

## THE DIFFERENCE OF ACTION RESEARCH WITH TRADITIONAL RESEARCH AND THE ROLE OF ACTION RESEARCH IN TEACHING FL

Abdullayeva M.M, Arifjanova N.M, Mingniyozova Z.A, Turayeva D.I

Abdullayeva Munojot Muxtorovna-teacher

Arifjanova Nilufar Mirsidikovna- teacher

Mengniyozova Zebo Axmadovna- teacher

Turayeva Diyora Ixtiyarovna- teacher

DEPARTMENT OF COMPARATIVE LINGUISTICS,  
NATIONAL UNIVERSITY OF UZBEKISTAN, TASHKENT  
REPUBLIC OF UZBEKISTAN

### ABSTRACT

The article discusses the benefits of using action research as one of inductive type of research, moreover as advantages of this method in addressing the disadvantages and difficulties in teaching foreign languages.

**Keywords:** Action research, traditional research, cycle of action research, teacher action research foreign language.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

This article addresses as a project a unit in action research methodology provides those professionals working in the education system with a systematic, reflective approach to address areas of need within their various sphere. Moreover, article discusses the difference of action research with traditional research within the role of Action research in training FL.

More specifically, the professional practice employed by one or group of researches to teach the action research units. Action Research in Education for last years consecutively, and believes the skills and knowledge developed as part of task this unit are very important within teacher education and the teaching profession. A teacher who respects his or her profession and wants to solve problems in the language learning process should always ask the following questions: “How can I get the students to enjoy learning? How can I make my classroom more interesting for students? How might we conduct teacher evaluation processes in this school in ways that will improve teaching and learning? How can I encourage more parental support for what does on the classroom? How can I adapt an already demanding curriculum to better meet the specific needs of the students in my class? How might we work together better as a staff to establish such things as school objectives, philosophy and budget priorities? “. To find answer to these questions we must find a way of bridging the traditional divide between educational theory and professional practice. Educators can conduct, practice-oriented research to improve their classroom practice by collecting data about their daily activities, problems, and outcomes for the purpose of improving themselves as teachers and their students as learners. Teacher-initiated, School-based research used to improve the practitioner’s practice by doing or changing something where the teacher is the researcher and the teacher’s practice is the focus of the research. The main reason for teachers to engage in action research is to learn from and to improve their own teaching activities. So, what is the action research at all? Why do we need for it, especially in education? But the teacher can only find answers to these questions through his or her research on existing problems. In this case the researcher can choose the

appropriate method of research. These may be traditional or action research. There are mentioned some differences between traditional and action research.

### Action Research

It is similar to traditional research in regards to collecting and analyzing data, developing research question, reporting a conclusion. It is a process that integrates practical pursuit, theory and practice, and community-school-based participants to identify practical solutions about a concern.

Below are the following purpose and features of action research:

- Developed in 1940's by a psychologist Kurt Lewin.
- It is a research process investigating about a problem.
- Aim is to improve teaching and learning.
- Extensive and repetitive process.
- Collaboration of school community including educators, parents, community activists, and university-based colleagues.
- Conducted to lobby changes or change policies.
- Directly benefits school practitioners involved in the research such as educators and the school district itself.

### Traditional Research

- Face-to-face interaction between researcher and the participant.
- Still more effective than most online research.
- Used a lot for qualitative research to capture participant's emotional reaction.
- Theory development and testing is conducted separately.
- Knowledge in teaching and learning is developed outside schools or not developed by educators.

Traditional vs Action research		
What?	Traditional Research	Action Research
Who?	Conducted by university professors, and scholars.	Conducted by the educationist (teachers and head of the institutions)
Where?	In environment where variables can be controlled.	In schools and classrooms
How?	Using rigorous research design to show a cause-effect relationship. Major attention is given to reducing error and bias	Using less controlled procedures to understand the effects of some educational intervention. Changes are made during the study.
Why?	To obtain knowledge that is generalizable and to develop and test educational theories.	To obtain knowledge that can be applied directly to the local classroom situation and to give the participating teachers in service training.

*Table 1. Differences between traditional and action research*

Looking at the table above we can say that traditional research then attempts theorization in relation to a small number of alternations and is for the sole purpose of providing problem-solving solutions. Action Research, on the other hand, seeks decentralize strategies for specific

issues, providing answers that impact and enhance all the people involved in the research. Action Research seeks to close the distance between scientist and practitioner; making research methods and results possible and relevant in the school and in the classroom.

Action research is research used by teachers, supervisors and administrators to improve the quality of their decisions and actions. Action Research is focused on the immediate application, not on the development of theory. It has placed its emphasis on real problem – here and now in a local setting. (Yogesh Kumar,2016:48) The field of education often uses **action research**, an interactive method of collecting information that's used to explore topics of teaching, curriculum development and student behavior in the classroom. (Action Research in education: Methods and Examples. Jessica Mc Collister). All in all Action research is a process where using the techniques and methods of research such as

- Observing individuals or groups
- Using audio and video tape recording
- Using structured or semi-structured interviews
- Taking field notes
- Using analytic memoing
- Using or taking photography

Distributing surveys or questionnaires. (Action Research in education: Methods and Examples. Jessica Mc Collister) . During the process participants can analyze and examine their educational practice carefully and systematically. In all professional fields, the goal of action research is to improve processes. But to achieve the best result the researcher should follow to the cyclical or spiral process of action research.



*Figure1. Cycle of Action research*

Research is a cyclical process of steps that typically begins with identifying the problem or issue of the study. It then consists of reviewing the literature, specifying a purpose for the study, and forming an interpretation of the information. This process culminates in a report disseminated to the audience that is evaluated and used in the educational community (Creswell 2002). It is a cycle because of the researcher and the group is working with are researching some type of problem and issue and then in the next step they work to fix or change it. See the illustration below. If you think it looks amazingly like the process of Continuous Improvement, you're right. It's basically the process of continuous advancement as a aspect of participatory

research. Reflective teachers analyze the students' behaviors, identify potential problems, modify their teaching practices, and evaluate the results. Some ideas succeed; others fail—sometimes surprisingly. This process is called action research. (Anna Uhl Chamot Sarah Barnhardt Susan Dirstine Northeast Conference 1998 New York, NY)

The next paragraphs give a summary of the process of teacher research. In the first step researcher-teacher should choose a research question which related to specific problem in teaching or learning foreign language but the question must be the it should be s answerable, and lead to significant information on an aspect of teaching or learning. There are many questions that usually arise in the mind of the teacher during the learning or research process and are waiting for their solutions.

The second step called collecting information which help us answer the questions. By keeping a teacher journal of observations, conducting student interviews, giving out questionnaires, and testing the researcher can collect data.

Third, the data must be analyzed. Organized narrative data is perfectly actual in research. Basic statistical calculations are easily mastered and applied. For example, if your research involves investigating the ways of what barriers come between students during communicate with each other during the English class. We will try to gather general impressions of oral participation throughout the day and also to focus on particular students and on specific activities. We will also do some reading on oral participation in foreign language and general classes and to try to find ways to increase participation.

The fourth step is to organize and sum up the research and results. The results we can share as informal with our partners at work or colleagues. As a more informal form is to be shared and disseminated to a wider audience in articles or presentations. The final step is for the teacher to incorporate the results of the research into classroom practice. Your research will give you a chance for deciding to hold down successful instructional practices, modify those that are less successful, or unusual new practices to address problem areas.

In conclusion, Action Research has been oriented towards various purposes of teacher education in the foreign language teaching field are the following:

- To address and find solutions to particular problems in a specific teaching or learning situation (Edge 2001)
- To underpin and investigate curriculum innovation and to understand the processes that occur as part of educational change (Lotherington 2002; Mathew1997).\
- To provide a vehicle for reducing gaps between academic research findings and practical classroom applications (Mcleod 2003; Sayer 2005)
- To facilitate the professional development of reflective teachers (Coles and Quirke 2001; Kitchen and Jeurissen 2004)
- To acquaint teachers with research skills and to enhance their knowledge of conducting research (Burns and Hood 1995; Crookes and Chandler 2001)
- To enhance the development of teachers' personal practical theories (Golombek1998)

### **ACTION RESEARCH IN SECOND LANGUAGE TEACHER EDUCATION**

Action research on the part of language teachers has been seen as a way to bridge the gulf between researchers and teachers (e.g., Brindley 1990; Edge 2001) and to encour-

age teachers to adopt an investigative stance toward their own classroom practices (e.g., Gebhard 2005; Nunan 1989). Taking these concepts further, several writers (e.g., Burns 1999; Crookes 1993; Roberts 1993) advocate a collaborative approach (see also Johnston, Chapter 24, on collaborative teacher development) where research is done by combinations of researchers and teachers (also with the possible involvement of students, parents, and administrators) as a more effective and mutually supportive way to achieve desired outcomes. AR has also been perceived as a form of professionalization that fits well within a “developmental,” or transformative, model of teacher education (e.g., Wallace 1991, 1998; Richards and Farrell 2005; see also Freema).

The road to improving any field of education through change is no doubt long and hard. It may be because of there is not a lot of evidence that, regard to EL. But significant progress along that road is being done. Teachers in this survey who know about action research, there is clearly a conviction that, given the right conditions for research, they could to be instrumental in that change and help to overcome some difficulties in teaching foreign languages using teacher action research.

## REFERENCES

1. Yogesh Kumar. (2016:48) Fundamental research methodology and statistics. New Delhi.
2. Jessica Mc Collister.(2014) Action Research in education: Methods and Exaples.
3. Creswell, J. (2002). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Upper Saddle River, NJ: Merrill Prentice Hall. AERA
4. Anna Uhl Chamot. Sarah Barnhardt. Susan Dirstine. Conducting action research in foreign language classroom. Northeast Conference 1998 New York, NY
5. Edge, J. (ed.) (2001). Action research. Alexandria, VA: TESOL.
6. Lotherington, H. (2002). Coordinated action research as a model for PD in bilingual education. Australian Language Matters, 10(2), 5.
7. Kitchen, M., & Jeurissen, M. (2004). Developing a culture of teachers as researchers. Many Voices, 22, 16–20
8. Burns, A., & Hood, S. (Eds.). (1995). Teachers’ Voices 1: Exploring course design in a changing curriculum. Sydney: National Centre for English Language Teaching and Research.
9. Golombek, P. (1998). A study of language teachers’ personal practical knowledge. TESOL Quarterly, 32(3), 447–464.

## Internet resource

[https://valenciacollege.edu/faculty/development/tla/actionResearch/ARP\\_softchalk/mobile\\_pages/ARP\\_softchalk2.html](https://valenciacollege.edu/faculty/development/tla/actionResearch/ARP_softchalk/mobile_pages/ARP_softchalk2.html)