues professional contact teachers should cooperate one to the other more than this.

Concerning teachers work load in item 12, 55.2% of the respondents reflected their view in agreement as they had high teaching load. Whereas, 31.6% of the respondents showed their view by disagreement. This indicated that the majority of the respondents had heavy work load, therefore these high work load may be an obstacle teacher researchers.

Regarding school organizational environment in item 13, 42.1% of the respondents showed their agreement. While, 39.5%&18.4% of the respondents disagree and didn't decide on the same item respectively. This showed that the majority of the respondents were comfortable about the school organizational environment. Therefore, these environment help teachers to do more.

Concerning item14, 47.4% of the respondents reflected their disagreement. While, 36.8% of the respondents agree about the question posed, whether they feel confident in their research or not. From this data we can note that most of the respondents feel confident in their research competence.

As observed in item 15, 55.2% of the respondents show their agreement as there is minimal school principal support while carrying out action research. Whereas, 31.6% of the respondents showed their disagreement. This implied that from the respondents data, principals were not as such supportive for teachers As a result teachers may not motivated to do research as they want.

Regarding item 16, 52.6% of the respondents agree. Whereas, 44.3% of the respondents disagree about the question whether colleagues have been using action research as one means to solve academic problem in teaching English language or not. This indicated, the majority of the respondents supported the view that teachers have been doing action research as one means of solving academic problem.

Concerning item 17, 44.7% of the respondents showed their disagreement. Whereas, 39.5% of the respondents agree about whether their experience in teaching showed them to get involved in language teaching action research or not. This indicated that most of the respondents showed positive response as ELT teachers get involved in language teaching action research.

In relation to item18, 60.5%of the respondents showed their response with agreement. While 29% of the respondents disagree as they are not encouraged to understand action research due to lack of incentives. This indicated that most of the respondents had complain about the lack of incentives.

As observed in item19, 36.8% of the respondents agree on the idea as language teaching has not yet become practical. Whereas, 50% of the respondents disagree as research in language teaching has not yet become practical. This showed that the majority of the respondents reflected their view as research had become practical in language teaching.

Finally, about language teaching action research 54.2% of the respondents showed their response in agreement as language teaching action research help to strengthen ELT class room. While 29.0% & 15.8% of the respondents disagree and didn't decide on the same item respectively. This implied that most of the respondents did action research to strengthen their ELT classroom.

All in all, teachers' perception play a great role to their involvement in action research and also for students' achievement. It seems that teachers who had positive perception towards action research were found to be committed than those who had negative ideas towards action research.

4.4 ELT Teachers Responses to the Semi-Structured Questionnaires

With the hope of validating the results of the statistical analysis, a qualitative analysis was carried out on the data gathered through the semi-structured questionnaire. In these semi-structured questionnaire the respondents were asked six questions. This section of the questionnaire was included with the hope that some of the respondents' responses across the previous three sections of the questionnaire (section 1, section 2 and section 3) would be counter-checked against this section prepared for the purpose. From the 38 convenience (purposive) samples who participated in filling the questionnaire were only 23 (60.5%) of the total population gave different responses to these section of the questionnaire. On other words, 15 (39.5%) ELT teachers returned the questionnaire without filling in this part of the questionnaire. The questionnaires focused on the relationship between English language teaching and action research, ELT teachers' practical involvement and their beliefs about the role of action research, their opinions on research course they took, about research constraints and techniques they suggest to get involved more in ELT action research.

Accordingly, the respondents used their own words, phrases and sentences while writing answers to this section of the questionnaire, nevertheless, the researcher made possible efforts to bring the respondents response into some kind of categories.

To item 1, of this section of the questionnaire, more than half 15 (65.2%) of the respondents said that teaching and research should not viewed separately. As one of the respondent said they are

“The two sides of the same coin”. Hence classroom teachers would get deep insights about their method of teaching, students learning, classroom problems and developments. On the other hand; 6 (26.1%) of the respondents mentioning their present practice, they said that there would not be a considerable relationship between research and teaching. However; they believed that they made their own efforts to support their teaching through classroom based research though there seem to be a failure in putting into effect the results of such research findings. Moreover, 2 of them (8.7%) were very doubtful about the existing relationship between research and teaching. They added that some teachers would be new to the experience.

Concerning their practical involvement in action research, 13 of them (56.5%) said that they did more than 3 classroom research works. They also said that the research which they carried out helped them to address some problems linked with the teaching of English language though they did not get any of these research works published. On the other hand; 8 (34.8%) of them reported that they did minor classroom research works to a very limited scale. Nevertheless, two of them (8.7%) were not sure of their involvement in action research except the research they did for their first and second degree requirement.

Regarding the role of action research in English language teaching, accordingly, the majority of the respondents 19 (82.6%) of the respondents stated that action research in English language teaching had extremely significant to make informed decisions for everything that teachers would practice in ELT classrooms. On the other hand; 3(13%) of the respondents said that action research could reinforce the teachers’ teaching even though he/she would not be always expected to undertake research. Nevertheless; only1 (4.3%) was not certain about the role of action research in English language teaching. In fact, this doubt would seem to emanate from teachers’ lack of awareness about the role(s) of action research in teaching English. Thus, except 1 of the samples (4.3%) it would be said that the samples had enough awareness about the roles of action research in ELT classrooms. This would suggest that, ELT teachers had positive attitudes towards action research.

In line with the research courses 18 (78.3%) of the respondents reported that they took research courses which would not seem as such relevant in English language teaching. On the contrary, 3 (13%) of the respondents said that they took only one research course that seemed to have a link

to English language teaching. They emphasized on the inadequacy of the course. Nevertheless; 2 (8.7%) of the respondents said, they took research courses but only theoretical. As a result it didn't have relevance.

With regard to the most revealing research constraints, the respondents mentioned a number of them. However; selection was made on the basis of the seriousness and frequencies of the constraints reported. Consequently, nine of the respondents (39.1%) highly emphasized on high workload, lack of budget, lack of support from principals and so on. Seven of them (30.4%) replied that lack of time, incentives, research skill are some of the research constraints. The remaining 7 (30.4%) research constrains are lack of support (technical and material), lack of interest and tiresome nature of research.

Regarding the possible solutions or techniques to get more ELT teachers involved in action research. The majority 14 (60.9%) of the respondents stress on research courses which could be designed and offered to any ELT trainee at pre service, in-services and post service teacher training programs to them, these teacher training programs would be extremely crucial, these training programs could motivate the ELT trainees to explore and relate the theoretical aspects of training with the practical aspect.

However, 5(21.7%) more experienced teachers emphasized on the role of pre service and on the job teacher training programs. The remaining 4, (17.4%) stress on minimizing teachers' work load and budget allotment in terms of money or material.

4.5 The Description of Interview Result Held with ELT Teachers

As shown in Appendix B, an interview consisting of 5 items were administered to 6 ELT teachers across the two preparatory schools so as to cross check the respondents' responses in the questionnaire. These items focused on ELT teachers' practical involvement in action research, their beliefs about the role of action research, the possible areas in which they employed action research and about their research competence.

As done in the analysis of the semi structured questionnaire, the researcher made attempts to discuss the result of the interviewees' response on the basis of common themes of the interview. Accordingly, the first item was designed to assess the ELT teachers' practical involvement in language teaching action research. As a result, one of them (16.7%) said that he carried out only one action research. However; 4 of the respondents (66.6%) replied that they carried out action research more than 2 times. But one of them (16.7%) said he didn't undertake any action research in his life time of ELT teaching.

Concerning the second item, all the six (100%) respondents had positive view towards action research. They believe that ELT teachers should be involved in investigating the problems they face in teaching learning. Regarding the reasons why ELT teachers should undertake action research, the respondents said that action research would help class room teachers to enhance their profession, shape and improve their teaching to examine their method of teaching and also to develop confidence in their teaching.

Regarding the specific language teaching and learning areas where action research is employed, one of the respondents reported that listening skill were the preferred area of research interest. One of the other respondent didn't indicate the specific areas where he carried out action research; hence, he was not engaged in action research. The remaining 4 (66.6%), indicated that reading, speaking and writing skill were some of the areas which they undertook some action research work.

In relation to the fourth item of the interview one of the interviewees (16.7%) claimed that he had the research skill though he didn't examine very well practically. Whereas, 4 of them (66.6%) felt confident in their research skill because they took related courses and had exposure to some action research work individually and in groups. Moreover, one of the interviewees replied that he didn't feel confident in his research skill though in his stay at college he took some courses.

With regard to their beliefs about the role of action research in teaching English language, all 6 of the respondents reported that they had the awareness about the role(s) of action research by stating that action research would help classroom teachers to be informed about their method of

teaching so as to run teaching and learning smoothly and to keep teachers alert. This would seem to suggest that ELT teachers show positive attitudes towards action research.

Generally, the interviewees' responses appear to be reliable and valid because what they responded to some questionnaire items show some consistency with what they replied to the interview questions. For example as indicated in Table 8, 23 (60.5%) of the respondents to the questionnaire said that they felt confident in their research skills so did 4 (66.6%) of the respondents to the interview out of the total population 38 and 6 respectively. This piece of evidence to some extent would be a case in point to support the consistency of the respondents' response both to the questionnaire and to the interview.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

As stated earlier, the purpose of the present study was to find out ELT teachers' involvement in action research. The attitudes of ELT teachers towards English language teaching action research, some major problems which school ELT teachers possibly encounter in conducting action research and also possible solutions to these problems.

In order to find out answers to the basic research questions both qualitative and quantitative data were gathered through questionnaire from 38 preparatory ELT teachers namely, Yekatit 12 and Medhanealem schools 20 and 18 respondents respectively. Similarly interview were held with six ELT teachers three teachers from each school.

Before beginning the data collection from teachers, the questionnaire was piloted with 8 randomly selected teachers in one of the selected schools that is, yekatit 12 preparatory school. The interview was also practiced with two ELT teachers in order to see the procedures clarity and validity of the questions.

The collected data from the questionnaire was organized and analyzed using statistical packages for social sciences (SPSS) and the data obtained through interview were analyzed qualitatively. As a result, the reliability of the result showed 0.8 alpha.

The main findings of the study are listed as follows:

The majority of teacher respondents had shown positive perception towards the practice of research. About 52.6% of respondents has indicated that action research can increase teachers' professional competency, valuable for the effective teaching learning process, has the potential of increasing team work in the school and class room problems can be solved by action research.

It was also reported that with various observed obstacles like being overloaded in teaching, lack of in workshops or training, lack of incentives etc. most of the teachers had committed in conducting action research in their schools.

Regarding the teachers' training, majority of the teachers (57.9%) of the respondents didn't get training or workshops in action research. This indicated that the number of respondents who took training was low.

From those who have conducted action research at the school, 60.5% of the respondents reported that their professional competency was high.

Out of the teacher respondents who conducted action research, 57.9% didn't document as a reference for other novice researcher. And 42.1% of the respondents documented as reference.

As it was indicated 52.6% of the respondents conducted action research to solve academic problem. On the other hand, as reported in the interview action research were also conducted for the fulfillment of their career structure.

From those who were involved in action research 54.2% of the respondents said that action research were conducted to strengthen language teaching action research.

The result of the study have shown that half (50%) of the respondents read action research books, journals and other materials related to action research and half (50%) of them didn't read. The findings of this study confirmed that the involvement of teachers in doing action research was satisfactory. Based on the above findings, one can conclude that the practices of action research in these two preparatory schools were satisfactory though more effort needed.

5.2 CONCLUSIONS

From the above major findings the following conclusions are made;

Firstly, most teachers in these preparatory schools had positive perception towards action research. Even though, the respondents were not appropriately supported by workshops/training. About half of the respondents were committed in doing action research facing varies barriers like being overloaded, lack of research facilities and lack of financial support. This implies that the extent to which action research carried out was satisfactory.

Secondly, half of the respondents who conducted action research were because of educational problems observed in ELT classroom. On the other hand, a few respondents also conducted action research for the sake promotion or career structure.

Thirdly, the respondents had updated their action research knowledge and skills by reading relevant research books/journals related to action research though scarcity of reading materials in their schools were there.

Fourthly, most of the research work were not documented. Because of lack of dissemination novice were not be beneficiary.

Generally, the findings of this study confirmed that conducting action research can improve teachers' professional competency as well as students' achievement.

5.3 RECOMMENDATIONS

The researcher would like to give the following recommendations in line with the findings and the conclusions drawn:

1. Possible efforts should be made to upgrade more ELT teachers' English language teaching research skills so that they would get involved in systematically addressing some academic problems associated with the teaching of English.
2. Educational authorities and concerned stake holders should organize seminars, workshops as well as trainings preferably which focuses on English language teaching action research.
3. School leaders should give emphasis for action research as that of teaching, they should also give support for teacher researcher to their schools capacity in order to make the practice of action research more effective at preparatory school.
4. It is recommended that relevant reading materials on English language teaching research issues should be made available to the teachers.
5. Lastly, the researcher recommended that research works should be documented for the benefit of novice teachers and also for all members of the staff.

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APPENDICES

APPEDEX A-QUESTUONNAIRE

DEBRA BIRHAN UNIVERSITY

College of Social Science and Humanities

Department of Foreign Language and Literature

Questionnaire for ELT Teachers

Dear Respondent;

As part of research undertaking leading to an M.A in English Language Teaching (ELT), this questionnaire prepared to get the available information on action research at two preparatory schools with particular reference to ELT teachers.

Thus, the data obtained would be used for research purpose at the level of Master of Arts in teaching English as a Foreign Language.

The study is hoped to be of help in getting some insights into the practicability of action research and the current status of action research in English Language Teaching. Therefore, your genuine responses to all the items in all the sections of the questionnaire are of great importance.

You do not need to write your name on any of the page of this questionnaire. The researcher will also like to assure you of the anonymity of your responses.

To refresh your memory, dear respondent: action research in language teaching is a research which is carried out in the context of classroom practices to give practical solutions.

Thank you for your kind cooperation!

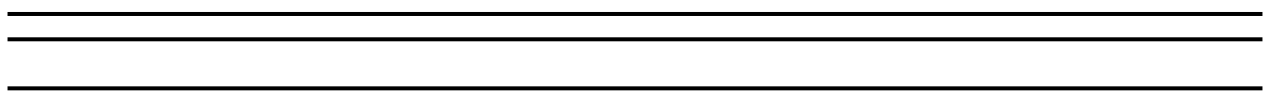
GENERAL INSTRUCTION: Tick [] for all the items which apply to you. Some other questions allow you to write your views, opinions and beliefs about action research.

Dear respondent, don't forget to read the instruction given in each section of the questionnaire.

SECTION ONE: PERSONAL INFORMATION

INSTRUCTION: Please answer each question by circling your choice(s) from the alternatives given.

- 1. Sex 1.Male 2.Female
- 2. Qualification 1.BA/BED 2.MA 3.PHD
- 3. Work experience 1. <=5 2.6-10 3.11-15 4.16-20 5.21-25 6.>=26
- 4. Work load per week 1. <=10 2.11-15 3.16-20 4.21-25 5.>=26
- 5. Your current position in the career structure
 - 1. Beginner teacher 2.jounior teacher 3.teacher 4.higher teacher 5.associative teacher
 - 6. Lead teacher 7.higher lead teacher



SECTION TWO: Please show your response(s) by putting a tick mark [] in the appropriate box (es)

- 6. Have you ever been involved in any kind of research?
 - A. Yes [] B. No []
- 7. Have you ever conducted action research in ELT?
 - A. Yes [] B. No []
- 8. If your answer to question number 7 is 'yes', did you document your research result as a reference for others in the library?
 - A. Yes [] B. No []
- 9. Do you have a high interest in doing language teaching action research?
 - A. Yes [] B. No []

10. Do you believe that your colleagues have been involved in undertaking language teaching action research?

A. Yes [] B. No []

11. Do your colleagues give due emphasis to teaching than to research?

A. Yes [] B. No []

12. Do you feel confident in your research skills in language teaching research?

A. Yes [] B. No []

13. If response to number 12 is 'no', what do you think of the possible reason(s)? You can choose more than one your

A. Lack of enough language teaching research courses offered []

B. Lack of updated research materials in language teaching []

C. Absence of research conferences and workshops on language teaching research issues []

D. Others please specify

14. Does your work environment create conducive atmosphere for undertaking language teaching research?

A. Yes [] B. No []

15. If your response to number 14 is 'no', what do you think are the basic reason(s)? You can choose more than one.

A .Lack of encouragement from school principals []

B. Lack of research interest []

C Absence of collaboration among colleagues []

D. Emphasizing teaching over research []

E .Heavy work load []

F.Others, please specify: _____

16. Have you taken relevant research courses which are pertinent to English language teaching during your college or university training years or pre service training?

A. Yes [] B. No []

17. If your response to number 16 is ‘yes’, do you find that these courses are adequate to enable you to carry out language teaching action research?

A. Yes [] B. No []

18. Do you regularly read different action research books, journals and articles on language teaching research?

A .yes [] B. No []

19. Do you have clear information on your research skills in language teaching action research?

A Yes [] B. No []

20. Do ELT teachers in your school collaborate with one another to carry out language teaching action research?

A. Yes [] B. No []

SECTION THREE: Degree of agreement and/or disagreement.

INSTRUCTION: Dear respondents; please indicate your views, opinions and beliefs against each idea Suggested below by putting a tick mark [√] in the appropriate box (es): What the numbers 1 to 5 stand for is given in the key here under.

NOTE: 1. strongly disagree 2.disagree 3.Idon’t know 4.agree 5.strongly agree

No	Each item of the questionnaire	Degree of Agreement and/or disagreement				
		1	2	3	4	5
1	I believe that teachers’ decision should be supported by action research					
2	English language teaching is problematic and needs class room-oriented Investigation					
3	In the school where I work, action research is less understood in the teaching Of English					
4	There are no relevant reading materials on language teaching research in the School where I work					

5	Teachers in my department seem not to have research interest in undertaking Language teaching action research.					
6	Teachers' role in school is both to undertake research and to teach					
7	I know that there has been a gap between English language teaching and research among my colleagues' method of teaching					
8	I have neither time nor money to undertake language teaching research					
9	In the school where I work, English language teachers are expected to put many hours of work to teaching rather than to research					
10	I have been engaged in investigating my English language teaching practices					
11	Among my colleagues, there is a good professional contact on language teaching research issues					
12	My teaching load is so high to the extent that I do not have time to do action research					
13	The school's organizational environment contributes to my carrying out language teaching action research?					
14	I don't feel confident in my research competence					
15	There is minimal support from the school principals though I would like to Carry out action research					
16	My colleagues have been using action research as one means to solve academic problem in teaching English language					
17	My school teaching experience inform me that ELT teachers do not usually get involved in language teaching action research					
18	I am not encouraged to understand action research due to lack of incentives					
19	Research in language teaching has not yet become practical					
20	I usually depend on language teaching action research to strengthen my ELT classroom					

SECTION FOUR: NON- STRUCTURED QUESTIONNAIRE

INSTRUCTION: Please show your attitudes, feelings, opinions, and beliefs by writing on the space provided for the following questions

1. What do you think about the existing relationship between English language teaching and action research?

2. How is your practical involvement in doing language teaching action research, if any?

3. What are your beliefs about the role of action research in language teaching?

4. What is your opinion on research courses which you took, if any, when you were in a higher institution student? Where they adequate and relevant?

5. What are the most revealing problems or research constraints which you have possibly encountered in carrying out language teaching action research? If any, would you please list them down.

6. What techniques do you suggest to get involved more ELT teachers in undertaking action research?

Thank you once again for filling in the questionnaire!

APPENDEX B-INTERVIEW

DEBRA BIRHAN UNIVERSITY

**College of Social Science and Humanities
Department of Foreign Languages and Literature**

NON-STRUCTURED INTERVIEW FOR ELT TEACHERS

Dear Respondents;

The major purpose of this interview is to come up with possible evidence(s) on your involvement in undertaking English language teaching action research as ELT professionals.

As already indicated in the questionnaire, the data gathered will be used for research purpose at the level of Arts in English language teaching (ELT).

Therefore, your gentle participation in giving genuine responses on your attitudes, beliefs, feelings and opinions to all the questions of the interview is hoped to be of great help in seeing the practicability of action research in English language teaching within the context of two preparatory schools. Medhanealm and Yekatit 12 schools.

Dear interviewee; before starting the interview, the researcher wants to assure you of the anonymity of your names and responses. As a result, you will not be asked to reveal your names during the interview.

1. What is your practical involvement in undertaking language teaching? To what extent?
2. Do you really believe that English language teachers should be engaged in investigating their class room teaching practices besides teaching?
3. If you have ever been involved in doing language teaching action research, in what areas do you employ action research? For example, teaching methods? Learning strategies? Evaluative procedures? Etc. please explain further.
4. Do you think that you have a good research competence (capability in collecting data, interpreting data, analyzing data-----) in doing language teaching action research?)
5. What are your beliefs about the role of action research in teaching English Language?

Thank you for your kind cooperation!