Junior High School EFL Teachers' Attitudes Towards Collaborative Action Research

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Abstract
This study aimed to analyze high school EFL teachers' attitudes toward collaborative action research (CAR). This study was of both qualitative and quantitative types. The number of the selected samples of this research, based on the convenience sampling method, were 20 male and female EFL teachers teaching at the Education and Training Organization of Isfahan Province. As the instrument of this research, they were given the standard questionnaire of Savaskan (2013) and Byrnes (2009) to fill. Then, the data were analyzed using descriptive statistics and t-test through SPSS Software, version 25. According to the obtained results, based on descriptive statistics, both male and female teachers had a positive attitude toward collaborative action research. (56.25% of the answers were under average (3) which showd a more positive attitude). Also, in comparison with the female teachers, male ones had a more positive attitude toward collaborative action research (2.70<2.95). Conducting such research in this realm paves the way to make sure about the right selection of the teaching techniques in general, and collaborative action research and its subcategories in particular.

Keywords: EFL teachers attitude, collaborative action research, junior high school teacher, teaching technique

Introduction

Action research, according to Elliott (1991), is a strategy for improving teachers as researchers in order to use their research to enhance their teaching ability and consequently would be effective for the pupil's learning. Action research, as Burns mentioned (2009), is the combination and interaction of two types of activities – action and research. Action takes place in a school, an institute, or a classroom context and contributes to learning and development in those social environments. Moreover, research will be achieved by observation and analysis of the learners' development. Here the aim is to link between the ideal and the real way of carrying out the class activities.

Some of the educational researchers have found action research to be an effective professional developmental means which enhances inquiry, reflection, and problem-solving that results in action or change (Casanova, 1989). This is a good method for almost all of the teachers in different fields. It has been used for years, and yet it is being used by most of the scholars too. Although there are many types of research to implement, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the researcher will change his or her practices in the future (Ferreance, 2000).

The difference between action research AR and collaborative action research CAR is that action research's focus is on personal/individual reflection while CAR is more useful as it needs

the involvement and participation of all the members of the educational community, starting with the teacher's own reflection and expanding their knowledge for a more widespread cause (Banegas, 2012).

CAR encourages teachers to work in a cooperative way in fact, "The value of having teachers connect, talk about their own classroom experiences, and grow together professionally has gained ground over the last two decades" (Nogués and Pellerin, 2015, p. 49).   Therefore, as Güngör (2016) stated, teachers are supposed to be open-minded to accept other's viewpoints. Hence, teachers would be able to recognize their strengths, and consequently, by sharing experiences with their peers, they can improve their weaknesses. Therefore, teachers who are willing to collaborate with their colleagues are capable of recognizing the weak side of teaching and then finding solutions.

As Bryant (1982) states, "CAR is also very democratic in that it encourages a great degree of talk and interaction between colleagues, inviting active collaboration in a joint attempt to improve teaching. All participants in a collaborative action research project are equal partners in the decision making processes affecting both the means and the ends of the research" (p. 9).
By claiming that CAR is democratic, the above-cited writer means that it is definitely based on the desires of most teachers, which its aim is to improve their own practices. As a result, it is crucial that people could be able to realize they have to be committed and have a tendency toward achieving the same goal collectively in this kind of study.

According to Caposey (2013, in Conner, 2015), "building confidence among colleagues is essential in the process of collaboration because it gives a feeling of camaraderie in the professional life of teachers. Besides, it is important to mention that an efficient leadership is required to build collaboration among peers." (p. 43).

What was explored in this research was to know the attitude of the EFL teachers toward action research. High school teachers' attitude is the dark side of the research that conducting this research would shed light on it and will clarify their overall view of this issue.

Attitude means differently in different settings; most of the conducted researches show that it is connected to beliefes. Attitudes and behaviors are linked; moreover, attitudes are essentially divided into likes and dislikes (Siragusa & Dixon, 2008). "A positive or negative emotional relationship with or predisposition toward an object, institution or person" is Le Roux's (1994) definition of attitude. "Enduring non-verbal features of the social and physical world and they are acquired through experience and exert a directive influence on behavior" was another definition given by Brecker and Wiggins (1991). Based on what Chambers and Pettman stated (1986), demonstrations, feelings, and information are the two vital factors in the formation of attitudes, and also understanding is critical components.

Many researchers emphasize teachers' attitudes as a decisive component in ensuring the successful inclusion of students (Dulčić & Bakota, 2008; De Boer et al., 2011). Simply put, the attitudes of teachers can enhance or impede implementation or inclusion. According to Lord (1997) attitude has three elementary components: (1) The cognitive component, (2) The feeling or affective component and, (3) The actions or behavioral component. Behavioral components consist of the tendency, to act or react to the object in a certain way. A positive or favorable attitude decides the course of life. Behavior is a response which an individual shows to his environment at different times. Behavior can be positive or negative, effective or ineffective, conscious or unconscious, overt or covert, and voluntary or involuntary.

Brooman et al. (2009) in a survey, studied 108 primary school teachers in Slovenia, Croatia and the Czech Republic to find out how they feel about the alternative assessment of FL primary school children. Accordingly, they answered the standard questionnaire. The results

show that teachers do not reject the assessment. However, they were unfamiliar with the techniques of self-assessment and portfolios. Teachers said they needed more knowledge and education. Lack of training has forced teachers to use traditional methods of assessment (Yu-Ching, 2008), while others have complained about inadequate teaching sessions.

Metin (2011) studied and analyzed the attitudes of EFL primary school teachers in an alternative assessment of seven variables including age, nationality, degree, major, teaching experience, in-service training, and educational zone over a period of time. Using a questionnaire, he examined the attitudes of Turkish primary school teachers toward alternative assessment and found that young teachers and those who had less than five years of experience had more positive attitudes towards assessment. Therefore, when examining attitudes towards the alternative assessment of 180 secondary and primary school teachers, they found that there they had a positive attitude toward action research. These findings suggest that teachers' attitudes toward alternative assessment should be the focus of ongoing research. Teachers' attitudes reflect their beliefs, and these beliefs are the result of experience.

The objectives of this research include three ones including the exploration of attitudes of high school male EFL teachers towards collaborative action research, investigation of the attitudes of high school female EFL teachers towards collaborative action research, and also the examination of the idea that whether there is any significant difference between the attitudes of male and female EFL high school teachers towards collaborative action research. Thus, the research questions of this study are as follows:

Q1. Do high school male EFL teachers have positive attitudes towards collaborative action research?
Q2. Do high school female EFL teachers have positive attitudes towards collaborative action research?
Q3. Is there any significant difference between male and female EFL high school teachers' attitudes towards collaborative action research?

If the EFL teachers have a positive attitude regarding performing the action research methods in a class, they will get some clues like knowing the necessary time for changing the traditional methods of teaching. Moreover, it is useful for the matter of testing different methods of teaching in order to pick the best method from among a long repertoire of the existing methods, depending on the condition of the class and the personality of the students, and also the gender of the students and the other related circumstances of the study.

Research Background

Learning how to teach is a lifetime process because teachers have to keep up to date with different knowledge and teaching techniques. Therefore, teachers, especially in-service teachers, should have opportunities to continue with this process after they finish college in order to achieve professional development. For instance, a good opportunity to improve their pedagogical skills is CAR, which enables teachers to become active in their learning process. As an example, a study was conducted in Hong Kong, in which the purpose was to explore the impact of the role of teacher-researchers on in-service teachers' participation in AR (Chow, Chu, Tavares, and Lee, 2015).

Another study conducted in Argentina by a group of English-as-a-foreign language (EFL) teachers (Banegas, Pavese, Velázquez, & Vélez, 2013) at a secondary school, eventually showed the benefits of CAR. They decided to investigate their teaching practices through CAR after

noticing that when planning individually, their lessons met the demands of students whose level of English was higher than the suggested by the official curriculum, which was wrong because students could not always meet the expected outcomes. In the end, the teachers realized that CAR was an opportunity for them to work towards a common goal. Moreover, peer observation was emphasized since it helped them to become more reflective teachers because their perceptions and self-evaluation mechanisms were confirmed or challenged by their colleagues.

It is also important to observe the reality, which was reflected in a study conducted in Chile, in 2015, about in-service teachers using CAR as a means of improving their pedagogical practices, which was a novelty in their country. According to the Ministry of Education's Marco para la Buena Enseñanza, "systematic reflection about one's practice is part of a teacher's professional responsibility" (Nogués and Pellerin, 2015, p. 49). However, this tradition is not part of the curriculum nor teaching programs, so, unfortunately, many teachers face their teaching practices without being introduced to systematic reflection. Consequently, interviewed teachers stated that "AR should be part of the pedagogical curriculum, because it is the only way teachers are encouraged to be active, creative, and reflective actors" (p. 50).

Brown (2004) in New Zealand in a survey on primary school teachers' perceptions of alternative assessment, found that teachers accepted that the assessment improved teaching and learning and made schools accountable. However, some studies showed teachers' satisfaction and positive attitude toward alternative assessment (Yu-Ching, 2008; Brumen et al., 2009; Brown et al., 2009; Alkharusi, Aldhafri, Alnabhani, & Alkalbani, 2012; Gonzales & Aliponga, 2012; Tangdhanakanond & Wongwanich, 2012). Most studies on primary school teachers' attitudes towards assessment came to the conclusion that the vast majority of the teachers' attitudes are at an average or low level (Watt, 2005; Yang, 2008; INTO, 2008; Metin, 2011; Ghazali, Yaakub, & Mustam, 2012). The results' inconsistency is probably related to the fact that in some studies, candidates were teachers at primary and secondary school.

AR is a tradition used in qualitative research, especially in the educational field. As defined by Shanks, Miller, and Rosendale (2012), "Action research is a form of research where teachers learn to improve their practices while improving the understanding of their practice." CAR encourages teachers to work cooperatively, in fact, "The value of having teachers connect, talk about their own classroom experiences, and grow together professionally has gained ground over the last two decades" (Nogués and Pellerin, 2015, p. 49).   Therefore, as Güngör (2016) stated, teachers are supposed to be open-minded to accept other own viewpoints. Hence, teachers would be able to recognize their strengths, and consequently, by sharing experiences with their peers, they can improve their weaknesses. Therefore, teachers who are willing to collaborate with their colleagues are capable of recognizing the weak side of teaching and then finding solutions. As Bryant (1995) states, "CAR is also very democratic in that it encourages a great degree of talk and interaction between colleagues, inviting active collaboration in a joint attempt to improve teaching.

Rahmani Duqaruni (2014) in a study applied an action research method on promoting confidence among a group of 16 Iranian university students. The aim of the study was to use action research to improve the participants' self-confidence in speaking and to show the beneficial consequences of doing action research. The findings showed that the students' self-confidence increased significantly due to increase in using speaking activities and their collaboration with the peers. The results also confirmed the great potential of action research to make the learners autonomous.

In a study Mehrani (2017) examined the goals of Iranian language teachers in their research studies also looked at the opportunities and challenges that teachers face when taking

action research. The results showed that teachers mainly pay attention to the practical aspects of their profession, such as developing their teaching skills and improving students' knowledge in specific areas of language. The teachers believed that action research expanded their understanding of language teaching, provided a framework for reflection on their practice, enabled them to play more important roles in educational systems, and awareness.

Nasrollahi, et.at. (2014) in a study used Stringer's Action Research Model of cyclic and repetitive process (Look, Think, and Act) to explore the critical reading strategies used by Iranian EFL students. Bloom's Taxonomy of educational objective was used.

Based on the reviews of the previous studies, it is possible to notice that as they are focused on the teacher, there is no explicit reference to the aspect of their teaching that was intended to improve, or if there was an impact on students' learning. Because of this, and as previously tackled in the introduction, this study will address one particular aspect of language learning, which is speaking through the lens of AR.

Methodology

The current study investigates the attitudes of Iranian high school EFL teachers towards collaborative action research. This research is qualitative in nature, and has a survey design.

Participants

The study took benefit of two main groups of participants, that is male and female high school teachers. Regarding the participants, at the beginning, from among EFL teachers in Isfahan, 20 teachers were selected based on convenience sampling method, 10 for female and 10 for male teachers, no matter how old they were (however there existed a fixed age range for the officially-employed teachers) or in which city they were born. The only important matter was that they were supposed to be EFL teachers officially employed at the educational training system.

Instruments

The instrument of this study was a questionnaire of attitudes for gathering information about participants' attitudes. It was adopted from Savaskan (2013) and Byrnes (2009). As it was a standard test, there was no need for the researcher to measure the reliability of the questionnaire by Cronbach's alpha. The teacher questionnaire was used as the research tool for gathering information about participants' attitudes to investigate the research questions posed in the present study. It was adopted from Savaskan (2013) and Byrnes (2009).

The questionnaire (considerable in Appendix A) included three items. The first included the questions regarding difficulty and non-difficulty status of action research which includes 11 items. The context was related to the teachers' usage of different technological devices in class and also their viewpoint toward the problems at action research investigation. The level of difficulty was illustrated by a scale from 1-5, that is, 1 has the least difficulty, and 5 has the most difficulty.

The second item of this questionnaire was about teachers' perception of action research to know its effect more on learning and learning process. Also, it was about the teaching process and enhancing teaching quality. It comprised of 5 statements and five scales, including strongly agree, agree, neither agree nor disagree, disagree, strongly disagree.

The last items included some questions which needed the answers to be written by the teachers as the research was qualitative. They need the teachers' professional carrier and also the way they consider the shortcomings of the class and also their anticipation of the probable effects of collaborative action research.

All the questionnaires' items were based on a 5- point Likert scale with the values ranging from 1 to 5 (strongly agree to strongly disagree) to ensure sufficient variations among the item scores.

Procedures

At the very beginning, Savaskan (2013) and Byrnes (2009) questionnaire was given to the respondents who were high school EFL teacher (however, it should be mentioned that some of them were simultaneously teaching different courses at English institutes). Then, they were told that they had enough time to answer all the questions (however 15-20 minutes were determined for every respondent to answer) in the questionnaire, and they were told that their answers would stay confidential. They were also given some information about the action research and also its nature to be informed about this method of teaching and its details. Finally, the researcher collected the filled questionnaires for later analysis.

As the samples were selected based on convenience sampling method, the teachers were different in terms of the additional course materials that schools or students asked them to teach. In addition to using the standard book, they were asked to teach other additional and complimentary books to make the students ready for the university entrance exam. After collecting all the questionnaires from the teachers, the researcher analyzed them using SPSS Software, Version 25. Descriptive statistics was employed to answer the research questions. As a result, the one-sample t-test was implemented.

Results

The first research question addressed whether high school male EFL teachers have positive attitudes towards collaborative action research. To answer this question, at first, both groups' scores on 16 items were fed to SPSS (version 25.0). Then the frequency and the percentage of each item were calculated and provided in a separate table. Then the mean of each item is calculated, and finally, the mean scores of male and female teachers calculated and compared with the average (3).

Table 1. *Gender of the Participants and Their Percentage*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	10	50.0	50.0	50.0
	Female	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

As it is shown in Table 1, the total number of the participants is 20 that half of them are male and half are female. The percentages are also considerable too that each forms 50 percent of the samples.

Table 2. *The Mean Scores of Both Male and Female Teachers*

It em	It e m	It e m	It e m	It e m	It e m	It e m	It e m	Ite m1 Q9	Ite m1 Q1	It e m	It e m	It e m	It e m	It e m	It e m

		m1Q1	1Q2	1Q3	1Q4	1Q5	1Q6	1Q7	1Q8		0	1Q11	2Q1	2Q2	2Q3	2Q4	2Q5
N	Valid	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		2.45	2.40	2.00	2.30	3.15	3.00	3.45	2.60	3.05	3.15	2.85	2.30	2.35	3.60	3.15	3.30
Sum		49	48	40	46	63	60	69	52	61	63	57	46	47	52	63	66

As it is considerable in Table 2 nine items, 56.25%, (questions 1, 2, 3, 4, 8, and 11 of item 1. Questions 1, 2, 3 of item 2) out of 16 were under average (3). Seven items, 43.75%, (questions 5, 6, 7, 9 of item 1. Questions 4 and 5 of item 2) and 16 were on average and more than average. Based on the results because most of the teachers find collaborative action research easy to do, they are having a positive attitude toward collaborative action research.

As the answer of the second research question which analyses male and female's attitude toward collaborative action research. The mean of both items was taken. The scores are as follows:

The first item: no difficulty (1), low level of difficulty (2), moderate level of difficulty (3), high level of difficulty (4), an extreme level of difficulty (5).

Normally the average is 3. If the mean is under 3, the attitude would be positive, and if the mean score were over 3, the attitude of the respondents would be negative.

The second item: strongly agree (1), agree (2), neither agree nor disagree (3), disagree (4), strongly disagree (5).

Normally the average is 3. If the mean score is under 3, the attitude would be positive, and if the mean score were over 3, the attitude of the respondents would be negative.

As it is considerable in Table 4.2, nine items, 56.25%, (questions 1, 2, 3, 4, 8, and 11 of item 1. Questions 1, 2, 3 of item 2) out of 16 were under average (3). Seven items, 43.75%, (questions 5, 6, 7, 9 of item 1. Questions 4 and 5 of item 2) and 16 were on average and more than average. Based on the results because most of the teachers find collaborative action research easy to do, they are having a positive attitude toward collaborative action research.

The third research question addresses the difference between male and female EFL high school teachers towards collaborative action research. The following analysis has been done to answer this question.

Table 3. *The Mean Scores of Male Teachers*

	Item1Q1	1Q2	1Q3	1Q4	1Q5	1Q6	1Q7	1Q8	1Q9	Item1Q10	Item1Q11	2Q1	2Q2	2Q3	2Q4	2Q5
N Valid	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10

Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean	2.20	2.20	1.50	2.00	3.10	2.80	3.80	2.20	3.10	3.30	2.80	2.20	2.40	2.80	3.20	3.70
Sum	22	22	15	20	31	28	38	22	31	33	28	22	24	28	32	37

Table 3 depicts the mean score of all questions and both items for female teachers. The average mean score of the female teachers is 2.70.

Table 4. *The Mean Scores of Female Teachers*

	Item 1 Q1	Item 1 Q2	Item 1 Q3	Item 1 Q4	Item 1 Q5	Item 1 Q6	Item 1 Q7	Item 1 Q8	Item 1 Q9	Item 1 Q10	Item 1 Q11	Item2 Q1	Item 2 Q2	Item 2 Q3	Item 2 Q4	Item 2 Q5
N Valid	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean	2.70	2.60	2.50	2.60	3.20	3.20	3.10	3.00	3.00	3.00	2.90	2.40	2.30	2.40	3.10	2.90
Sum	27	26	25	26	32	32	31	30	30	30	29	24	23	24	31	29

Table 4 depicts the mean score of all questions and both items for female teachers. The average mean score of the female teachers is 2.95.

As it is considerable in tables 4.3 and 4.4, number 2, 12, 13, 14, 15, 16, 17, 18, 19, and 20 were male and number 1, 3, 4, 5, 6, 7, 8, 9, 10, and 11 were female. In a separate data viewer, the mean score of the male and female respondents was calculated. The average mean score of the female respondents was 2.95, and the average mean score of the male respondents is 2.70. As the average is three and both show female and male teachers' positive attitude toward collaborative action research. Consequently, by comparing the average mean score of these two groups (2.70<2.95), it can be concluded that in comparison with the female high school teachers, male ones have a more positive attitude toward collaborating action research. Therefore, there is a significant difference between female and male EFL high school teachers towards collaborative action research.

Discussion and conclusion

The current study was set to explore high school EFL teachers' attitudes towards collaborative action research. In the following section, a discussion of findings is provided.

The first and the second research hypotheses focused on junior high school male and female EFL teachers' attitudes towards action research. After analyzing the data in SPSS Software and gaining the results and consequently comparing the average mean score of the two groups (2.70<2.95), it was concluded that in comparison with the female high school teachers, male ones had a more positive attitude toward collaborating action research. Therefore, there is a significant difference between female and male EFL high school teachers towards collaborative action research. The findings of the descriptive statistics revealed that high school male EFL teachers had a positive attitude towards collaborative action research. 56.25% of the answers were under average (3). 43.75% of the responses were over average. As a result of which, based on the results because most of the teachers found collaborative action research easy to do, they both had a positive attitude toward collaborative action research. Similar results were found

regarding the attitude of teachers toward action research. As was mentioned by Rahmani Doqaruni(2017), AR had been considered constructive because it could help teachers develop in-depth perspectives about the process of teaching and learning (Lacorte & Krastel,2002). Furthermore, AR could help L2 teachers recognise the significance of learning how to seek answers to their questions (Tedick & Walker 1995), address and find answers to particular problems in a particular teaching or learning situation (Hadley 2003), develop personal theories about L2 learning (Crooke, 1997), reduce gaps between academic research findings and practical classroom uses (Sayer, 2005), and become familiar with research skills and increase their knowledge of doing research (Crookes & Chandler 2001).

A study conducted in Argentina by a group of English-as-a-foreign language (EFL) teachers (Banegas, Pavese, Velázquez, & Vélez, 2013) at a secondary school, eventually noticed the benefits of CAR. They decided to investigate their own teaching practices through CAR. In the end, the teachers realized that CAR was an opportunity for them to work towards a common goal and it was motivating to create new experiences and knowledge collaboratively. Moreover, peer observation was emphasized since it helped them to become more reflective teachers due to the fact that their perceptions and self-evaluation mechanisms were confirmed or challenged by their colleagues. In a study conducted in Chile, in 2015, about in-service teachers using CAR as a means of improving their pedagogical practices, interviewed teachers stated that "AR should be part of the pedagogical curriculum, because it is the only way teachers are encouraged to be active, creative, and reflective actors" (p. 55).

From some aspects, the results of the above-mentioned study were in line with the results of the present research. In other words, teachers' beliefs and ideas regarding different methods of teaching are of great value and help the researcher to know which teaching method best fits the students and the class atmosphere. It is also useful to make sure that the mentioned teaching methods were not imposed on the teacher to use at the class and were consciously selected.

The third research question addressed if there was any significant difference between male and female EFL high school teachers towards collaborative action research. The mean score of the male and female respondents was fed to SPSS. Then the average mean score of the female respondents was calculated as 2.95, and the average mean score of the male teachers was 2.70. As the average is 3, both depict that female and male teachers' positive attitudes toward collaborative action research. Obviously, by comparing the average mean score of these two groups (2.70<2.95), it was concluded that in comparison with the female high school teachers, male ones have a more positive attitude toward collaborating action research. Consequently, it can be said that there is a significant difference between female and male EFL high school teachers towards collaborative action research.

In a study, by Shaukat and et al. (2014), in assessing the attitudes of 201 teachers, the researchers randomly selected postgraduate students of teacher education programs from public and private universities in Pakistan. The hypothesis was that students had positive attitudes toward different aspects of research. This scale consisted of 32 items, including five constructs. Data were collected by a self-administered approach. Samples of the study were three programs (B.S honors/ M.A education, (N = 63), M.Phil / MS education (N = 114), and PhD education (N = 24). Data were analyzed using t-test and ANOVA. Results indicated that the males had significantly positive attitudes towards research than the females, which are in line with the results of the present study that male teachers with a minor difference hold a positive attitude toward collaborative action research.

The present study was designed to determine high school EFL teachers' attitudes toward collaborative action research. The results of this investigation provided support for the hypothesis

that firstly, both male and female high school teachers have a positive attitude toward collaborative action research 56.25% of the answers were under average (3). Secondly, in comparison with the female teachers, male ones have a more positive attitude toward collaborative action research (2.70<2.95). The results of this study can be of help for the teachers to use the appropriate teaching approaches at the class in order to improve their students' learning.

Action research is an effective way to help teachers solve their problems and strengthen teaching and learning methods. Because teachers' beliefs play an important role in determining their teaching methods, their beliefs about action research can influence their use of classroom research. Based on the findings of the current research and other related research, the following recommendations might be taken into account to enhance the quality of teaching. Being aware of the teachers' attitudes is a bridge for exploring teacher and students' satisfaction and also language acquisition. Additionally, it paves the way to make sure about the right selection of the teaching techniques in general, and collaborative action research and its subcategories in particular. As the nature of this method is systematic, it is applicable on different occasions. Therefore, the collaborative framework of the action research process led to theory-based evidence-supported systematic changes in these specific pedagogies. As a result, Action research is an appropriate paradigm for improving everyday classroom practice and improve the students' performance at their courses (Young and et al., 2010).

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Appendix: Questionnaire of attitude adopted from Savaskan (2013) and Byrnes (2009)

Dear Respondent,
Islamic Azad University of Najafaabad would like to know your experiences on collaborative action research to help us design professional development programs in this regard. Rest assured that your answers will be held confidential.
Sincerely,
Part A of the survey, please rate by ticking the cell
which corresponds to your experiences in doing action research using the following
scale:
1. no difficulty
2. low level of difficulty
3. moderate level of difficulty
4. high level of difficulty
5. an extreme level of difficulty

Part A. *Difficulty and non difficulty of your collaborative action research experiences*

	Components of Collaborative Action Research	1	2	3	4	5
1	Identifying Issues and problems to be investigated by collaborative action research					
2	Searching for relevant literature to my chosen topic of research					
3	Developing the processes of how to do research and collect evidence					
4	Analyzing quantitative data					
5	Analyzing qualitative data					
6	Organizing and writing the findings					
7	Making a relevant presentation on my project and write an article for publication					
8	Using technology in:					
8.1	Literature search					
8.2	Data presentation					
8.3	Statistical analysis					
8.4	Bibliographical entries					

Part B: *Tick the cell which corresponds to your perception of collaborative action research using the following*
scale:
1.Indicates you strongly disagree with the statement
2.Indicates you disagree with the statement
3.Indicates you do not feel strongly either way
4.Indicates you agree with the statement
5.Indicates you strongly agree with the statement

	Statements	strongly agree	agree	neither agree nor disagree neither agree nor disagree	disagree	strongly disagree
1	Collaborative action research is a valuable way to improve teaching and learning.					
2	Collaborative action research is a valuable way to develop my knowledge as a teacher.					
3	Collaborative action research is important to the teaching and learning process for my students.					
4	This collaborative action research project will positively impact my students' learning.					
5	I view myself as a teacher-researcher					

Part C: *Please explicitly answer the following questions:*

1. Describe The long--- lasting effects, if any, that you believe the collaborative action research project will have on your professional career?
_____
_____

2. In what ways will the collaborative action research experience empower you and/or your teaching?
_____
_____

3. How will your research inform your instructional practices?
_____
_____

4. What problems/difficulties do you anticipate while engaging in collaborative action research and how will you resolve them?
_____
_____

5. Which field in education (e.g. pedagogy, assessment, curriculum) do you anticipate issues and problems for your collaborative action research?