

Chapter Five

Summary, Conclusions and Recommendations

This chapter provides a summary of the study, conclusions, recommendations and suggestions for further studies.

5.1 Summary and Conclusion

This study is an attempt to investigate the use of action research to solve academic problems. The problem which was being addressed in this present research is that of academic writing amongst undergraduate students. The researcher assumed that the secondary school should have almost very poor knowledge of academic writing. What worsens the situation at university is the situation of curricula which scarcely give adequate handling to this problem. Most of the textbooks followed at university do not provide enough learning material in this connection. The study further touched on teacher training, which is the corner stone in the success of the educational operation. It is true that at university attention is not paid to this issue of training; however, it is high time to be taken care of. The research also handled the question of curricula and recommended that it should be entrusted to specialized syllabus designer with the appropriate expertise.

This study is set out to answer the following questions:

1. To what extent can action research be a useful tool that helps teachers grow and develop professionally and academically?
2. To what level can action research be thought of as a powerful systematic reflective process?
3. In what ways can action research provide the teacher with the power to meet all the challenges of the teaching profession?

For purpose of this study, the following hypotheses have been formulated:

1. Action research can be a useful tool that helps teacher grow and develop as classroom practitioners and hence raise his students' grasp of area of knowledge or discipline.
2. Action research can be thought of as a powerful systematic reflective process.
3. Action research can provide the teacher with the power to meet all the challenges posed by the teaching profession.

The three hypotheses have been confirmed (see chapter four), through the analysis of the main tool of the investigation, namely the questionnaire and the pre and post-test.

The study found out that action research though a fairly new method of investigation; Sudanese tutors hardly resort to assess their situation. It is indeed a self-assessing tool that every tutor should opt for to evaluate their classroom practice or professional situation. Apart from discussing the improvement of academic writing, the basic approach to action research is so strongly linked with the following points:

- Using a research notebook, or 'diary' from the outset, in which you write down ideas, quotations, questions and observations.
- Broadening your understanding and, with others, raising critical questions concerning pedagogy and curriculum and school or college culture through an exploration of different teaching and learning contexts.
- Developing an understanding of the principles and practices of practitioner research as a means of exploring the culture and values underpinning our institutions as they translate into practice.

- Building relationships with others and creating arenas in which issues and projects can be discussed (or bringing these issues and projects to existing arenas).
- Beginning to identify an area of particular concern and interest for your research focus.
- Constantly reflecting on the issues raised through these activities in the light of principles of equality and rights.

The study further described the important steps to be taken by tutors to design their action research as follows:

- Discussing and negotiating necessary permissions to carry out your project.
- Identifying possible constraints or opportunities which may present themselves in the course of carrying out your research.
- Designing your methodology. How are you going to carry out your project? How will you monitor it and evaluate it?
- Thinking in advance about the analytical tools to be used to try and make sense of the research process and outcomes.
- Drawing up a timetable.
- Planning a dissemination strategy – which can be built in to the research process – in order to maximize the impact of the work.

5.2 Recommendations

Based on the findings of this study, the following recommendations are suggested:

- (i) Classroom practitioners should use classroom interaction to solve their problems and develop academically and professionally.
- (ii) The curriculum should be entrusted to specialized syllabus Designer with appropriate expertise.

- (iii) The focus on academic writing process should be from the very beginning.
- (iv) Learners should do lots of and lots of different kinds of writing.

5.3 Suggestions for Further Studies

This study advances the following suggestions

1. Future study that takes as its point of departure expanding the current one.
2. Much needed research on teachers/students, and students /students interactions, which can determine effectiveness of using classroom interaction as a problem solving tool
3. There are lots of academic problems to be handled through action research. Rigorous researchers are called upon to handle other language cases or teaching points. They may research the phenomenon of large classrooms which started to inflict our education.