

**Teachers' Perceptions on Participatory Action Research in Classroom for  
English Language Teaching and Learning**

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**Abstract**

Participatory Action Research (PAR) is widely acknowledged for its substantial role in the field of English Language Teaching and Learning (ELT), fostering collaborative and active engagement, and a culture of reflective practice. This study explores the perceptions held by English teachers regarding the contribution of PAR to the efficacy of English language teaching and learning. Additionally, the study seeks to scrutinize the strategies employed by teachers in implementing PAR to augment the teaching and learning of English within the classrooms. Through the discussion of data obtained from in-depth interviews conducted with three English language teachers from three secondary level schools of Kailali district and a comprehensive review of theoretical and empirical literature, this paper reveals the intricate challenges associated with the implementation of PAR, despite the positive disposition of teachers towards this approach. The findings highlight the belief held by English language teachers that PAR not only facilitates proficient teaching and learning of English as a foreign or second language but also assumes a pivotal role in the ongoing professional development of educators. Moreover, this paper accentuates the significance of PAR in ELT, emphasizing its capacity to empower both teachers and learners, instill contextual relevance, promote a sense of community, address equity concerns, and contribute substantively to the perpetual enhancement of language teaching and learning practices.

**Keywords:** Participatory, action research, teachers' perspectives



## Introduction

Participatory action research was initially introduced by Lewin (1946, 1952) and is characterized as a form of social research, denoted as ‘active research’, with the primary aim of effecting positive change. Elliott (1991) conceptualizes action research as an investigative approach directed towards enhancing a given situation. Rather than solely producing knowledge, the overarching objectives involve enhancing both practical application and comprehension of practice through a deliberate combination of systematic reflection and strategic innovation. According to Noffke and Somekh (2009), action research fundamentally entails reflexivity, with an emphasis on theory-in-practice directed at altering social practices and relations, fostering reflective analysis of the efficacy of change efforts, followed by iterative reconsideration and reapplication. In contrast to conventional research methodologies, Participatory Action Research (PAR) advocates for the generation of knowledge in collaboration with local experts and the incorporation of the perspectives of those possessing firsthand knowledge. Similarly, Gaventa and Cornwall (2001) assert that knowledge is conceived as emerging from collective processes wherein individuals come together to exchange experiences through a dynamic sequence of activities, reflection, and collaborative inquiry.

Similarly, Stringer (1999) contends that the processes involved in participatory action research must be both rigorously empirical and reflective (or interpretative), engaging individuals as active participants in the research process, and yielding practical outcomes relevant to their activities. It is emphasized that a collaborative approach from the inception of the PAR process is imperative, as participants must exhibit a meaningful level of investment in the study to facilitate substantial social change at the local level (Cockburn & Trentham, 2002). Similarly, Kemmis and McTaggart (2005) assert that participatory action research investigates actual practices, eschewing abstract approaches. Within the realm of educational reform, particularly in the domain of instructor development and instructional methodologies, participatory action research has played a pivotal role (Carr & Kemmis, 1986; Elliott, 1991). Carr and Kemmis (1986) describe a "teacher as researcher movement," wherein educators engage in research encompassing school-based curriculum development, research-based in-service education, and professional self-evaluation projects (p.1). The responses of teachers to political forces, social circumstances, and professional objectives were commonly characterized as disjointed, pragmatic, and opportunistic (Carr & Kemmis, 1986).

Moreover, Participatory Action Research (PAR), as highlighted by Kemmis et al. (2013), is a collaborative approach where individuals collectively strive to transform practices within a shared social context for both individual and communal self-formation. McTaggart (1991) emphasizes PAR as a qualitative method fostering participant-researcher collaboration, promoting learning, and enhancing potential. Serving as an educational process and social research approach, PAR, according to Hall (1981), addresses the issues of groups or communities. McIntyre (2008) distinguishes PAR by its commitment to integrating participation, action, and research, keeping these aspects in focus for effective implementation. Unlike traditional research, PAR aims to facilitate understanding for transformative change in specific cases rather than establishing generalizations (Rowell et al., 2017). Critical participatory action research, according to Kemmis et al. (2014), involves iterative cycles of individual and collective self-reflection, encompassing planning, acting, observing, reflecting, and re-planning. In essence, PAR involves problem identification, data analysis, and a repetitive cycle of review. Embury (2015, cited in Chevalier & Buckles, 2019) underscores PAR as a medium and method for change, striving to integrate research, knowledge growth, social history, participation ethics, and democracy through active engagement with the community.

Research on Participatory Action Research (PAR) in the English language teaching context of Nepal is crucial for several reasons. Research on PAR in Nepal can explore how participatory approaches can be tailored to the unique cultural and linguistic context, ensuring that teaching methods resonate with the local community (Kumaravadivelu, 2006). Similarly, PAR can provide a platform for teachers, students, and community members to collaboratively develop strategies that cater to the diverse learning needs in Nepal (Canagarajah, 2005). PAR can contribute to the continuous professional development of English language teachers in Nepal by involving them as active participants in research aimed at improving teaching practices (Farrell, 2018). Thus, it seems that conducting research on Participatory Action Research in the context of English language teaching in Nepal is imperative to ensure culturally sensitive, locally relevant, and empowering pedagogies that address the diverse needs of the community and contribute to the professional development of teachers. Even though PAR in classroom is significant for both teachers' professional development and successful language teaching and learning,

it is observed that teachers seem to be less motivated to involve in research which is creating problem in implementation level and influencing ELT in the context of Nepal.

Drawing upon the significance of PAR and issues regarding its practices and implementation discussed in the above section, the study aims to explore English language teachers' perception on participatory action research practices in English language classroom and to investigate how participatory action research in English language classroom contribute successful teaching and learning of English language in the context of Nepal. To incorporate these aims, the study basically deals with the following research questions:

1. How do the English language teachers perceive the significance of participatory action research in language teaching and learning?
2. What are the major challenges the English language teachers face in conducting participatory action research?
3. How does participatory action research contribute to teachers' professional development English language teaching and learning?

## **Literature Review**

### **Conceptualizing PAR**

According to McTaggart (1991), PAR is a qualitative research method that encourages participants and researchers to work together. PAR is so empowering since it encourages all participants to learn and increase their potential. PAR has been described as an educational process, a method of social study, and a strategy for dealing with difficulties and concerns in communities and groups of people (Hall, 1981). However, Nugent (2019) argues that due to the collaborative, dialogic, and self-driven nature of the workshop sessions, the participants in this study were able to make significant steps in their understanding of teaching culture. Nugent (2019) further states that teachers will acquire the skills needed to prepare students to interact effectively with diverse people from various language and cultural backgrounds when teachers' needs are considered, and professional development is designed to present theoretical knowledge in conjunction with practical teaching strategies that model target language use in a dialogic environment.

Similarly, Khan et al. (2013) argue that if justice is to triumph in developing nations where governmental mechanisms are not pro-poor and democracy is at best shaky, PAR can be established as a normative approach. Then, social transformation isn't a matter of chance or waiting for it to come to the downtrodden and disenfranchised majority. It was suggested that the concept of change, and particularly how it is understood, determines the agenda's overall value orientation. Stapleton (2018) examines a method for doing PAR with teachers that considers the challenges that teachers of low-income, underperforming students encounter in today's high-stakes accountability climate. TPAR can be a valuable framework for teachers who work with underprivileged adolescents since it has the potential to both highlight and help to improve teachers' problems by giving them professional respect and a voice in research. Overworked teachers may benefit from TPAR as a place to vent their problems and receive support. Stapleton (2018) emphasizes the necessity of allowing instructors to build projects on their own rather than relying on a central plan or one prepared by a researcher. However, the most basic problem was determining how to work with an already overworked populace in a way that aided rather than contributed to their already heavy loads and another difficulty was determining how much I could or should intervene in the instructors' efforts. Zakwani (2020) on the other hand, reveals that teachers should take on various roles depending on the context in which they operate, the task at hand, the pupils they are working with, and other considerations. They can act as controllers, buddies, facilitators, participants, assessors, feedback providers, guides, or even a source of knowledge, depending on the scenario. Similarly, Dutta (2017) reveals that young people's participation in the initiative allows them to connect with local community concerns outside of polarized ethnic identification narratives. Engagement in social critique, reconfiguration of a more inclusive researcher identity, and adoption of a language of potential were all encouraged by this involvement. As a result of this involvement, several important outcomes connected to the production of alternate possibilities emerge.

### **PAR in Classroom for Successful Teaching and Learning**

In EFL contexts, a participatory method can benefit students and teachers in a variety of ways, including developing democratic stances, reflection, action, and critical thinking. Furthermore, Ordem (2017) argues that teachers should not shy away from discussing current events in the classroom. Rather, teachers should

bring these themes into the classroom and encourage students to debate them in a discourse. Because critical pedagogy considers education as profoundly political, practitioners should address the issues it raises. Teachers should be seen as teacher-students, and students should be seen as student-learners. Similarly, Santelli et al. (2016) reveal that PAR endeavors take longer than projects performed in isolation because they are democratic. In addition to the increased time required for PAR, additional financing is required to cover the additional planning meetings and conference calls that are critical to continuing communication. In another context, Shirley and Irit Sasson (2020) state that most teachers recognized the opportunity to perform PAR, collaborated with colleagues, adjusted their teaching practices, and believed that they would continue to do so in the future. PAR methodology provides them with a productive platform on which to change their teaching methods and perceptions about teaching and learning. However, Shirley and Irit Sasson (2020) also argue that participants who are not used to working in group feel difficulty to work in group, and executing a work plan and frequent absence of participants create problem in conducting PAR.

Regarding teachers' ability to develop their skills, Ayaya et al. (2020) assert that teachers were able to discuss and develop their own understandings of these topics through PAR engagement. Furthermore, the study found that teachers in a full-service school must be thoughtful, critical, and imaginative in their teaching practices in order to meet the different needs of students in the classroom, abilities that are essential for improving inclusive teaching and learning. PAR was found to be a valid change technique for teaching for inclusion in the study. Finally, Savin-Baden and Wimpenny (2007) state that PAR provides opportunities empower the silent group, provide collective support, facilitate change in a practical sense, development of a sense of agency and voice, and becoming critical and reflective on own practice. However, they further argue that developing a sound dialectic between participants can be considered as both the most difficult and the most rewarding task.

### **English Language Teachers' Practices and Perceptions on PAR in the Context of Nepal**

The exploration of Participatory Action Research (PAR) and its implications in the Nepalese educational contexts has been a subject of growing interest among researchers. The background for the ensuing studies can be traced back to Rai's foundational work in 2011, where the efficacy of the participatory approach

in teaching communicative functions of English at the secondary level was demonstrated. Building upon this groundwork, Rai (2011) demonstrated the efficacy of the participatory approach in imparting communicative functions of English at the secondary level. Subsequently, Rai (2021) investigated the perceptions and practices of community school teachers in implementing Participatory Action Research (PAR) in their classrooms. The findings indicated that a majority of teachers exhibited a commendable familiarity with PAR, held positive perceptions towards it, and consistently engaged in classroom-based research. However, a minority of teachers lacked awareness of PAR, viewing action research as time-consuming and challenging.

Khatri (2022) asserted the expansive nature of action research within the social sciences, emphasizing its cyclic occurrence. Given its prominence in education, particularly in the realm of English as a foreign language teaching, practitioners are encouraged to integrate action research to enhance both teaching-learning processes and professional development in nonnative English settings.

Similarly, Acharya et al. (2022) disclosed positive impacts of school gardening activities conducted through PAR projects on students' comprehension of scientific concepts. Another study by Acharya et al. (2022) underscored the utility and productivity of school gardening activities in teaching and learning, providing valuable insights for policymakers seeking to reshape the school science curriculum. The findings highlighted collaborative knowledge production in the contextual school environment, an aspect often overlooked in community school teaching and learning.

Wagle et al. (2023) investigated the potential of participatory approaches in contextualized teaching and learning. They identified the necessity for pedagogical innovations to navigate pre-existing schooling cultures within bureaucratic structures, such as those observed in Nepal. The study argued that any shift in individual and group perspectives must be accompanied by a transformation in regular schooling design, moving from linear closedness to ecological openness, to ensure the sustainability of innovations in contextualized teaching and learning.

Moreover, Kandel and Kandel (2023) demonstrated that Participatory Action Research significantly enhanced students' writing and presentation skills. Collaborative tasks, model presentations, discussions, and feedback played pivotal roles in refining these skills. Conversely, Sunar et al. (2023) contended that

participation and collaboration, integral to PAR, could catalyze transformative changes in educational practices, school communities, and society at large. Despite its merits, the implementation of PAR poses inherent challenges.

The examined studies collectively highlight the significance of Participatory Action Research (PAR) in diverse educational contexts. The research findings highlight the positive impact of PAR on language teaching, professional development, and scientific comprehension through innovative approaches like school gardening. Despite its proven merits, the successful implementation of PAR is acknowledged to be accompanied by challenges. The studies emphasize the need for continued efforts to integrate PAR into educational practices, promoting collaborative knowledge production and transformative changes in teaching and learning methodologies.

The review of literature on PAR practices and perceptions highlights the significant influence of PAR on teachers' professional development and the teaching and learning process. Specifically, PAR is identified as a catalyst for fostering collaborative group dynamics, empowering each group member, cultivating critical and reflective thinking, and facilitating collaborative problem-solving. Despite the theoretical benefits outlined in the literature, the practical implementation of these PAR principles is notably challenging in our specific teaching learning context. This disparity raises a critical research gap, as there is a scarcity of empirical investigations into the challenges teachers encounter when attempting to integrate PAR into their instructional practices. The inadequacy of such research contributes to a noteworthy gap between the intended outcomes of teachers' professional development and the practical application of PAR in the context of English as a second language instruction. Therefore, an in-depth exploration of the reasons behind the challenges faced by teachers during PAR implementation is imperative for bridging this gap and enhancing the effectiveness of PAR in the realm of language education.

## **Methods**

This study employed a qualitative phenomenological narrative inquiry research approach. The research was conducted within the context of Godawari Municipality in Kailali, encompassing three secondary level schools. A purposive sampling technique was applied to select three English language teachers from



each school as research participants. Prior to data collection, explicit permission for participation was obtained through direct communication with the selected individuals. Subsequently, individual interviews, each lasting for a duration of 25 minutes, were conducted with the participants. Additionally, supplementary information was gathered through telephonic conversations. The interviews were conducted exclusively in the English language. The obtained data were meticulously documented, recorded, and transcribed into written format. Subsequently, a qualitative analysis was performed on the data, organized thematically based on the research questions. To uphold ethical considerations, the schools were anonymized as A, B, C and participants from each school were coded as P1, P2, P3 respectively.

### **Findings and Discussion**

The discussion of the findings of the study is based on the three research questions: How the English language teachers perceive the significance of participatory action research in language teaching and learning; what major challenges the English language teachers face in conducting participatory action research; and how participatory action research contributes to teachers' professional development and successful English language teaching and learning. The responses of the research participants obtained from the in-depth interview are discussed under three sub-themes derived from the research questions: teachers' perception on Participatory Action Research (PAR); role of PAR in teaching and learning of English; and challenges in implementing PAR in the classroom.

#### **Teachers' Perception on Participatory Action Research (PAR)**

In this study, interviews were conducted with four secondary level English language teachers from schools A, B, and C. Among the participants, two teachers reported that they have engaged in Participatory Action Research (PAR), while one exclusively conducted action research. When discussing their perspectives on PAR, all respondents exhibited a positive orientation towards this methodology. They conceptualized participatory action research as a collaborative research endeavor involving multiple researchers who observe and provide feedback on each other's work. In this context, all the participants (P1, P2, and P3) combinedly exposed their views as:

It's a kind of applied research implemented in real classroom situation to overcome the obstacles of pedagogic activities in collaboration with students and teachers.

Participatory action research is characterized as an applied research approach implemented in authentic classroom settings to address pedagogical challenges collaboratively with students and fellow educators. It facilitates the smooth and effective operation of classes by resolving day-to-day challenges encountered in the classroom. While acknowledging its theoretical appeal, participants emphasized the practical challenges of identifying and mapping out solutions to such issues in real-world educational settings.

Participatory action research (PAR) holds significant relevance in the educational landscape of our context, particularly in the realm of English language instruction. This approach within the field of education not only cultivates heightened levels of student engagement but also promotes a collaborative ethos towards societal transformation, thereby amplifying the voices of individuals and groups that often find themselves marginalized. PAR functions as a research methodology wherein both participants and researchers collaborate to identify educational challenges and proffer solutions rooted in research. Addressing the inquiry into the insignificance of participatory action research in the context of English language teaching in Nepal, the participant denoted as P1 articulated the following perspective:

It is important to know the way of teaching of our colleagues and to suggest them with some feedback on their teaching methods. We can develop new strategies for teaching, and it helps other teachers to involve in group discussion. It reflects our own practice which helps us to improve our weaknesses and helps in professional development of the participants as well. Collaboration always leads toward success. (P1)

The view of the participants shows that understanding the instructional methodologies employed colleagues and offering constructive feedback is crucial. Engaging in this collaborative process facilitates the formulation of innovative teaching strategies, fostering group discussions among the teachers. The reflective nature of this practice enables self-assessment, thereby addressing individual weaknesses and contributing to the professional development of participants. P1 emphasizes the pivotal role of collaboration in achieving success.

Similarly, the teacher from school B, identified as P2, posited that: What I think is participatory action research accelerates the rate of finding solution. Speaking simply “More heads more thoughts (solutions)”. Through

collaboration we can imagine the better teaching practices according to the students need. It helps to improve teaching and learning activities according to diverse language and cultural backgrounds students and also the professional development of teacher. (P2)

Participatory action research serves as a catalyst in expediting the problem-solving process, adhering to the adage "More heads, more thoughts (solutions)." Collaboration within this framework allows for the envisioning of improved teaching practices tailored to the diverse needs of students. P2 underscores the consequential impact of PAR on enhancing both teaching and learning activities, catering to the linguistic and cultural diversities of students, while also nurturing the professional growth of the teachers.

Furthermore, the perspective offered by the teacher from school C, labeled as P3, can be encapsulated as follows:

PAR is important in the context of Nepal for teaching English because it helps to develop collaborative skills which are important in learning English. Participatory action research allowed teachers to examine and reflect on their teaching practices, which improved teacher professionalism and effectiveness. It means PAR helps to identify better teaching strategies and help to identify the needs that are needed for professional development of teacher. (P3)

In the Nepalese context, PAR emerges as pivotal for English language instruction by fostering the development of collaborative skills integral to language learning. The participatory action research framework empowers educators to scrutinize and reflect upon their pedagogical practices, thereby elevating their professionalism and effectiveness. P3 contends that PAR serves as a conduit for identifying optimal teaching strategies and addressing the prerequisites for the professional advancement of educators.

The responses of all teachers' shows that the entire teacher have positive attitude towards PAR. It seems that all the teachers are aware of importance of PAR. These responses reveal that participatory action research is very much important for developing new teaching strategies according to the need of learners. It helps to improve the weaknesses of each other and find the better solution for that. After having discussion in group provide multiple solutions for the problem which leads people towards success. Furthermore, PAR helps in professional development of teacher. This is also reflected in the study of Nugent (2019), and McTaggart (1991)

## **Role of PAR in Teaching and Learning of English**

Participatory Action Research (PAR) is an approach to research that involves active collaboration between researchers and participants in the research process. In the context of teaching and learning English, PAR can play a significant role in enhancing the effectiveness of language education. PAR empowers both teachers and students by involving them actively in the research process (Moss, 2014). This empowerment can lead to increased engagement and motivation in the learning of English (Hart & Bond, 1995). Similarly, PAR allows for the investigation of specific contexts within the English learning environment, making the research outcomes more relevant and applicable to the participants (Kemmis & McTaggart, 2000). This contextualized approach can contribute to a more meaningful and effective English language teaching (Noffke & Somekh, 2009). Moreover, PAR can serve as a tool for ongoing teacher professional development in the field of English language education (Carr & Kemmis, 1986). Through collaborative inquiry, teachers can reflect on their teaching practices and implement improvements based on their research findings (Kemmis, 2009).

A participatory action research process aims to improve a program, process, or practice, as well as to solve real-world problems.

In response to the question, how participatory action research help in teaching and learning of English, respondents associated with school A (referred to as P1) articulated the following perspectives:

Participatory action research improves the teaching style. Teacher can implement according to the purpose and need of the learner. It helps to learn several weak points about us and classroom activities. It encourages students to work in groups where weaker students also improve themselves. It improves relationship and leaning between learner. It focuses on the problems to be solved during the classroom. It facilitates effective learning. (P1)

This exposition of the participant underlies that PAR serves to enhance pedagogical methodologies, allowing educators to tailor their approaches based on the specific objectives and requirements of individual learners. It facilitates a comprehensive understanding of both personal and classroom-related shortcomings, thereby contributing to a nuanced awareness of areas for improvement. Furthermore, PAR fosters collaborative group work, providing a platform for the enhancement of

weaker students, thus contributing to the amelioration of their academic performance. Additionally, the application of PAR is noted to fortify interpersonal relationships and the learning dynamics among students. Its emphasis on problem-oriented inquiry within the classroom setting directs attention towards resolving challenges, ultimately promoting an environment conducive to effective learning.

In addressing the inquiry regarding the efficacy of participatory action research in the pedagogy of English language instruction, a respondent (P2) from School B articulated the following insights:

Participatory action research helps teacher to find out the appropriate strategies. Then, teacher can implement according to the purpose and need of the learner. It encourages group activities and group work during the classroom. It develops the concept of collaboration. It is practice based and facilitates effective learning. The students or teachers who are silent get chance to learn in better way in group. (P2)

From this view, it can be inferred that PARP functions as a tool for teachers to identify optimal instructional strategies. Subsequently, instructors can adeptly implement these strategies in alignment with the specific objectives and requirements of learners. This research methodology fosters collaborative endeavors and group activities within the classroom, thereby cultivating a sense of cooperation. Its inherent focus on practical application contributes to the enhancement of the learning experience, particularly for individuals who may be reticent in traditional settings, as they find opportunities for improved comprehension within group dynamics.

In a similar vein, a respondent from school C (P3) responded that participatory action research contributes to the enhancement of instructional methodologies and the identification of various individual and collective weaknesses in both learners and classroom activities.

Participatory action research improves the teaching style and helps to learn several weak points about us and classroom activities. It encourages students to work in groups which helps to find out each other's weak point. It focuses on the problems to be solved during the classroom. It engages all the participants in work. Therefore, it facilitates effective learning. Participatory action research helps teacher to find out the appropriate strategies which are effective for students and can implement according to the purpose and need of

the learner. All the participants equally get chance to learn everything. Both types of students: talent and weak get chance to learn. Collaboration enhances learning. (P3)

Through the remarks of this participant, it is evident that PAR fosters collaborative group work among students, enabling the identification of individual weaknesses within the group dynamic. Notably, participatory action research directs attention towards pertinent issues within the classroom setting, thereby engaging all participants in a collective effort towards problem resolution and fostering effective learning outcomes. Furthermore, it empowers educators to discern and implement tailored instructional strategies that prove efficacious for diverse student needs. Importantly, this methodology ensures equitable learning opportunities for all participants, irrespective of their academic proficiency, as collaboration emerges as a catalyst for enriched learning experiences.

The responses from the participants on the role of PAR in teaching and learning of English language highlight that PAR emerges as a valuable approach in the context of teaching and learning English, fostering active collaboration between researchers and participants. The empowerment of both teachers and students through active involvement in the research process contributes to increased engagement and motivation in English language education. The research discussions from participants in schools A, B, and C collectively emphasize role of PAR in improving teaching methodologies, identifying weaknesses, promoting collaborative group work, and facilitating effective learning. This collaborative approach not only aids in addressing individual and collective shortcomings but also ensures equitable learning opportunities, emphasizing the importance of collaboration in enhancing the overall learning experience in English language education.

However, the response of the participants also reflects that the weaknesses of PAR can be known through the research and appropriate methodology can be used. The use of appropriate methodology, as Shirley and Irit (2020), Nurgent (2019) and Hall (1981) assert, helps in better learning. PAR appears to provide teacher researchers with a deeper and clearer awareness of their surroundings, which is vital for better teaching and learning too. The teacher should teach according to the purpose and need of the learner. PAR also encourages the collaborative learning. Through collaboration participants get chances of learning more. Additionally, PAR focus on research based and student-centered learning which have directly positive impact on learning outcome.

## Challenges in Implementing PAR in the Classroom

Implementing Participatory Action Research (PAR) in the classroom presents various challenges, reflecting the dynamic nature of this research approach. Teachers often face time constraints due to the demanding nature of their responsibilities within the classroom. Engaging in PAR may require additional time for collaboration, data collection, and reflection (Ozer et al., 2017). Similarly, resistance from educators who may be unfamiliar with or resistant to the collaborative and reflective nature of PAR can pose a significant barrier. Overcoming resistance requires professional development and a shift in the organizational culture (Feldman, 2018). Limited access to resources, both human and material, can impede the effective implementation of PAR. Adequate support in terms of training, funding, and access to necessary tools is essential (Stringer, 2014). Moreover, maintaining the momentum of PAR initiatives over time can be difficult. Ensuring sustained commitment from all stakeholders and integrating PAR into ongoing professional development efforts is essential for long-term success (Ozer et al., 2017).

Regarding the question related to the types of challenges the participants are facing while conducting and implementing participatory research, participants from school A (P1) responded that engaging in participatory research occasions feelings of vulnerability, as researchers find themselves compelled to disclose and confront deficiencies in their work to their peers. This potential discomfort arises from the anticipation of limited constructive feedback, possibly attributable to inadequacies in the evaluators' competencies, confidence levels, and substantive knowledge.

Sometimes it brings the feeling of embarrassment in the researcher to get weak points from their colleague. Similarly, there may be slim chances of receiving comments on our work from our colleagues, may be due to lack of competency, confidence in providing feedback and knowledge. Furthermore, lack of motivation, lack of resources, no sufficient time, lack of knowledge about arrangements of research activities and the lack of support of the authorities where I am working creates problem in conducting PAR. (P1)

Furthermore, the experience of the participant shows several impediments hindering the successful implementation of participatory action research (PAR). These obstacles encompass a lack of motivation, insufficient resources, constrained temporal availability, inadequate understanding of the logistical intricacies associated with research activities, and an absence of support from institutional authorities

where the research is being conducted. Cumulatively, these factors contribute to the challenges inherent in executing PAR within the context of English language teaching and learning.

In the context of issues related to the challenges encountered by participants engaged in the execution and application of participatory research, the perspective of a participant from school B (referred to as P2) reveals a comprehensive elucidation. P2 expounds that participatory action research (PAR) is characterized by a substantial temporal investment. In this context, participant from school B (P2) said:

PAR is time consuming. There are many challenges like: problem on selecting the best alternative, prioritizing the alternatives, motivation, relationship between participants, role of co-researcher and other participants, experience of the participants, not sufficient resources, negative attitude of concerned authorities or no support from them. The main issues are related to funding. It is really difficult to continue researcher based and student-based learning classes in our context. (P2)

The multifaceted challenges encompass dilemmas associated with the identification of optimal alternatives, the prioritization of these alternatives, the sustenance of motivation, the intricacies of participant relationships, the delineation of roles among co-researchers and other participants, the accrued experiences of the participants, inadequacy of resources, and the adverse attitudes or lack of support from relevant authorities. This participant underscores the centrality of financial constraints as the predominant issues, emphasizing the formidable difficulties encountered in perpetuating researcher-driven and student-centric learning initiatives within their particular contextual framework. This assertion underscores the critical role of funding as a pivotal determinant influencing the viability and continuity of participatory research endeavors and educational initiatives.

In relation to question concerning the challenges inherent in the execution and application of participatory research, Participant 3 (P3) from School C articulated the following perspectives.

While conducting PAR, we face different types of challenges like lack of smart technology, not appropriate resources for diverse classroom, lack of motivation, lack of needed support from the authorities. The main challenge is that there is no one to provide appropriate feedback. Some students remain



passive all through the time. They do not cooperate with teachers in carrying out the research. Similarly, overcrowding in classes was a problem for the research team, which made professors less enthusiastic about their work. (P3)

This response from the participant (P3) shows that the participants encountered diverse challenges, encompassing an absence of advanced technological infrastructure, inadequacy of resources tailored to accommodate a heterogeneous classroom environment, diminished motivation, and a dearth of requisite support from authoritative figures during the course of participatory action research (PAR). A primary impediment identified pertained to the absence of a structured mechanism for furnishing constructive feedback. The issue of student passivity was underscored, manifesting as a reluctance to engage with educators in the research process. Additionally, the adverse impact of classroom overcrowding on the research team's efficacy was highlighted, contributing to a diminished enthusiasm among professors for their scholarly undertakings (P3). This elucidation underscores the multifaceted challenges inherent in the implementation of participatory research within educational settings.

The responses of all teachers reflect that participants have to face different types of problems while conducting participatory research. The main challenges, as also highlighted by Stapleton (2018), and Santelli et al. (2016), all the participants have faced is due to lack of resources, funding and motivation. Similarly, they further reflect that lack of competency, lack of sufficient time, lack of support of concerned authorities, lack of knowledge about arrangements of research activities, less experience, negative attitude of peoples, no help from the teacher and student side or lack of cooperation etc. Normally, in our context there is no culture if working in group or together which directly create problem while working in group. This is also reflected in the study of Nugent (2019), Dutta (2017), Shirley and Sassoon (2020), and Savin-Baden and Wimpenny (2007). However, the participants reflect that those challenges can be solved through the planning along with time frame, by taking help on selecting the best alternative by acting according to priority order. The concerned authority and participants need talk face to face to make clear about importance of PAR and its positive effects on teaching and learning activities and teachers' professional development

## Conclusion

The study explored English language teachers' perceptions of participatory action research (PAR) in language teaching, the major challenges they face in conducting PAR, and how PAR contributes to professional development and successful English language teaching and learning. The study shows that teachers uniformly expressed positive attitudes toward PAR, viewing it as an applied research approach conducted collaboratively in real classroom situations to address pedagogical challenges. The participants highlighted the significance of PAR in developing new teaching strategies, fostering collaborative skills, and contributing to professional development. Similarly, the role of PAR in teaching and learning of English was discussed in terms of active collaboration between researchers and participants. The study highlights the potential of PAR to enhance language education by empowering both teachers and students. The methodology was seen as promoting engagement, motivation, and context-specific research outcomes, contributing to more meaningful and effective English language teaching. However, the study identifies some challenges in implementing PAR, including time constraints, resistance from educators unfamiliar with collaborative approaches, and limited access to resources. The study highlights the multifaceted challenges encountered during PAR, ranging from technological limitations to student passivity and classroom overcrowding. It underscored the importance of addressing these challenges through strategic planning, clear communication with authorities, and a commitment to fostering a culture of collaboration. The findings echo existing research, emphasizing the need for tailored strategies to overcome barriers and maximize the benefits of participatory research in language education.

This research contributes some insights into the positive perceptions of PAR among English language teachers, its role in enhancing language education, and the challenges that necessitate thoughtful consideration for successful implementation. The identified challenges provide a foundation for future research and practical interventions aimed at optimizing the integration of participatory action research in language teaching contexts. Even though it is a small-scale research output, it can be helpful for the researcher who want to do further research related to PAR and it can be helpful for the concerned people who directly and indirectly play vital role while conducting PAR and for the concerned authority who want to make improvement on issues related to PAR.

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